Spring 2017
Course Syllabi

DAKOTA COLLEGE AT BOTTINEAU
SPRING 2017
ACCT 215 - Business in the Legal Environment
Online

Professor:	Dr. George Ackerman, *PhD, JD, MBA, MS, Police Officer,* *United States Coast Guard, Aux.*
E-mail:	Please use the in class email. *Email is preferred since all correspondence must be recorded for the school.*
Office Location:	Online
Office hours:	MONDAY TO THURSDAY 11am to 4 pm Eastern *Do not send texts, I do not use this service.*
Phone (for emergencies)**:**	561-667-4209

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

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

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

Course Requirements -
Requirements : There are no educational prerequisites for this course.
Chapters

Each student must read the assigned chapters.

Online Lectures

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

 Student progress and understanding are evaluated through a number of timed, online exams. Exams consist of matching, multiple choice and true and false questions. There are 10 exams upon which grades will be determined. Links to each exam are found in the content area of the course and on the course calendar.
 When you look at the course calendar, the specific exam will be released to you on the date shown and that exam will be available for 72 hours. You MUST take the exam during this time block.
 Also, the exams are timed. Once you begin to take the exam, you will have 1 hour to complete it, so plan accordingly. Once you begin an exam, you must finish it during that hour. You will not be given another opportunity to take a particular exam, absent special circumstances and consent from the instructor.

Evaluation -

Grades : Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=0-59%

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

With this curve system, if, hypothetically, for a specific test all test scores were to fall into the

lower percentiles using a straight applic*Dakota college spring 2017 1/9-5/12 Spring break 3/13-3/17*

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

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

Class ends 5/12**, Final grades posted by** 5/12**, I am unable to respond or accept late work after** 5/12**. No exceptions**

Reminder: Once the term ends I do not check back to the course and cannot accept anything under any circumstances once the final date passes of this course as stated on the syllabus. No exceptionsation of the percentile system listed above, each student's test score will be fairly measured in relation to the rest of the class.

ACADEMIC DISHONESTY
Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.
Any student found to have engaged in academic dishonesty shall fail the assignment and may fail the course. The student may also be referred to the Chair for additional disciplinary action. See www.ciationmachine.net and http://owl.english.purdue.edu/owl/resource/560/01/ for help with APA.

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

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

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

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

Points ***are*** deducted for late submissions/late work.

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

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

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

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

Grading Rubric: Tasks/Papers/Assignments

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

Discussion Boards:

Tips for Discussion Posts

1. Make sure that you complete all of the assigned readings, homework etc. before drafting your main post.
2. Use multivariate thinking and reasoning to assure that you have identified and considered ALL of the variables associated with the topic before drafting your main post.
3. You will be evaluated based on your differentiation between simply subject familiarity and topical mastery. (The more you write and the more variables you offer in your assertions, the greater the likelihood that you will meet the criteria for display of subject mastery.)
4. DO NOT simply cut and paste references from outside sources without offering analysis and commentary. Please make sure that NO MORE than 25% of your post contains reference materials. And, ALWAYS use quotation marks, indent, and reference your sources. All posts and papers are checked against Turnitin to assure academic integrity.
5. Your main post should be NOT LESS than 3-4 paragraphs in length (depending on the complexity of the topics, and you should always post a sufficient number of follow ups posts during the week to provide examples of your subject knowledge and mastery.
6. The university requires that you be graded on a qualitative basis and assess your level of subject knowledge based on a rubric that distinguishes between recitation of facts, topical understanding, or subject mastery.
7. Full credit for assignments is reserved for those who demonstrate subject mastery. Partial credit is assigned to those demonstrate a lesser level of understanding and awareness about topical issues.
8. Part of the assessment is a determination as to your involvement, participation, and submission of comprehensive posts that showcase subject mastery.

SAMPLE "A" GRADED DISCUSSION BOARD POST
The following is an illustration of how to respond with a fully developed answer.

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

POOR RESPONSE:

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

STRONG RESPONSE:

Answer:

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

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

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

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

Dakota College at Bottineau Course Syllabus

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

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

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

Instructors:
Allen Graner, BillieJo Shae, Rodney Armstrong, Keith Knudson

Office:
Allen Graner – Rugby High School
BillieJo Shae – North Central Research & Extension Center
Keith Knudson – Molberg 26
Rodney Armstrong– Molberg 21

Office Hours:
By appointment

Phone:
Allen Graner – (701) 776-5095
BillieJo Shae – (701) 857-7682
Keith Knudson – (701) 228-5489
Rodney Armstrong – (701) 228-5481

Email:
allen.graner@dakotacollege.edu
billiejoshae@dakotacollege.edu
keith.knudson@dakotacollege.edu
rodney.armstrong@dakotacollege.edu

Lecture/Lab Schedule:
Individual instruction by appointment

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

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

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

General Education Goals/Objectives:
Goal #3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems.

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

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

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

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

Skill 2: Analyzes materials to determine their validity.

Skill 3: Draws conclusions from information collected.

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

Classroom Policies:
Individualized instruction with satisfactory/unsatisfactory grading system.

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

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

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

Credits: 3

Course Prefix/Number/Title: AH134 Medical Disorders

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

Pre-/Co-requisites: None

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

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

Instructor: Kim McDaniel, MSN RN
Office: online
Office Hours: online
Phone: cell phone (480) 216-9652. Texts welcome.
Email: ***Use course email*** or kimberley.mcdaniel@dakotacollege.edu
The instructor checks course email once a day, Monday-Friday, excluding holidays. A response can be expected within 24 hours, except on the weekends. A response to weekend emails should be expected on Monday.

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

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

Course Requirements:

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

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

A => 90%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F <= 59%

Tentative Course Outline:

Week 1:

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

Week 2:

- Chapter 3: Infectious Diseases

Week 3:

- Chapter 4: Cancer

Week 4:

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

Week 5:

- Chapter 6: Diseases and Disorders of the Cardiovascular System

Week 6:

- Chapter 7: Diseases and Disorders of the Blood

Week 7:

- Chapter 8: Diseases and Disorders of the Respiratory System

Week 8:

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

Week 9:

- Chapter 10: Diseases and Disorders of the Urinary System

Week 10:

- Chapter 11: Diseases and Disorders of the Reproductive System

Week 11:

- Chapter 12: Diseases and Disorders of the Endocrine System

Week 12:

- Chapter 13: Diseases and Disorders of the Nervous System
- **EXAM III over chapters 10-13**

Week 13:

- Chapter 14: Diseases and Disorders of the Eye and Ear

Week 14:

- Chapter 15: Mental Disorders

Week 15:

- Chapter 16: Diseases and Disorders of the Musculoskeletal System

Week 16:

- Chapter 17: Diseases and Disorders of the Integumentary System
- **EXAM IV over chapters 14-17**

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

Classroom Policies:

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

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

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

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

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

Dakota College at Bottineau
Course Syllabus
Clinical Procedures – AH136

Credits: 3

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

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

Prerequisites:

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

Course Objectives:

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

Instructor: Kim D McDaniel MSN, RN
Office: Online
Office Hours: Online
Phone: Call or text 480-216-9652
Email: Use the course email. The instructor checks course email at least once a day Monday through Friday, excluding holidays. A response can be expected within 24 hours, except on weekends. The instructor will respond to weekend emails on Mondays.

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

Textbook(s):

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

Course Requirements:

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

Tentative Course Outline:

Week 1

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

Week 2

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

Week 3

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

Week 4

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

Week 5

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

Week 6

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

Week 7

- Chapter 10 – Infection Control and Medical Asepsis

Week 8

- **EXAM IV** (Chapter 10)

Week 9

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

Week 10

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

Week 11

- Chapter 12 – Vital Signs and Measurements

Week 12

- **EXAM VI** (Chapters 12)

Week 13

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

Week 14

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

Week 15

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

Week 16

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

Week 17

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

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

Relationship to Campus Theme:

Nature

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

Technology

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

And Beyond

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

Classroom Policies:

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

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

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

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

Grading Scale:

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

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

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

Dakota College Bottineau Course Syllabus

Course Prefix/Number/Title: AH 137 Clinical Specialties

Number of Credits: 2

Course Description: This course is designed to provide students with knowledge in the clinical specialty areas giving them a basic understanding of terminology, exams, diagnostic testing and procedures in these areas. This course will focus on the knowledge and procedures related to the specialty areas in the clinical setting including geriatrics, OB-GYN, male reproductive system, pediatrics, general body systems, minor surgery, rehabilitation, emergencies and cardiology.

Prerequisites:

AH 171 – Medical Terminology
AH 134 – Medical Disorders

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

- Describe and apply the principles of aseptic technique and infection control.
- Demonstrate principles of confidentiality.
- Collect and process specimens according to policy and procedures
- Prepare the patient for examination, procedures and treatments.
- Assist the physician with minor surgery and other procedures.
- Obtain a patient history and vital signs.
- Teach methods of health promotion and disease prevention.
- Document completely and accurately.
- Demonstrate an understanding of terminology and various procedures used in specialty areas of health care

Instructor: Betty Tykwinski, MSN, RN

Email: Please use the email within the course.

Instructor home phone: 701-490-2299

Instructor home email: betty.j.tykwinski@vcsu.edu

Office Hours: Virtual

Textbooks: Two required

Title: Delmar's Clinical Medical Assisting

Author: Lindh et al
Publisher: Delmar's Publishing, Albany, NY.
Edition/Year: 4th.

ISBN : ISBN 1-4018-8132-7 or 978-1-4018-8132-0

Title: Delmar's Clinical Medical Assisting Workbook
Author: Lindh et al
Publisher: Delmar's Publishing, Albany, NY
Edition/Year: 4th.
ISBN: ISBN -10:1-4018-8133-5 or 13:978-1-4018-

Lecture/Lab Schedule: As outlined in this syllabus

Weekly Schedule:

Week 1 and 2: Obstetrics Chapter 14

Week 3 and 4: Gynecology Chapter 14

Week 5: Pediatrics Chapter 15

Week 6: Immunizations

Week 7: Male Reproductive System Chapter 16

Week 8: Gerontology Chapter 17

Week 9 and 10: Examination of Body Systems Chapter 18

Week 11 and 12 Assisting with Minor Surgery Chapter 19

Week 13: Rehabilitation Chapter 21

Week 14: EKG's Chapter 25

Week 15 Course Wrap-up

Course Requirements:

The course is set up to be completed in 15- 16 weeks. (We do not take a week off for spring break, however, if you wish to do that the course would be extended into week 16).You may progress through the course at your own pace, however I do not want you to get more than a few days behind as it is hard to get caught up. Try to get all of your assigned work done in the week it is due. Any work that is more than a week late will not be accepted. Please spend time in the class each week to get your work completed.

You are responsible for all online lessons, assigned textbook chapters, and assignments at the end of each lesson, 3 quizzes, and 2 comprehensive exams. The quizzes and exams will be accessible to you only after designated chapters and assignments have been completed.

Follow the course online in sequence, read the assigned chapters and complete the assignments and discussion questions. The three quizzes, and two comprehensive exams need to be taken when they are open unless prior arrangements have been made with the instructor.

Assignments are to be sent to the instructor via the assignment drop box located on the homepage of the course.

Check your course email daily.

Deceptive practices, including plagiarism, copying other's assignments, and cheating on tests or quizzes will be handled in accordance with Dakota College's polices on academic dishonesty. (See Dakota College Student Handbook)

Grading Method:

Final grade will be based upon successful completion of exams and assignments.

Grades will be based on the total number of points in the course

The assignments are worth 15 points providing the content is thorough. If not, points may be deducted.

Grading: Grades will be calculated using the following criteria:

A=94-100
B= 93-84
C=83-75
D=74-65
F= 0-64

General Education Goals/Objectives:

According to the campus catalog:

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

The core of general education includes building knowledge and understanding concepts of the natural and social sciences, mathematics, communication, arts and humanities, technology, and wellness. The specific goals of general education reflect the commitment to the campus focus of Nature, Technology, and Beyond and are as follows:

Nature

1. Explains the interrelationships between humans and their environment and the role of science in their lives

Technology

1 .Demonstrates knowledge and application of technology

2 .Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems

And Beyond

1 .Demonstrates effective communication

2 .Employs the principles of wellness

3 .Demonstrates the knowledge of the human experience throughout history

4 .Demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

Specifically, educated people practice and are literate in the various methods of communication. They recognize their place in the history, culture, and diverse heritages of the United States and the world. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical views of the world. They possess critical thinking skills to analyze and develop solutions for problems.

This course specifically relates to the following general education goals and objectives:

1. This course evaluates and applies research information as it relates to specialty areas in health care

2. This course analyzes information to determine its validity as it relates to areas of clinical specialties

Classroom Policies:

- All students are expected to act in a professional manner
- All students are expected to follow the course syllabus as well as the DCB policies
- All students are expected to be tolerant of and respect cultural diversity

Relationship to Campus Theme:

According to the campus catalog:

> The campus focus of "Nature, Technology and Beyond" is defined by the fact that the School of Forestry was established in 1906 and since that time, Dakota College at Bottineau has consistently utilized the biological diversity of the region via the Turtle Mountain Forest, the prairie pothole region, the J. Clark Salyer National Wildlife Refuge, the International Peace Garden, and Lake Metigoshe. Using these as natural laboratories to strengthen the educational experience and continuously expanding academic and career programming, Dakota College at Bottineau integrates technology to prepare students not only for the present but also to go beyond and to aid in improving the future. Dakota College at Bottineau's diverse, natural surroundings provides examples of how and why everyone must care for the environment. Technology aids in

determining appropriate methods to solve problems and create the change necessary to maximize positive consequences to all life. Through these and other appropriate actions, Dakota College at Bottineau will endeavor to leave students with an ethic of concern and care for the world.

This course specifically relates to the "Technology" aspect of the campus' focus. In the ever changing world of the technology associated with healthcare, students will recognize how that technology plays an important part in the healthcare arena. This course also relates to "Nature" which explains the interrelationships between humans and their environment and the role of science (healthcare) in their lives.

Academic Integrity:

The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism, or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty, and administration is to create an atmosphere where the honesty of individuals will not be questioned.
    A. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
    B. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.
2. The faculty member and the administration are responsible for procedural fairness to the accused student or students in accordance with the following procedure:
    A. Faculty members who suspect that prohibited academic conduct has occurred in their class have an initial responsibility for informing the student or students involved of their suspicion and the grounds thereof, for allowing them a fair opportunity to refute them, and for making an impartial judgment as to whether or not any prohibited academic conduct occurred only upon the basis of substantial evidence.
    B. Faculty members have the prerogative of determining the penalty for prohibited academic conduct in their classes. Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case.
    C. In addition, to the prerogative above, or if the student is not enrolled in his or her course, the faculty member may recommend a disciplinary sanction to the Associate Dean for Academic Affairs. The Associate Dean may impose academic warning or probation or may recommend suspension or expulsion to the All College Student Conduct Committee.
    D. If a person not currently enrolled at MSU-B is involved in prohibited academic conduct, the Associate Dean for Student Affairs shall be informed of the violation.

3. A student who has received a penalty or a disciplinary sanction for prohibited academic conduct may appeal the decision.
    A. The student must consult with the instructor, and the Associate Dean for Academic Affairs, in sequence, to resolve the conflict.
    B. Then, the student may request a hearing by the Academic Standards Committee.

4. A student may be suspended or expelled for prohibited academic conduct by the All College Student Conduct Committee in accordance with the following procedure:
    A. The Associate Dean for Academic Affairs must notify the student that they will recommend suspension or expulsion to the All College Student Conduct Committee. The student must be given two school days to file a written notice of appeal with the Academic Standards Committee before the recommendation is presented to the All College Student Conduct Committee.
    B. The student may appeal the recommendation of suspension or expulsion to the Academic Standards Committee as outlined in section 3.b above.
    C. The All College Student Conduct Committee may impose suspension or expulsion, if an appeal with the Academic Standards Committee is not in progress.

Student Email Policy:

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

Disabilities and Special Needs:

Please refer to the course handbook regarding special needs and or disabilities. If you have questions regarding this please contact the learning center.

Welcome to the course!

Dakota College at Bottineau Course Syllabus

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

Number of Credits: 3

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

Prerequisites: None

Course Objectives:
Students are expected to

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

Instructor: Heidi Hall
Office: Early Morning or Evening appointments arranged upon request.
Phone: Upon Request
Email: iMail feature within Moodle

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

Textbooks:

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

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

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

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

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

Course Outline:

Week	Dates	Chapters, Tests
1	January 9-13	Chapters 13-14
2	January 16 January 16-20	MLK Day – Campus Closed Chapters 15-17, Test 1
3	January 23-27	Chapters 18-20, Test 2
4	January 30 – February 3	Chapters 21-23, Test 3
5	February 6-10	Chapters 24-26, Test 4
6	February 13-17	Chapters 27-29
7	February 20 February 20-24	President's Day – Campus Closed Chapter 30, Test 5
8	February 27 - March 3	Final Exam & Evaluation

Relationship to Campus Theme:

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

Classroom Policies:

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

- Once a test is opened, it must be completed. It is up to students to be sure they are ready to take a test before entering it.
- Each test will have sections that require the use of the CPT coding book. For all questions that do not need a "code," the student is not to use the CPT book.

Evaluation:
Grades will be calculated by dividing total points earned by total points available from assignments and tests. A passing grade will be 60% or higher.
A--90-100%
B--80-89%
C--70-79%
D--60-69%
F--59% or lower

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

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

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

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

Syllabus

AH 142 Practical Applications in Coding I

3 Credits

Course Description: This course is designed to provide students with medical coding skills. The focus of the class is on ICD-10-CM and CPT-4 coding. Prerequisites: AH 138 & AH 139

Course Objectives:

Students are expected to

- Utilize CPT and ICD-10 concepts and coding skills to code medical records and other medical documents.
- Follow coding guidelines and sequencing rules.

Instructor: Sara Backman, CPC
Office: Online
Office Hours: Use the eMail tool within the online course to communicate with the instructor. Course eMail messages will be checked regularly, Monday through Friday. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5479 or 1-888-918-5623 (toll-free).
Email: Use online course eMail tool.
Class Schedule: Online

Textbooks:

Title: Step-by-Step Medical Coding
Author: Carol Buck
Edition/Year: 2011
ISBN: 978-1-4377-1643-6

Title : The Extra Step, Facility-Based Coding Practice
Edition/Year: 2011
ISBN : 978-1-4377-1659-7

Title: The Extra Step, Physician-Based Coding Practice
Edition/Year: 2011
ISBN: 978-1-4377-1661-0

Title : ICD-10-CM The Complete Official Draft Code Set
Edition/Year: 2012 **(OR 2013 may have been handed out this year)**
ISBN: 978-1-60151-605-3

Title : CPT-4 2011
Author : American Medical Association

Syllabus

Publisher : American Medical Association
Edition/Year : 2011
ISBN : 978-1-60359-216-1

Course Requirements:

Assignments: Each chapter will have a graded assignment that should be completed. All assignments (quizzes) will have an individual score that will be worth part of the total grade.

Relationship to Campus Theme:

Nature: The course focuses on health problems of humans and medical responses to injuries, illnesses, and diseases.
Technology: Relevant tools in the medical coding industry are utilized to code medical procedures.
Beyond: Students learn to communicate with other medical professionals.

Classroom Policies:

- Regular participation is expected.
  - The student is expected to complete all assignments and tests in a timely manner; assignments and tests must be completed in the order that they are presented.
  - The student is expected to communicate with other students and instructor via course mail or discussions when it is required.
  - Once a test is opened, it must be completed. It is up to students to be sure they are ready to take a test before entering it.

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

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

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

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

Syllabus

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

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

Disabilities and Special Needs:

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

Last modified: Sunday, August 21, 2016, 9:52 PM

AH 222 Medical Transcription I Syllabus

Syllabus: AH222 - Medical Transcription I

Instructor Information

Allison Getzlaff
allison.getzlaff@dakotacollege.edu

>Course Requirements

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

Course Objectives and Expectations

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

Students are expected to submit all weekly assignments and quizzes. All chapters will be completed in the order presented. Students may work ahead but once a due date has passed, the quizzes are no longer accessible and the transcription assignments are worth only half credit.
A final grade will be based on the quizzes, weekly transcription assignments, and final exam. A computer, headset, and foot pedal are required for completion of weekly assignments. Printer access is also very helpful.

Required textbooks and materials

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

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

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

Grading Scale

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

1098 to 1220 A (90%)
976 to 1097 B (80%)
854 to 975 C (70%)
732 to 853 D (60%)
731 or below is Failing.

Healthcare Law and Ethics – AH 231

Number of credits: 3

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

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

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

Instructor: Allison Getzlaff
Email: allison.getzlaff@dakotacollege.edu

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

Course Requirements:

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

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

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

526 to 585 A = 90%
486 to 525 B = 80%
409 to 485 C = 70%
351 to 408 D = 60%
350 and below =FAIL

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

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

Dakota College at Bottineau Online Course Syllabus

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

Number of credits: 2 credits

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

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

Course Objectives:
Goal:

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

Objectives:
The student will:

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

Instructor: Erin Williams, BSN, RN

Office: Thatcher Hall Room 207

Office Hours: online

Phone: 701-228-5444

Email: erin.beth.williams@dakotacollege.edu

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

Course Requirements:

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

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

Final letter grades are based on the following criteria:

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

Tentative Course Outline: Schedule subject to change

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

Relationship to campus theme:

Nature
Explains the relationship between humans and our environment and the role of science in our lives
Technology
Demonstrates knowledge and application of technology in the medical field
And Beyond
Relates to the ever changing technology in the healthcare arena

Classroom Policies:

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

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

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

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

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

Dakota College at Bottineau
Course Syllabus
AH287 Computer Applications in Health Care (16-week course)

Credits: 3 credits

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

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

Course Objectives:

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

Instructor: Kim D McDaniel MSN, RN
Office: online
Office Hours: online
Phone: cell phone (480) 216-9652. Texts welcome.
Email: ***Use course email*** or kimberley.mcdaniel@dakotacollege.edu
The instructor checks course email at least once a day, Monday-Friday, excluding holidays. A response can be expected within 24 hours, except on weekends. A response to weekend emails should be expected on Monday.

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

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

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

Course Requirements:

- The student is expected to read the assigned reading material and complete assignments.
- The student is expected to participate in any online class discussions related to the electronic health record.
- The student is required to complete all assignments and chapter quizzes. If prior arrangements have not been made, **late assignments are worth half credit**.
- A letter grade will be awarded upon the completion of the course.

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

Tentative Course Outline:

Week 1:

Part 1: Housekeeping

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

Week 2:

- Chapter 3: Adding Patients

Week 3:

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

Week 4:

- Chapter 6: Scheduling

Week 5:

- Chapter 7: Patient Registration

Week 6:

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

Week 7:

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

Week 8:

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

Week 9:

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

Week 10:

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

Week 11:

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

Week 12:

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

Week 13:

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

Week 14:

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

Week 15:

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

Week 16:

- Chapter 28: Collection Activity
- Chapter 29: Refunds

Week 17:

- Final Exam
- Course Evaluation

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

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

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

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

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

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

Mrs. Jesse Radzwill jesse.radzwill@sendit.nodak.edu

Dual Credit American Literature II

The goal of this course is to provide you with the following outcomes:

*Demonstrate various writing practices: brainstorming, free writing; outlining, journaling
*To discuss important themes in United States literature
*To learn about major United States writers and their works
*To analyze and write about United States literary themes and works
*To analyze and discuss how literary movements affected our important literary works
*Differentiate between key ideas and supporting details in reading
*Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
*Develop self-assessment skills

Grades:

Grades will be based on a combination of vocabulary, participation, journaling, tests and quizzes, and writing.

Formal papers must be 12 pt. font, double spaced, 1 inch margins, and include name, date, teacher and class on left side. All drafts must be stapled neatly together.

Formal papers will lose 10% for each day late. ALL PAPERS RECEIVING AN F GRADE MUST BE REDONE TO PASS CLASS. All papers must be completed to pass class.

Expectations:

It is my expectation that you actively read assignments provided, use any work time productively, and treat others respectfully.

Tentative Course Outline
Latin and Greek stems will be taught and tested weekly.

Throughout the semester we will read and analyze literature to identify its characteristics and classify it into literary periods.

Latin and Greek stems will be taught and tested weekly

Week 1-3: Persuasive Historical Documents
"Common Sense" Thomas Paine
"The Declaration of Independence"
Patrick Henry's Speech

Week 4: Persuasive Writing Assignment

Week 5: Persuasive Writing Assignment/Presentation

Week 5-6: Conflict and Expansion
"Narrative of the Life of Fredrick Douglas"
"Stanzas on Freedom"
"Free Labor"
"An Occurrence at Owl Creek Bridge"
"Letter to Sarah Ballou"
"A Mystery of Heroism"
"The Gettysburg Address"

Week 7: Comparing Literature
From "Coming of Age in Mississippi"
"Fredrick Douglas: A Tribute to a Great Man"
"Ballad of Birmingham"

Week 8- 9: The Changing Face of America
"This is My Letter to the World"
'"Hope'is the thing with feathers-"
"Success is counted sweetest"
"Much Madness in the divinest sense"
"My Life Closed Twice Before It's Close"
"The Yellow Wall Paper"
"The Story of an Hour"

Week 10: Comparing Literature Writing Assignment

Week 13-14: The American Dream
"Chicago"
"Lucida Matlock"
"Richard Cory"
"Miniver Cheevy"
"We wear the Mask"
"Sympathy"
"Winter Dreams"
"America and I"

Week 14: "A Raisin in the Sun"

Week 15: <u>The Great Gatsby</u>

Week 16: The Modern Age
"I Too"
"Harlem"
"The Weary Blues"
From "Love Langston"
"Any Human to Another"
"How it Feels to Be Colored Me"

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

Course Description:

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

Pre-/Co Requisites:

None

Course times:

Online

Instructor:

Clint Saunders

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

For other questions, you can contact me at - clint.saunders@dakotacollege.edu

Text:

The text in this course is optional

Experiencing Art Around Us - By Thomas Buser - 2nd Edition
ISBN 0-534-64114-8

Objectives:

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

Relationship to Campus Theme:

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

Classroom Policies:

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

Communication/Campus Email

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

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

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

Academic Integrity:

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

Disabilities and Special Needs:

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

Announcements:

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

Late Assignments:

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

Grading Philosophy:

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

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

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

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

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

Discussions:

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

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

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

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

Grading Scale:

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

Attendance:

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

Critiques:

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

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

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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

Tentative Course Outline:

Week 1 : Introduction and What is art?

Week 2 : Subjects and Their Uses in Art.

Week 3 : Visual elements

- Line, Shape and Mass

Week 4 : Visual elements

- Light and Color

Week 5 : Visual elements

- Surface and Space
- Principles of Design

Week 6: The Visual Arts

- Drawing
- Printmaking

Weeks 7 : The Visual Arts

- Painting - 10
- Sculpture -12

Weeks 8 : The Final Project

- Art movement

Dakota College at Bottineau Course Syllabus – Drawing I

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

Number of credits: 3 semester credits

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

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

Pre-/Co-requisites: None

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

Instructor: Terry Jelsing

Office: TH 2225

Office Hours: By arrangement

Phone: (701) 776-7606

Email: tjelsing1@gmail.com

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

Textbook(s): None

Course Requirements: Grading is based on a cumulative average of attendance, completed assignments, and research. Daily work/art exercises are assigned during the class and must be completed to receive credit for the day. This can only happen if students are present therefore attendance is mandatory. If a student misses more than three classes their grade will be reduced by one half-letter grade for each missed class. In the event of illness or family issues students will be excused with proper documentation. This is a hands-on class that requires students to be on time and cognizant of cumulative learning processes that requires group involvement in critiques and discussions. Individual and group critiques are the primary tool for evaluation in place of tests. Be prepared for critiques in the same way you study for a test.

Students are responsible for all assignments, research, and sketchbooks during the semester. Failure to complete this work will result in a non-passing grade. Makeup assignments are due the following week of the absence. Assignments must be completed on time to receive credit points (no partial credit for partial projects). Extra credit projects will be available to students who want to improve their grade

beyond general assignments but will not be accepted in place of the general assignment.

Final letter grades are assigned based on the following criteria:

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

Tentative Course Outline:

Week 1: Course intro. / Sketchbook assignment / drawing tools and equipment
Week 2: Elements of art / classroom exercise / use of color in drawing
Week 3: Elements of art / classroom exercise / sketchbook assignment / alternative drawing
Week 4: Principles of organization / classroom exercise / sketchbook assignment
Week 5: Instinctive and mechanical approaches to drawing / classroom exercise
Week 6: Negative space lecture and assignment
Week 7: Overlapping objects and perspective assignment / sketch book review / critique
Week 8: Mark making and spacial transparency – in class collaboration assignment
Week 9: Historical research and master copy assignment / critique
Week 10: Indigenous cultures / Dream drawing and surrealism / critique
Week 11: Large format finished drawing / open studio / critique
Week 12: Large format finished drawing / open studio / critique
Week 13: Large format finished drawing / open studio / critique
Week 14: Large format finished drawing / open studio / critique
Week 15: Final critique / final sketch book review / all projects due

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

General Education Goals/Objectives: Student demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society.

Objective 1: Creates art
- Skill 1: Demonstrates knowledge of fundamentals of drawing
- Skill 2: Uses skills learned in class to create original drawings

Objective 2: Analyzes art
- Skill 1: Possesses a base knowledge of drawing principles and elements of art
- Skill 2: Uses base knowledge to foster personal creative growth by dialog and analysis of art.

Objective 3: Evaluates aesthetics
- Skill 1: Demonstrates personal appreciation for drawing and shows aptitude for subjective aesthetics.
- Skill 2: Evaluates relationship of content and form in art works.

Classroom Policies:

1) Attendance in “a hands on “ class is the way students learn. Class participation encourages leadership, communication skill, and maturity conducive to academic learning. Lecture material with out practice will enhance your knowledge of visual art, but will not substitute for the effort that students make towards their assignments.
2) Cell phones and related devices are prohibited in the classroom at all times. It is recommended

that you do not bring your cell phone or other electronic devices into the classroom or, at the very least, turn it off.

3) Food and beverages during breaks are permitted in accordance with classroom policy.
4) Be respectful of other students, technicians, instructors, and guests. Disruptive behavior and foul language will result in the student being asked to leave the classroom.

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

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

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

Dakota College at Bottineau Course Syllabus – Water Media

Course Prefix/Number/Title: Water Media

Number of credits: 3

Course Description: Water Media explores various painting and drawing techniques with ink, watercolor, tempera, and acrylic paint. Students will learn traditional and contemporary approaches to two-dimensional art by in class activities and outside assignments. While some assignments will be specific to learning the technical aspects of the medium students will have an opportunity to create by focusing on their own subject matter on a variety of surfaces.

Pre-/Co-requisites: All students are required to fully participate in all class room activities and must maintain a sketch book with a minimum of two drawings a week through out the semester.

Course Objectives: Students will become proficient in a variety of water based mediums and techniques that will enable the student to express an understanding of form and space. The basic Elements of Art will serve as an avenue to learn and comprehend specific vocabulary that describes visual concepts and will help the student demonstrate that understanding in critiques and dialogue.

Instructor: Terry Jelsing

Office: Art Room

Office Hours: TBA

Phone: 701-776-7606

Email: tjelsing1@gmail.com

Lecture/Lab Schedule: Thursday 12:30 – 3:00 p.m.

Textbook(s): NA

Course Requirements: All students are required to complete all assignments and classroom exercises to receive full credit. Attendance is mandatory as this is a " hands on " cumulative class that requires that students stay current with assignments and sketchbook. If a student has a valid reason for absence it is the students responsibility to find out what the assignment is before the absence and to be prepared for class after the absence. Students may miss no more than three classes whereupon every class missed after that will result in ½ reduction in current letter grade. No exceptions. Students are expected to be on time and prepared for critique of assignments as this form of evaluation is the equivalent of a test.

Grading will be equally divided between attendance, assignments, and sketchbook. It is necessary for students to maintain all three areas for a passing grade.

Tentative Course Outline:
Part one (Jan. - March) of the course is dedicated to In class exercises and assignments; Topics include medium characteristics, drawing techniques using water media, Preparing surfaces and supports for water media, team artist projects, and skill development.

Part two (March - May) of the course is dedicated to outside assignments that are specifically focused on developing good compositional strategies and providing solutions for specific visual challenges. Students will have opportunity to develop their own direction and style by choice of subject matter and medium.

General Education Goals/Objectives: Students will learn the Elements of Art and how to compose and develop visual imagery. The technical skills acquired in Water Media will enable students to apply abstract thought processes to projects that demonstrate many levels of cognitive development. The act of painting is a craft while the ability to transform technical information into an expressive act is a point of personal transformation. When students are able utilize media in a way that is in the service of an idea the ability to communicate is multiplied on many levels.

Relationship to Campus Theme: Water Media is a liberal arts course that is part of student development initiatives that consider the perceptual, intellectual development of each individual.

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

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

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

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

Dakota College at Bottineau, Course Syllabus

Course Prefix/ Title: ASC 087 College Writing Preparation

Credits: 3 Semester Credits

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

Course Objectives: Students will
* Demonstrate an understanding of the rules of grammar, punctuation, mechanics, and usage.
1. Write clear, error free sentences
2. Write topic sentences and use details and examples
3. Organize paragraphs in coherent short essays
4. Learn and practice revision techniques

Instructor: Erika Hamilton

E mail: erika.hamilton@dakotacollege.edu

Lecture Schedule: MWF, 1:00-1:50 pm, Arntzen IVN

Final Exam: **Wednesday, May 10, 2017. 3-5 pm, Arntzen IVN**
*** If you are unable to take the final at the scheduled exam time, please speak with me and complete the necessary paperwork to take the exam early. If this paperwork is not completed **and approved**, you will not be able to take the final early.

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

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

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

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

Week 2: Personal Introductory Essay

Weeks 3 and 4: Remembered Event Essay

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

Weeks 7: Essay Questions, wordiness, organization

Week 8: MIDTERM, thesis statements, supporting material

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

Week 10: Essay: Argument Supporting a Position

Week 11: Essay: Argument Supporting a Position, continued

Week 12: Essay: Proposal to Solve a Problem

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

Weeks 14 and 15: Justifying the Evaluation Essay

Week 16: FINALS WEEK

There will be no class on days the college is closed: Jan 16, Feb 20, Mar 13-17, Apr 14-17

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

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

Classroom Policies:

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

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

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

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

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

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

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

Spring 2017 - ASC 87 COLLEGE WRITING PREP

TBHI = To be handed in

WEEK I	**W 1/11**	
	F 1/13	
WEEK II	**M 1/16**	
	W 1/18	
	TH 1/19	Last day to add classes (16 wk) / Last day to drop classes for full refund (16 wk)
	F 1/20	
WEEK III	**M 1/23**	
	W 1/25	
	F 1/27	
WEEK IV	**M 1/30**	
	W 2/1	
	F 2/3	
WEEK V	**M 2/6**	
	W 2/8	
	F 2/10	
WEEK VI	**M 2/13**	
	W 2/15	
	F 2/17	
WEEK VII	**M 2/20**	**Holiday – no classes**
	W 2/22	
	F 2/24	
WEEK VIII	**M 2/27**	
	W 3/1	**Midterms**
	F 3/3	
WEEK IX	**M 3/6**	
	W 3/8	
	F 3/10	

SPRING BREAK 3/13 – 3/17

WEEK X	**M 3/20**	
	W 3/22	
	F 3/24	

WEEK XI **M 3/27**

W 3/29

F 3/31

WEEK XII **M 4/3**

W 4/5

F 4/7 Last day to drop classes with record or withdraw (16 wk)]

WEEK XIII **M 4/10**

W 4/12

F 4/14 **HOLIDAY – No classes**

WEEK XIV **M 4/17** **HOLIDAY – No classes**

W 4/19

F 4/21

WEEK XV **M 4/24**

W 4/26

F 4/28

WEEK XVI **M 5/1**

W 5/3

F 5/5

FINALS WEEK is May 8 – 12

COLLEGE WRITING PREP SYLLABUS

Spring 2017

Title: ASC 87 College Writing Skills
Credits: 3
Day/Time: MWF 11:00 - 11:50
Location: TBA
Instructor: Dr. Valerie Meidinger
Office: McFarland 136
Office Hours: MW 12-2, Tues. 11-1 or by appointment
Office phone: (701) 845-7490
Email: valerie.meidinger@vcsu.edu

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

Course Objectives:
Students will be able to

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

Textbook: No textbook required

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

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

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

FINAL EXAMS are scheduled for the week of May 8-12. Your Final Exam is mandatory and cannot be taken early. Please do NOT make travel arrangements for Winter Break and expect to take your final early.

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

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

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

Safety Notice: In case of a fire, students will gather their materials, exit the building using the south stairs and will meet in front of the President's house stairs.
In case of a tornado, students will follow the stairs down to the basement of the library and remain there until the weather improves. Students will not be allowed to leave until an "all clear" notice has been given.
In case of a lockdown, we will remain in the classroom. Students will NOT leave the room until an "all clear" notice has been given. If a lockdown occurs, students are expected to work as a team, silence cell phones, and remain calm.

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

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

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

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

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

ourse Name : ASC 087 College Writing Preparation
Online

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

Credits: 3 semester credits
Prerequisite(s): None
Delivery Method: Online

Course Objectives/Student Outcomes:

It is expected that students will be able to

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

Write clear, error-free sentences.

Write topic sentences for paragraphs.

Use details and examples to support topic sentences.

Write solid paragraphs

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

Textbook:

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

Order by e-mail: bookstore@dakotacollege.edu
or
Order online:
https://epayment.ndus.nodak.edu/C22800_ustores

Course Requirements:

Independent Practice:

Read the assigned pages in the textbook and do the chapter activities. Starting with Chapter 4, you can check your answers from the answers given in the back of the book, pages 568-586.

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

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

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

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

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

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

Learn to write correctly written sentences, paragraphs and essays. **(Gen. ed. goals 1 & 2)**
Read and write about an environmental concern. **(Gen. ed. goal 5)**
Read and write about an aspect of cultural diversity. **(Gen. ed. goal 6)**

Relationship to Campus Theme:

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

Classroom Policies:

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

Evaluation:

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

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

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

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

- Students are responsible for submitting their own work. Student work must not be plagiarized.

- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

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

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

Disabilities and Special Needs:

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:
ASC 88: Composition I: Writing Lab
1 Credit

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

Pre-requisite:
Enrollment in ENGL 110 with an ACT score of 14 or 15

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

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

Office Hours:
10:00 to 11:00 MWF

Lecture/Lab Schedule:
Thursday: 1:00-1:50 @ Thatcher 212

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

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

Policy on Devices and Class Participation

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

Relationship to Campus Theme:
Students will revise a writing assignment that defines a concept central to the campus theme.

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

Academic Integrity:

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

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

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

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

Most current discussions of plagiarism fail to distinguish between:

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

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

Disabilities and Special Needs:

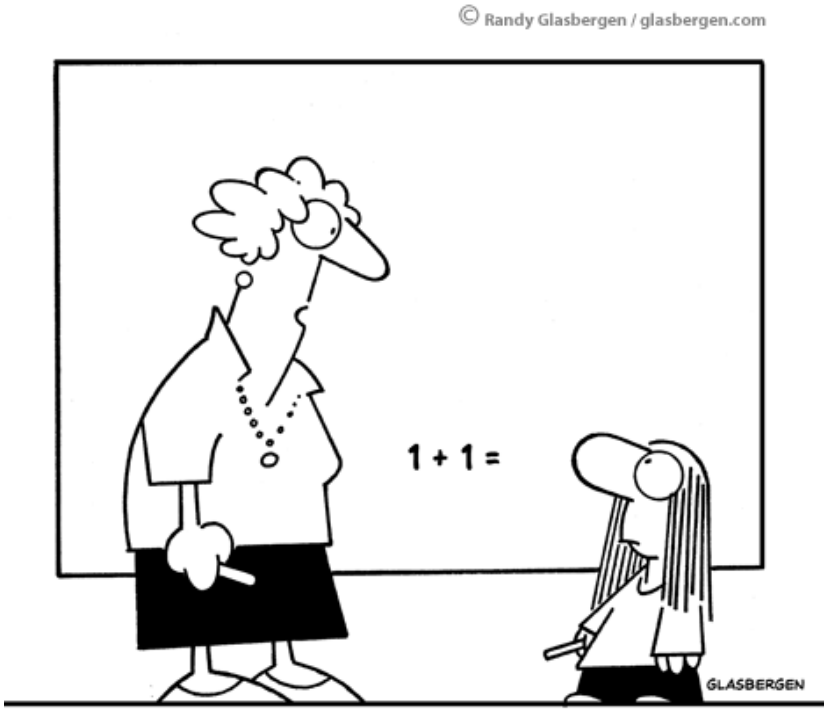
Any student with disabilities or special needs should inform the instructor, who will make accommodations so all students can meet their educational goals.

DAKOTA COLLEGE AT BOTTINEAU

Minot Campus

Welcome to Beginning Algebra !

ASC 094 MWF Syllabus – Spring 2017
Three Credits



"Yes, this will be useful to you later in life."

Instructor: Sarah B Joy

Office: Model Hall, Room 307

Contact: sarah.joy@ndus.edu, or 701-858-3160 (Office)

Office Hours: By Appointment

Technical Problems: If you have a technical problem with MyMathLab, please visit http://www.pearsonmylabandmastering.com/northamerica/mymathlab/students/support

Class Schedule: MWF 10:00-10:50 AM, in Old Main Room, 106A
MWF 1:00-1:50, in Old Main, Room 104

Prerequisites: None

Welcome to Beginning Algebra! This three credit course will be sixteen weeks. This class does not satisfy college graduation requirements for math. Throughout this course you will be asked to complete daily homework assignments, quizzes, chapter tests and a final exam. Topics covered will include properties of numbers, fundamental operations, factoring, fractions, exponents, radicals and equations. This course will utilize the MyMathLab system for homework, while quizzes and tests will be taken on paper in the classroom. If you do not understand something in or out of the class, don't forget that you are not in this alone. Stop me in class when you do not understand, utilize the "help me solve this!" feature in MyMathLab when you are stuck on a question, or make a special time to meet with me about the question. You can also create study groups with classmates, and/or ask for a tutor. This class will be challenging, ***but you can do it!***

Course Objectives

As an active participant in this class, you will learn techniques to analyze and solve various types of beginning algebra problems and utilize a calculator to solve algebra problems, when necessary.

Learning Environment

As an active participant in this class, you will be attending class for three hours each week. These classes will utilize both direct instruction and collaborative learning. This course utilizes an online learning system called MyMathLab. Through MyMathLab, students will have access to worked out explanations, textbook lessons and video demonstrations. Students may also utilize the email tool to ask students and the instructor questions about assignments.
Note: While you do have access to helpful learning tools in MyMathLab, these tools are not a replacement for classroom instruction and participation. ***Expect to attend every class!***

Textbook

Beginning and Intermediate Algebra, **Tobey, Slater, Blair and Crawford; 5th edition. Pearson.**

You have the option of purchasing the online only text with MyMathLab, or the textbook with the online component. I suggest you use the free two-week trial of the online textbook before making your final decision. You can purchase your textbook or online access code at the MSU bookstore.

Course requirements

Learning algebra is an investment of time. Algebra is learned best by practicing, reflecting and practicing some more. While understanding the steps in the topic explanations and video presentations is a good first step, to truly master the material you should be able to look at a problem, know how to proceed and be able to carry out the steps without assistance. The multiple attempts allowed during independent practice (including homework and practice tests) in MyMathLab provides opportunities for you to get to that point. Passing grades on quizzes and chapter tests demonstrates that you have mastered the skills taught.

Evaluation

Homework – 20%

Homework can be found under the homework tab in MyMathLab. You may work ahead, but each homework assignment should be completed by the time of the mid-chapter quiz. You will need to achieve 70% or more to proceed to the next section. You will have three tries to complete each homework problem, so use your thinking carefully as you proceed.

Quizzes – 30%

Mid chapter quizzes will be taken on paper in class unless otherwise stated. Missed quizzes must be made up within three business days.

Tests – 50%

There will be five exams throughout the semester. Your final exam may replace your lowest test score. **There will be no make-ups.**

Based on North Dakota state policy, students must earn a grade of C or higher to be promoted to the next level of college mathematics. Letter grades are assigned using the following scale.

A 89.5%-100%
B 79.5-89.49%
C 69.5%-79.49%
D 59.5%-69.49%
F 59.49% or lower

Relationship to Campus Theme

The student will begin to see applications of algebra in nature, business, health, construction, etc. As they use a graphing calculator, they can solve real life problems with large numbers. These problems will require critical thinking and interaction with other students.

Class Policies

Attendance

The sequential nature of mathematics makes it necessary for students to attend class and participate on a regular basis. Attendance is not mandatory, but be aware that your learning may suffer if you are not present.

Assignments

Students may work ahead; but make sure that you are at least complete to the level we are covering in class as it is very easy to fall behind in math.

Electronic Devices

Turn off (or mute) cell phones, pagers or other electronic devices as a curtesy to others. Students may use their phones for emergencies and step out of the classroom for calls as necessary.

Above all, be respectful to your classmates and the process of learning. If there is discourtesy students will be asked to leave.

Student Email Policy
Dakota College at Bottineau increasingly depends on email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting on important information conveyed via campus email rests with the student. Therefore, you MUST use your school email address to create your MyMathLab account.

Disabilities and Special needs
If you have a disability for which you need accommodation, please see me immediately. If you have already met with Student Developmental personnel, please provide me with the information regarding your needs so that I can make the appropriate accommodations.

ASC 94 Spring 2017 Due Dates

January 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9 Evening and Online classes begin after 4 pm	10	11 First day of class, review syllabus and complete MML overview	12	13 Introduction to numbers, fractions	14
15	16 Martin Luther King Day	17	18 Simplifying fractions HW: Chapter 0.1	19	120 Adding, subtracting fractions HW: Chapter 0.2	21
22	23 Multiplying, dividing fractions HW: Chapter 0.3	24	25 Decimals, percents HW: Chapter 0.4, 0.5	26	27 Problem solving, Quiz 1: Ch 0.1-0.4 HW: Chapter 0.6	28
29	30 Chapter 0 test review	31				

February 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Chapter 0 test	2	3 Adding, subtracting real numbers HW: Ch 1.1, 1.2	4
5	6 Multiplying, dividing numbers HW: Ch. 1.3	7	8 Exponents HW: Chapter 1.4	9	10 Order of operations HW: Chapter 1.5	11
12	13 Order of operations Quiz 2: Ch. 1.1-1.5	14	15 Distributive property, combining like terms HW: Ch. 1.6, 1.7	16	17 Evaluating expressions, grouping symbols HW: Ch. 1.8, 1.9	18
19	20 Presidents Day Holiday	21	22 Chapter 1 review	23	24 **Chapter 1 test**	25
26	27 Addition, multiplication, principles of equality HW: Chapter 2.3	28				

March 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Using addition, multiplication principles HW: Ch. 2.3	2	3 Solving equations with fractions HW: Ch. 2.4	4
5	6 Solving equations with fractions Quiz 3: Ch. 2.1-2.4	7	8 Translating English to Algebra HW: Ch. 2.5	9	10 Solving word problems Ch. 2.6	11
12	13	14	15	16	17	18
19	20 Solving word problems Ch. 2.6	21	22 Chapter 2.8: solving inequalities, one variable HW: Ch. 2.8	23	24 Chapter 2 test review	25
26	27 **Chapter 2 test**	28	29 Rules of exponents HW: Ch. 5.1	30	31 Negative exponents, scientific notation HW: Ch. 5.2	

April 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Fundamental polynomial operations HW: Ch. 5.	4	5 Exponent review, quiz 4: Ch. 5.1-5.3	6	7 Multiplying polynomials, HW: HW: Ch. 5.4, 5.5	8
9	10 Dividing polynomials HW: Chapter 5.6	11	12 Working with multiplying, dividing polynomials	13	14 **Easter Break**	15
16	17 **Easter Break**	18	19 Chapter 5 test review	20	21 **Chapter 5 test**	22
23	24 Removing a common factor HW: Ch. 6.1	25	26 Removing factoring by grouping HW: Ch. 6.2	27	28 Factoring trinomials HW: Ch. 6.3	29

May 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Rectangular coordinate system, graphing HW: Ch. 3.1	2	3 **Chapters 6, 3 test**	4	5 Final exam review	6
7	8 **Final Exam 12:00 – 12:50** **1 pm Class**	9	10 **Final Exam 10:00 – 11:50 AM** **10 am Class**	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

ASC 088
Spring 2017

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

"The boundaries of my language are the boundaries of my world." ~ Ludwig Wittgenstein

Course Description:
ASC 088 Writing Lab, a companion course to ENGL 110, provides additional time and help for students to practice revising skills.
.
Note: Basic skills with Microsoft Word and Internet access either at home or school are required.

Pre-requisite:
Enrollment in ENGL 110 with an ACT score of 14 or 15.

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

Textbook and Additional Required Materials:
Required Textbook – *The St. Martin's Guide to Writing*, 9th Edition, Axelrod, Cooper.
978-0-312-53612-1
Deeply Rooted by Lisa Hamilton. 978-1582435862 (this is the school's "campus read" for 2016-2017).

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

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

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

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

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

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

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

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

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

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

Course Withdrawal Deadline
April 8th is the last day to withdraw from the course.

Grading (on a 100 point scale):

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

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

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

Semester Schedule Spring 2017

Week	Reading Schedule	Written Assignment
Weeks 1 and 2 – Beginning Jan. 9	St. Martin's H115-131 Begin reading Campus Read	Exercises 1 + Reader Response 1 + Paragraph 1
Week 3 and 4 – Beginning Jan. 23	St. Martin's H5-21 Continue reading Campus Read	Exercises 2 + Reader Response 2 + Paragraph 2
Weeks 5 and 6 – Beginning Feb. 6	St. Martin's H22-38 Continue reading Campus Read	Exercises 3 + Reader Response 3 + Paragraph 3
Weeks 7 and 8 – Beginning Feb. 20	St. Martin's H39-55 Continue reading Campus Read	**Midterm Quiz** + Paragraph 4
Week 9 and 10 – Beginning March 6	St. Martin's H56-72 Continue reading Campus Read	Exercises 4 + Reader Response 4 + Paragraph 5
Weeks 11 and 12 – Beginning March 20	St. Martin's H73-89 Continue reading Campus Read	Exercises 5 + Reader Response 5 + Paragraph 6
Weeks 13 and 14 – Beginning April 3	St. Martin's H90-103 Continue reading Campus Read	Exercises 6 + Reader Response 6 + Paragraph 7
Weeks 15 and 16 – Beginning April 17	St. Martin's H115-131 Begin reading Campus Read	**Final Quiz** + Paragraph 8
Weeks 17 – Beginning May 1	Finish Reading Campus Read	Campus Read due Thursday, May 11th by 4pm.

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

Dakota College at Bottineau Course Syllabus
Spring 2017

Course Prefix/Number/Title:

ASC 88: Composition I: Writing Lab
1 Credit

Course Description:

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

Pre-requisite:

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

Course Objectives:

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

Instructor:

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

Office Hours:

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

Lecture/Lab Schedule:

Thursday: 1:00-1:50

Textbooks:

Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9th ed. Boston: Bedford/St. Martin, 2010. Print.
Hamilton, Lisa M. *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness*. Berkeley: Counterpoint, 2009. Print.

O'Brien, Tim. *The Things They Carried*. New York: Broadway Books, 1990. Print.

Course Requirements:

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

General Education Goals/Objectives:

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing
Objective 4: Works collaboratively with others

Relationship to Campus Theme:

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

Classroom Policies: Grading

Weekly check list
Written assignments
Worksheet scores
Pretest/posttest improvement

Academic Integrity:

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

Campus Email Policy

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

Disabilities and Special Needs:

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

ASC 88: Writing Lab
Spring 2017

Syllabus:

January 12
Introduce course
Basic sentence structure worksheet

January 19
Revise Persuasive Paragraphs

January 26
Revise Descriptive paragraphs
Pronoun case worksheet

February 2
Develop thesis statement for the first paper
Free write first paragraph
Verbs: tense and Mood

February 9
Revise first paper
Grammatical Sentences: Verbs Adjective and Adverbs

February 16
Revise first paper
Misplaced Modifiers

February 23
Thesis statement for the second paper
Review for the midterm

March 2
Draft second paper

March 9
Revise second paper

March 23
Revise second paper
Concise Writing Worksheet

March 30
Brainstorm topics for the final paper
Commas Introductory elements worksheet

April 6
Review: Thesis statements; research methods
Commas Worksheet

April 13
Draft third paper

April 20
Revise final paper

Review for posttest
Diction Worksheet
April 27
Review for Final

May 4
Review for Final

Algebra Prep 1 – 1st 8 Weeks

ASC 91 Algebra Prep 1 (2 semester credits)

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

Prerequisite(s): none

Harmony Richman
Email: harmony.richman@vcsu.edu
Phone: 701- 845-7685
Office Location: McFarland 134

Course Website:
http://mrsrichmanprep.weebly.com

Textbook:
Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4th edition.

Class Schedule:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Office Hours:

To be announced.

Course Requirements: Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. **Students are responsible to show all work on their homework turned in. If there is no work shown on the assignment, there will be no credit awarded.** Learning will take place utilizing the following; take home homework, in-class activities, supplemental instruction provided by the instructor; project; homework, and tests/exams.

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

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

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

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

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

Final letter grades are assigned based on the following:

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

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

Schedule (subject to change):

Date	Topic
January 10th	✓ Welcome! ✓ Overview of Course
January 11th	✓ 0.1 - Simplifying Fractions
January 13th	✓ 0.2 - Adding and Subtracting Fractions
January 16th	No School Martin Luther King Jr Day
January 17th	✓ 0.3 – Multiplying and Dividing Fractions
January 18th	✓ 0.4 – Using Decimals
January 20th	✓ 0.5 – Percents, Rounding, and Estimating
January 23rd	✓ Chapter 0 Review
January 24th	✓ Chapter 0 Test
January 25th	✓ 1.1 – Adding Real Numbers
January 27th	✓ 1.2 - Subtracting Real Numbers
January 30th	✓ 1.3 – Multiplying and Dividing Real Numbers
January 31st	✓ 1.4 - Exponents
February 1st	✓ 1.5 – The Order of Operations

February 3rd	✓ 1.6 – Using the Distributive Property to Simplify Algebraic Expressions
February 6th	✓ 1.7 – Combining Like Terms
February 7th	✓ 1.8 – Using Substitution to Evaluate Algebraic Expressions and Formulas
February 8th	✓ 1.9 – Grouping Symbols
February 10th	✓ Chapter 1 Review
February 13th	✓ Chapter 1 Test
February 14th	✓ 2.1 – The Addition Principle of Equality
February 15th	✓ 2.2 – The Multiplication Principle of Equality
February 17th	✓ 2.3 – Using the Addition and Multiplication Principle Together
February 20th	No School President's Day
February 21st	✓ 2.4 – Solving Equations with Fractions
February 22nd	✓ 2.5 – Translating English Phrases into Algebraic Expressions
February 24th	✓ 2.6 – Using Equations to Solve Word Problems
February 27th	✓ 2.8 – Solving Inequalities in One Variable
February 28th	✓ Chapter 2 Review
March 1st	✓ Live Binders Project Due ✓ Chapter 2 Review
March 3rd	✓ Chapter 2 Test

Algebra Prep 1 – 2nd 8 Weeks

ASC 91 Algebra Prep 1 (2 semester credits)

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

Prerequisite(s): none

Harmony Richman
Email: harmony.richman@vcsu.edu
Phone: 701- 845-7685
Office Location: McFarland 134

Course Website:
http://mrsrichmanprep.weebly.com

Textbook:
Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4th edition.

Class Schedule:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Office Hours:

To be announced

Course Requirements: Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. **Students are responsible to show all work on their homework turned in. If there is no work shown on the assignment, there will be no credit awarded.** Learning will take place utilizing the following; take home homework, in-class activities, supplemental instruction provided by the instructor; project; homework, and tests/exams.

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

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

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

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

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

Final letter grades are assigned based on the following:

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

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

Schedule (subject to change):

Date	Topic
March 6th	✓ Welcome! ✓ Overview of Course
March 7th	✓ 0.1 - Simplifying Fractions
March 8th	✓ 0.2 - Adding and Subtracting Fractions
March 10th	✓ 0.3 – Multiplying and Dividing Fractions
March 13th – March 17th	No Classes – Spring Break
March 20th	✓ 0.4 – Using Decimals
March 21st	✓ 0.5 – Percents, Rounding, and Estimating
March 22nd	✓ Chapter 0 Review
March 24th	✓ Chapter 0 Test
March 27th	✓ 1.1 – Adding Real Numbers
March 28th	✓ 1.2 - Subtracting Real Numbers
March 29th	✓ 1.3 – Multiplying and Dividing Real Numbers
March 31st	✓ 1.4 - Exponents
April 3rd	✓ 1.5 – The Order of Operations
April 4th	✓ 1.6 – Using the Distributive Property to Simplify Algebraic Expressions

April 5th	✓ 1.7 – Combining Like Terms
April 6th	✓ 1.8 – Using Substitution to Evaluate Algebraic Expressions and Formulas
April 10th	✓ 1.9 – Grouping Symbols
April 11th	✓ Chapter 1 Review
April 12th	✓ Chapter 1 Test
April 14th	No School Good Friday
April 17th	No School Easter Monday
April 18th	✓ 2.1 – The Addition Principle of Equality
April 19th	✓ 2.1 – The Addition Principle of Equality
April 21st	✓ 2.2 – The Multiplication Principle of Equality
April 24th	✓ 2.3 – Using the Addition and Multiplication Principle Together
April 25th	✓ 2.4 – Solving Equations with Fractions
April 26th	✓ 2.5 – Translating English Phrases into Algebraic Expressions
April 28th	✓ 2.6 – Using Equations to Solve Word Problems
May 1st	✓ 2.8 – Solving Inequalities in One Variable
May 2nd	✓ Live Binders Project Due ✓ Chapter 2 Review
May 3rd	✓ Chapter 2 Review
May 5th	✓ Chapter 2 Test

ASC 91 – Algebra Prep I

2 credits
Instructor: Tracy Chisholm

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

Prerequisite: none

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

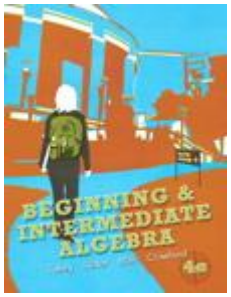
- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Analyze and solve various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

Class Schedule: online

Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: tracy.chisholm@dakotacollege.edu
Office Hours: online

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



MyMathLab Learning Software Website: www.mymathlab.com

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

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

Course Requirements:

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

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

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

Homework Assignments: These are graded assignments that can be done multiple times. Only the highest score will be calculated into the student's overall grade. If the assignment is done after the posted due date, 30% will be deducted from your score.

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

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

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate program on the graphing calculator to solve problems

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill3: Solves word problems

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

Classroom Policies:

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

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

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

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

ASC 92 – Algebra Prep II

2 credits
Instructor: Tracy Chisholm

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

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

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

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

Class Schedule: MTWF 1st 8-weeks 2:00pm – 2:50pm

Monday	Tuesday	Wednesday	Thursday	Friday
NSC 126	NSC 125	NSC 126		NSC 126
2-2:50pm	2-2:50pm	2-2:50pm		2-2:50pm

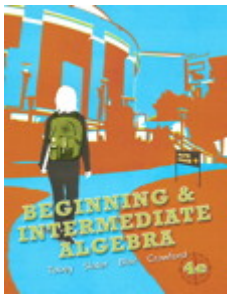
Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: tracy.chisholm@dakotacollege.edu
Office Hours: Mon-Wed 3-4pm and Thursday 9-11am or by appointment
Website: chisholmalgebraprep.weebly.com

Tentative Course Outline:

Chapter	***Topics***	***Dates***
Chapter 3 Sections 3.1 – 3.6	Graphing & Functions	Weeks 1-3
Chapter 5 Sections 5.1 – 5.6	Exponents & Polynomials	Weeks 4-6
Chapter 6 Sections 6.1 – 6.3	Factoring	Week 6-7
Final Exam	COMPREHENSIVE	Week 8

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



MyMathLab Learning Software Website: www.mymathlab.com

Course Requirements:

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

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

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

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

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

Classroom Policies:

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

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate program on the graphing calculator to solve problems

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill3: Solves word problems

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

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

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

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

Algebra Prep 2 – 1st 8 weeks

ASC 92 Algebra Prep 2 (2 semester credits)

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

Prerequisite(s): none

Harmony Richman
Email: harmony.richman@vcsu.edu
Phone: 701- 845-7685
Office Location: McFarland 134

Course Website:
http://www.mrsrichmanprep.weebly.com

Textbook:
Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4th edition.

Class Schedule:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Office Hours:

To be announced.

Course Requirements: Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. **Students are responsible to show all work on their homework turned in. If there is no work shown on the assignment, there will be no credit awarded.** Learning will take place utilizing the following; in-class activities, supplemental instruction provided by the instructor; project; daily lesson homework, and tests/exams. Homework will be completed using pencil/paper.

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

- Demonstrate an understanding of terms and rules used in algebra.
- Utilize the rules of exponents to simplify exponential expressions.
- Utilize problem solving strategies to solve problems.
- Perform the basic algebraic operations with polynomials.

- Factor using greatest common factor, factor by grouping and factor trinomials of the form $x^2 + bx + c$
- Plot points, graph linear equations and find slope of a line.
- Analyze and solve various types of math problems.
- Gain the skills need to participate in ASC 93 Algebra Prep III.

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

Grading Criteria: Your grade is weighted by category; 25% homework, 25% in-class activities, 35% tests/quizzes, and 15% paper.

Final letter grades are assigned based on the following:

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

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

Schedule (subject to change):

Date	Topic
January 10th	✓ Welcome! ✓ Overview of Course
January 11th	✓ 3.1 – The Rectangular Coordinate System
January 13th	✓ 3.2 Graphing Linear Equations
January 16th	No School Martin Luther King Jr Day
January 17th	✓ 3.3 – The Slope of a Line
January 18th	✓ 3.4 – Writing the Equation of a Line
January 20th	✓ 3.6 - Functions
January 23rd	✓ 3.6 - Functions
January 24th	✓ Chapter 3 Review
January 25th	✓ Chapter 3 Review
January 27th	✓ Chapter 3 Test
January 30th	✓ 5.1 – The Rules of Exponents
January 31st	✓ 5.2 – Negative Exponents and Scientific Notation.

February 1st	✓ 5.3 – Fundamental Polynomial Operations
February 3rd	✓ 5.4 – Multiplying Polynomials
February 6th	✓ 5.5 – Multiplication: Special Cases
February 7th	✓ 5.6 – Dividing Polynomials
February 8th	✓ 5.6 – Dividing Polynomials
February 10th	✓ Chapter 5 Review
February 13th	✓ Chapter 5 Test
February 14th	✓ 6.1 – Removing a Common Factor
February 15th	✓ 6.2 – Factoring by Grouping
February 17th	✓ 6.3 – Factoring Trinomials of the Form $x^2 + bx + c$
February 20th	No School President's Day
February 21st	✓ Mid-Chapter Review
February 22nd	✓ 6.4 - Factoring Trinomials of the Form $ax^2 + bx + c$
February 24th	✓ 6.5 – Special Cases Factoring
February 27th	✓ 6.6 – A Brief Review of Factoring
February 28th	✓ 6.7 – Solving Quadratic Equations by Factoring
March 1st	✓ Algebra Art Due! ✓ Chapter 6 Review
March 3rd	✓ Chapter 6 Test

Algebra Prep 2 – 2nd 8 weeks

ASC 92 Algebra Prep 2 (2 semester credits)

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

Prerequisite(s): none

Harmony Richman
Email: harmony.richman@vcsu.edu
Phone: 701- 845-7685
Office Location: McFarland 134

Course Website:
http://www.mrsrichmanprep.weebly.com

Textbook:
Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4th edition.

Class Schedule:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Office Hours:

To be announced.

Course Requirements: Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. **Students are responsible to show all work on their homework turned in. If there is no work shown on the assignment, there will be no credit awarded.** Learning will take place utilizing the following; in-class activities, supplemental instruction provided by the instructor; project; daily lesson homework, and tests/exams. Homework will be completed using pencil/paper.

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

- Demonstrate an understanding of terms and rules used in algebra.
- Utilize the rules of exponents to simplify exponential expressions.
- Utilize problem solving strategies to solve problems.
- Perform the basic algebraic operations with polynomials.

- Factor using greatest common factor, factor by grouping and factor trinomials of the form $x^2 + bx + c$
- Plot points, graph linear equations and find slope of a line.
- Analyze and solve various types of math problems.
- Gain the skills need to participate in ASC 93 Algebra Prep III.

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

Grading Criteria: Your grade is weighted by category; 25% homework, 25% in-class activities, 35% tests/quizzes, and 15% paper.

Final letter grades are assigned based on the following:

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

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

Schedule (subject to change):

Date	Topic
March 6th	✓ Welcome! ✓ Overview of Course
March 7th	✓ 3.1 – The Rectangular Coordinate System
March 8th	✓ 3.2 Graphing Linear Equations
March 10th	✓ 3.3 – The Slope of a Line
March 13th – March 17th	No Classes – Spring Break
March 20th	✓ 3.4 – Writing the Equation of a Line
March 21st	✓ 3.6 - Functions
March 22nd	✓ 3.6 - Functions
March 24th	✓ Chapter 3 Review
March 27th	✓ Chapter 3 Review
March 28th	✓ Chapter 3 Test
March 29th	✓ 5.1 – The Rules of Exponents
March 31st	✓ 5.2 – Negative Exponents and Scientific Notation.

April 3rd	✓ 5.3 – Fundamental Polynomial Operations
April 4th	✓ 5.4 – Multiplying Polynomials
April 5th	✓ 5.5 – Multiplication: Special Cases
April 6th	✓ 5.6 – Dividing Polynomials
April 10th	✓ 5.6 – Dividing Polynomials
April 11th	✓ Chapter 5 Review
April 12th	✓ Chapter 5 Test
April 14th	No School Good Friday
April 17th	No School Easter Monday
April 18th	✓ 6.1 – Removing a Common Factor
April 19th	✓ 6.2 – Factoring by Grouping
April 21st	✓ 6.3 – Factoring Trinomials of the Form $x^2 + bx + c$
April 24th	✓ Mid-Chapter Review
April 25th	✓ 6.4 - Factoring Trinomials of the Form $ax^2 + bx + c$
April 26th	✓ 6.5 – Special Cases Factoring
April 28th	✓ 6.6 – A Brief Review of Factoring
May 1st	✓ 6.6 – A Brief Review of Factoring
May 2nd	✓ 6.7 – Solving Quadratic Equations by Factoring
May 3rd	✓ Algebra Art Due! ✓ Chapter 6 Review
May 5th	✓ Chapter 6 Test

ASC 92 – Algebra Prep II

2 credits
Instructor: Tracy Chisholm

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

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

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

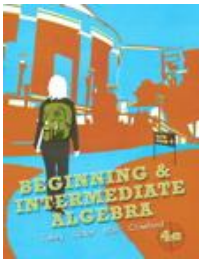
- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Factor using greatest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

Class Schedule: online

Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: tracy.chisholm@dakotacollege.edu
Office Hours: by appointment
Website: www.chisholmalgebraprep.weebly.com

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



MyMathLab Learning Software Website: www.mymathlab.com

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

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

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

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

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

Homework Assignments: These are graded assignments that can be done multiple times. Only the highest score will be calculated into the student's overall grade. If the assignment is done after the posted due date, 30% will be deducted from your score.

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

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

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate program on the graphing calculator to solve problems

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill3: Solves word problems

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

Classroom Policies:

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

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

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

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

ASC 93 – Algebra Prep III

2 credits
Instructor: Tracy Chisholm

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

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

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

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

Class Schedule: MTWF 1st 8-weeks 1:00pm – 1:50pm

Monday	Tuesday	Wednesday	Thursday	Friday
NSC 126	NSC 125	NSC 126		NSC 126
1-1:50pm	1-1:50pm	1-1:50pm		1-1:50pm

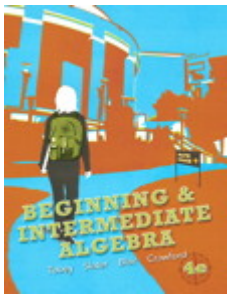
Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: tracy.chisholm@dakotacollege.edu
Office Hours: Mon-Wed 3-4pm and Thursday 9-11am or by appointment
Website: chisholmalgebraprep.weebly.com

Tentative Course Outline:

Chapter	*Topics*	*Dates*
Chapter 6 (Review) Sections 6.1 – 6.7	Factoring	Week 1
Chapter 7 Sections 7.1-7.6	Rational Expressions & Equations	Weeks 2-4
Chapter 8 Sections 8.1-8.6	Rational Exponents & Radicals	Weeks 4-7
Chapter 9 Sections 9.1-9.3	Quadratic Equations & Inequalities	Weeks 7-8
Final Exam	COMPREHENSIVE	Week 8

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



MyMathLab Learning Software Website: www.mymathlab.com

Course Requirements:

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

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

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

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

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

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

Classroom Policies:

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

- The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate program on the graphing calculator to solve problems

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill3: Solves word problems

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

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

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

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

Algebra Prep 3 – 1st 8 weeks

ASC 93 Algebra Prep 3 (2 semester credits)

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

Prerequisite(s): none

Harmony Richman
Email: harmony.richman@vcsu.edu
Phone: 701- 845-7685
Office Location: McFarland 134

Course Website:
www.mrsrichmanprep.weebly.com

Textbook:
Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4th edition.

Class Schedule:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Office Hours:

To be announced

Course Requirements: Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. **Students are responsible to show all work on their homework turned in. If there is no work shown on the assignment, there will be no credit awarded**. Learning will take place utilizing the following; in-class activities, supplemental instruction provided by the instructor; project; homework, and tests/exams. Homework will be completed using pencil/paper.

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

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

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

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

Grading Criteria: Your grade is weighted by category; 25% homework, 25% in-class activities, 35% tests/quizzes, and 15% paper.

Final letter grades are assigned based on the following:

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

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

Schedule (subject to change):

Date	Topic
January 10th	✓ Welcome! ✓ Overview of Course
January 11th	✓ 6.1 Remove a Common Factor ✓ 6.2 Factoring by Grouping
January 13th	✓ 6.3 Factoring Trinomials of the From $x^2 + bx + c$ ✓ 6.4 Factoring Trinomials of the Form $ax^2 + bx + c$
January 16th	No School Martin Luther King Jr Day
January 17th	✓ 6.5 Special Case Factoring ✓ 6.7 Solving Quadratic Equations by Factoring
January 18th	✓ 7.1 Simplifying Rational Expressions

January 20th	✓ 7.2 Multiplying and Dividing Rational Expressions
January 23rd	✓ 7.2 Multiplying and Dividing Rational Expressions
January 24th	✓ 7.3 Adding and Subtracting Rational Expressions
January 25th	✓ 7.4 Simplifying Complex Rational Expressions
January 27th	✓ 7.5 Solving Equations Involving Rational Expressions
January 30th	✓ 7.6 Ratio, Proportion and Other Applied Problems
January 31st	✓ Chapter 7 Review
February 1st	✓ Chapter 7 Review
February 3rd	✓ Chapter 7 Test
February 6th	✓ 8.1 Rational Exponents
February 7th	✓ 8.2 Radical Expressions and Functions
February 8th	✓ 8.2 Radical Expressions and Functions
February 10th	✓ 8.3 Simplifying Radical Expressions
February 13th	✓ 8.3 Simplifying Radical Expressions
February 14th	✓ 8.4 Multiplying and Dividing Radicals
February 15th	✓ 8.5 Radical Equations
February 17th	✓ 8.6 Complex Numbers
February 20th	No School President's Day
February 21st	✓ Chapter 8 Review
February 22nd	✓ Chapter 8 Test
February 24th	✓ 9.1 Quadratic Equations
February 27th	✓ 9.2 The Quadratic Formula and Solutions to the Quadratic Equation
February 28th	✓ 9.3 Equations that Can Be Transformed Into Quadratic Form
March 1st	✓ History of Math Paper DUE ✓ Chapter 9 Review
March 3rd	✓ Chapter 9 Test

Algebra Prep 3 – 2nd 8 weeks

ASC 93 Algebra Prep 3 (2 semester credits)

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

Prerequisite(s): none

Harmony Richman
Email: harmony.richman@vcsu.edu
Phone: 701- 845-7685
Office Location: McFarland 134

Course Website:
www.mrsrichmanprep.weebly.com

Textbook:
Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4th edition.

Class Schedule:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Office Hours:

To be announced.

Course Requirements: Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. **Students are responsible to show all work on their homework turned in. If there is no work shown on the assignment, there will be no credit awarded**. Learning will take place utilizing the following; in-class activities, supplemental instruction provided by the instructor; project; homework, and tests/exams. Homework will be completed using pencil/paper.

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

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

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

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

Grading Criteria: Your grade is weighted by category; 25% homework, 25% in-class activities, 35% tests/quizzes, and 15% paper.

Final letter grades are assigned based on the following:

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

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

Schedule (subject to change):

Date	Topic
March 6th	✓ Welcome! ✓ Overview of Course
March 7th	✓ 6.1 Remove a Common Factor ✓ 6.2 Factoring by Grouping
March 8th	✓ 6.3 Factoring Trinomials of the From $x^2 + bx + c$ ✓ 6.4 Factoring Trinomials of the Form $ax^2 + bx + c$
March 10th	✓ 6.5 Special Case Factoring ✓ 6.7 Solving Quadratic Equations by Factoring
March 13th – March 17th	No Classes – Spring Break
March 20th	✓ 7.1 Simplifying Rational Expressions
March 21st	✓ 7.2 Multiplying and Dividing Rational Expressions

March 22nd	✓ 7.2 Multiplying and Dividing Rational Expressions
March 24th	✓ 7.3 Adding and Subtracting Rational Expressions
March 27th	✓ 7.4 Simplifying Complex Rational Expressions
March 28th	✓ 7.5 Solving Equations Involving Rational Expressions
March 29th	✓ 7.6 Ratio, Proportion and Other Applied Problems
March 31st	✓ Chapter 7 Review
April 3rd	✓ Chapter 7 Review
April 4th	✓ Chapter 7 Test
April 5th	✓ 8.1 Rational Exponents
April 6th	✓ 8.2 Radical Expressions and Functions
April 10th	✓ 8.2 Radical Expressions and Functions
April 11th	✓ 8.3 Simplifying Radical Expressions
April 12th	✓ 8.3 Simplifying Radical Expressions
April 14th	No School Good Friday
April 17th	No School Easter Monday
April 18th	✓ 8.5 Radical Equations
April 19th	✓ 8.5 Radical Equations
April 21st	✓ 8.6 Complex Numbers
April 24th	✓ Chapter 8 Review
April 25th	✓ Chapter 8 Review
April 26th	✓ Chapter 8 Test
April 28th	✓ 9.1 Quadratic Equations
May 1st	✓ 9.2 The Quadratic Formula and Solutions to the Quadratic Equation
May 2nd	✓ 9.3 Equations that Can Be Transformed Into Quadratic Form
May 3rd	✓ History of Math Paper DUE ✓ Chapter 9 Review
May 5th	✓ Chapter 9 Test

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

ASC 93 Algebra Prep. III, 2 credits

Course Description:

It is expected that students will be able to:
- Perform basic algebraic operations using positive and negative numbers, fractions, and Exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Factor using greatest common factor, factor by grouping, and factor trinomials.
- Plot points, graph linear equations, and find slope of a line.
- Analyze and solve various types of math problems

Utilize a handheld calculator when solving algebra problems
- Gain the skills needed to participate in a college algebra course

Course Objectives:

1. To develop an understanding of algebraic functions.
2. Application of algebraic functions.
3. Understanding the use and application of a graphing calculator towards the solving of algebraic exercises.

Instructor:

Scott Johnson

Office:

Nelson Science Center 110

Office Hours:

TR 1:00-2:00

Phone:

(701)-228-5474

Email:

scott.johnson@dakotacollege.edu

Lecture:

MTWF 3:00-3:50

Textbook/Calculator:

Beginning and Intermediate Algebra, Tobey. Pearson Publishing, 2013. Also, a TI-83 or TI-84 Series

Disabilities and Special Needs:

If you have a disability for which you will need accommodation, contact the Learning Center to request disability support services.

Thatcher Hall 1104; phone 701-228-5477 or toll free 1-888-918-5623.

Student Email Policy:

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

Course Requirements:

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Grades will be based on exams and selected homework assignments using the following scale. FINAL EXAM WILL BE GIVEN DURING THE SCHEDULED TIME.

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

Tentative Course Outline:

CH 1 The Measurement of Angles, Arcs, and Sectors
CH 2 The Trigonometric Functions
CH 3 Graphs of the Trigonometric Functions
CH 4 The Inverse Trigonometric Functions
CH 5 Trigonometric Equations
CH 6 Oblique Triangles and Vectors
CH 7 Complex Numbers and Polar Coordinates

General Education Goals/Objectives:

Goal 2: Demonstrates knowledge and application of technology
Objective 2: Uses electronic resources for course related assignments and information
Skill 1: Selects appropriate program on the graphing calculator to solve problems

Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
Objective 1: Utilizes mathematical equations to solve problems Skill1:
Solves equations and problems using the appropriate method Objective
2: Applies practical application of mathematics to everyday life Skill3:
Solves word problems

Relationship to Campus Theme:

Mathematics 105 emphasizes technology through the use of graphic calculators and nature through navigation.

Classroom Policies:

Please refrain from any behavior that would disrupt the class. Cell phones can only be used in emergency situations and they must be turned to vibrate. The academic environment is an open and harassment free environment. Participation is encouraged.

Academic Integrity:

If there is evidence of cheating on an exam the student will receive an F on the respective exam or assignment.

Disabilities and Special Needs:

Please inform instructor of any special needs during the first week of class

ASC 93 – Algebra Prep III

2 credits
Instructor: Tracy Chisholm

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

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

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

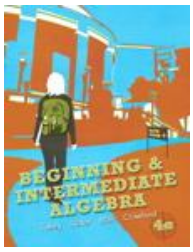
- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Factor using greatest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

Class Schedule: online

Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: tracy.chisholm@dakotacollege.edu
Office Hours: by appointment
Website: www.chisholmalgebraprep.weebly.com

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



MyMathLab Learning Software Website: www.mymathlab.com

Tentative Course Outline:

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

Chapter	***Topics***	***Dates***
Chapter 6 Review	Factoring	Weeks 1-2
Chapter 7 Sections 7.1-7.6	Rational Expressions & Equations	Weeks 2-4
Chapter 8 Sections 8.1-8.6	Rational Exponents & Radicals	Weeks 5-6
Chapter 9 Sections 9.1-9.3	Quadratic Equations & Inequalities	Weeks 7
Final Exam	COMPREHENSIVE	Week 8

Course Requirements:

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

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

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

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

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

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

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

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate program on the graphing calculator to solve problems

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill3: Solves word problems

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

Classroom Policies:

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

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

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

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

BADM 202 - Management

Course Description:

This course is designed to study the basic functions of management which include planning, organizing, directing and controlling. This course introduces students to effective conflict management, communication, leadership, and decision making techniques. Additional management issues that are addressed include human resources management, ethics, and diversity.

Course Objectives:

After taking this course students should be able to:

- Describe what management is, why management is important, what managers do, and how managers utilize organizational resources efficiently and effectively to achieve organizational goals.
- Distinguish among planning, organizing, leading, and controlling (the four main management functions) and explain how managers' ability to handle each one can affect organizational performance.
- Discuss the principle challenges facing managers in today's increasingly competitive global environment.
- Describe how the need to increase organizational efficiency and effectiveness has guided the evolution of management theory.
- Explain the principle of job specialization and division of labor
- Describe the various personality traits that affect how managers think, feel, and behave.
- Describe the nature of emotional intelligence and its role in management.
- Define organizational culture and explain how managers both create, and are influenced by, organizational culture.
- Describe conflict management strategies that managers can use to resolve conflict effectively.
- Describe important communication skills that managers need as senders and as receivers of messages.
- Explain why effective human resources management can help an organization gain a competitive advantage.
- Describe the six steps that managers should take to make the best decisions.
- Understand the steps managers can take to effectively manage diversity.
- Understand the relationship between ethics and the law.

Instructor:

Keri J. Keith

Office:

Thatcher Hall 205

Office Hours:

1:00 – 2:00 pm: Monday, Wednesday and Friday
1:00 – 2:00 Tuesday and Thursday

Phone:

701-228-5624

Email:

keri.keith@dakotacollege.edu

Lecture/Lab Schedule:

T/R: 11:00 – 12:15
TH 2211

Textbook(s):

Contemporary Management, Ninth Edition – Jones and George.

Course Requirements:

Course requirements consist of class participation, assignments, quizzes, and exams.

Grade Weighting

Case Studies and in class Assignments. 8 @25 points each	200 points
Test 1	100 points
Test 2	100 points
Test 3	100 points
Test 4	100 points
Participation	75 points
Total:	675 points

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Tentative Course Outline

Tuesday, January 10	Syllabus, Course Intro, my Intro, Student Introductions
Thursday, January 12	Chap 1 Lecture Chapter 1 *Elon Musk Case study Due in class- Page 30*
Tuesday, January 17	Chap 2 Lecture
Thursday, January 19	Chap 3 Lecture
Tuesday, January 24	Chap 4 Lecture
Thursday, January 26	*Assignment: Answer Discussion Questions 1-5 on page 119-120.
Tuesday, January 31	Chap 5 Lecture
Thursday, Feb 2	*Chapter 5 Case Studies in class assignment – page 153-154*

Tuesday, February 7	Chap 6 Lecture
Thursday, February 9	*Chapter 6 Discussion Questions 1-5 on page 180.*
Tuesday, February 14	Review for Exam 1 - Video
Thursday, February 16	Exam 1

Tuesday, February 21	Chapter 7, Decision Making
Thursday, February 23	Chapter 8, Planning
Tuesday, February 28	*Chapter 8 Case Studies in class assignment- McDonalds – Page 245*
Thursday, March 2	Chapter 10, Organizational Structure
Tuesday, March 7	Chapter 11, Control
Thursday, March 9	*Chapter 11 Case Studies in class assignment- Chick-fil-A on page 343*
Tuesday, March 14 (Spring Break)	
Thursday, March 16 (Spring Break)	

Tuesday, March 21	Chapter 12, HR Management
Thursday, March 23	Exam 2 Review - Video
Tuesday, March 28	Exam 2
Thursday, March 30	Advising day/Video
Tuesday, April 4	Chapter 13, Motivation and Performance Chapter 13 Case Study – You can buy happiness… page 408-410 – Due in class
Thursday, April 6	Chapter 14, Leadership
Tuesday, April 11	Chapter 16, Communication Process
Thursday, April 13	*Chapter 16 Case Studies in class assignment- Conference Call… page 505-506*
Tuesday, April 18	Chapter 15, Groups
Thursday, April 20	Chapter 17, Conflict and Negotiation
Tuesday, April 26	Exam 3 Review - Video
Thursday, April 28	Exam 3
Tuesday, May 2	Review of Exams 1-3 for Comprehensive Final
Thursday, May 4	Exam 4, Comprehensive Final

Relationship to Campus Theme:

A focus on the growing "green" movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

Classroom Policies:

Absences and Assignment Due Dates: If a student must miss class, he/she must contact the instructor within 24 hours of the class period to make up any missed work. Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.
If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. Students are only allowed to make up **ONE** exam per course. The exam grade will be docked 10% per day for late points.

Electronic Devices: Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. Reasonable laptop-size computers may be used in lecture for taking notes. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. You will be asked once to put the phone away, if asked again you will be asked to leave.

Do NOT wear headphones during tests. They are not allowed.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Electronic Communication: If you are contacting me through email – you must use your Dakota College email account. Emailed assignments that are not sent through your Dakota College account will not be accepted. This is a school-wide policy.

Academic Integrity:

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

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

Disabilities and Special Needs:

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

BADM 213 - Public Relations

Course Description:

This course is an analysis of the practice of public relations from an organization communication perspective. Changing roles, future career opportunities, ethical and legal issues, research techniques, developing effective communication with the client, media, consumer, stockholder, governmental, organizational and employee publics. Requirements for the course will include group projects and presentations in public relations campaign management.
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Course Objectives:

After taking this course students should be able to:

- Analyze the nature and scope of the public relations process
- Familiarize students with the roles, functions, and tasks of a public relations practitioner
- Develop an understanding of the mass media in today's public relations environment
- Provide students with practical experience in various types of public relations writing and activities
- Present an overview of the field of public relations and the organizational roles of the public relations practitioner
- Understand through case studies, the public relations environment and the role of persuasion and public opinion
- Acquaint students with the communication process and technological tools available to the public relations practitioner
- Research and critique current articles regarding public relations topics.

Instructor:

Keri J. Keith

Office:

Thatcher Hall 205

Office Hours:

1:00 – 2:00 pm: Monday, Wednesday and Friday
2-3:00 pm: Tuesday and Thursday

Phone:

701-228-5624

Email:

keri.keith@dakotacollege.edu

Lecture/Lab Schedule:

M/W/F 11:00 – 11:50
Arntzen 1

Textbook(s):

The Practice of Public Relations, 11th Edition, Fraser P. Seitel
Various Handouts

Course Requirements:

Course requirements consist of class participation, assignments, quizzes, and exams.
Grade Weighting

Case Study #1	20 points
Case Study #2	20 points
Case Study #3	20 points
Case Study #5	20 points
Case Study #7	20 points
Case Study #10	20 points
Case Study #11	20 points
Case Study #12	20 points
Case Study #13	20 points
Case Study #17	20 points
Case Study #19	20 points
Research Paper	100 points
Press Release	50 points
Exam #1:	100 points
Exam #2:	100 points
Exam #3:	100 points
Exam #4:	100 points
Participation:	80 points
Total:	850 points

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Tentative Course Outline

Wednesday Jan 11	Introduction & Course Syllabus
Friday Jan 13	Chapter 1 Lecture
Monday Jan 16 NO CLASS	MLK Day
Wednesday Jan 18	Chapter 2 Lecture
Friday Jan 20	Case #1 and 2
Monday Jan 23	Chapter 3 Lecture
Wednesday Jan 25	Chapter 4 Lecture
Friday Jan 27	Case #3 and Review for Exam #1
Monday Jan 30	Exam #1
Wednesday Feb 1	Chapters 5 and 6 Lecture
Friday Feb 3	Case Study #5
Monday Feb 6	Chapter 7 Lecture
Wednesday Feb 8	Chapter 8 Lecture
Friday Feb 10	Chapter 7 Case Study and Review for Exam #2
Monday Feb 13	Exam #2
Wednesday Feb 15	Chapter 9 Lecture
Friday Feb 17	Chapter 10 Lecture
Monday Feb 20	No Class – President's Day
Wednesday Feb 22	Chapter 11 Lecture

Friday Feb 24	Case Study #10 and 11
Monday Feb 27	Chapter 12 Lecture
March 1	Review for Test #3
Friday March 3	Exam #3
Monday Mar 6	Chapter 13 Lecture
Wednesday Mar 8	Chapter 14 Lecture
Friday Mar 10	Case Studies 12 and 13
Monday Mar 13 NO CLASS	Spring Break!
Wednesday Mar 15 NO CLASS	Spring Break!
Friday Mar 17 NO CLASS	Spring Break!
Monday Mar 20	Chapter 15 Lecture
Wednesday Mar 22	Chapter 16 Lecture
Friday Mar 24	Write a Press Release Assignment
Monday Mar 27	Class time to work on Press Release
Wednesday Mar 29	Class time to work on Press Release
Friday March 31	Press Release Due - Will share in groups
Monday April 3	Case Study #17
Wednesday April 5	Chapter 17 Lecture
Friday April 7	Chapter 18
Monday April 10	Chapter 19

Wednesday April 12	Case study # 19
Friday April 14	No School
Monday April 17	No School
Wednesday April 19	Review for Exam
Friday April 21	Final Exam
Monday April 24	Research Paper Assignment - Class time to work on paper
Wednesday April 26	Class time to work on paper
Friday April 28	Class time to work on paper
Monday May 1	Present Paper to Class
Wednesday May 3	Present Paper to Class
Friday May 5	Wrap up and final grades

Relationship to Campus Theme:

A focus on the growing "green" movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

Classroom Policies:

Absences and Assignment Due Dates: If a student must miss class, he/she must contact the instructor within 24 hours of the class period. Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.
If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. Students are only allowed to make up **ONE** exam per course. The exam grade will be docked 10% per day for late points.

Case Studies: Public Relations class employs several case studies throughout the course. It is imperative that you are in class to discuss the case study. Therefore, case studies must be turned in the day that they are due at the conclusion of our discussion in class to earn full points. All assignments that are turned in via email will be docked 5 points as a result of missing the discussion.

Electronic Devices: Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. Reasonable laptop-size computers may be used in lecture for taking notes. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. You will be asked once to put the phone away, if asked again you will be asked to leave.

Do NOT wear headphones during tests. They are not allowed.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Electronic Communication: If you are contacting me through email – you must use your Dakota College email account. Emailed assignments that are not sent through your Dakota College account will not be accepted. This is a school-wide policy.

Academic Integrity:

Plagiarism: To plagiarize is to "steal and pass off the ideas or words of another as one's own" (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA

guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a "0" for the assignment.**

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

Disabilities and Special Needs:

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

BADM 214- Entertainment Marketing - Online Format

Course Description:

The course focuses on the promotional element of the marketing mix. Students will learn how to develop promotional materials that effectively promote various entertainment events. Previous coursework in advertising and marketing is strongly encouraged.

Course Objectives:

After taking this course students should be able to:

- Identify important promotional concepts and be able to apply them.
- Identify the primary elements of the promotional mix.
- Produce promotional materials consisting of all the primary elements of the promotional mix.
- Understand and implement integrated marketing communications.
- Clarify entertainment organizations' needs and goals.

Instructor:

Keri J. Keith

Office:

Thatcher Hall 205

Office Hours:

10:00 – 11:00 am: Monday, Wednesday and Friday
11-12 pm: Tuesday and Thursday

Phone:

701-228-5624

Email:

keri.keith@dakotacollege.edu

Lecture/Lab Schedule:

Textbook(s): None. Notes will be provided.

Course Requirements:

Course requirements consist of class participation, assignments, quizzes, and exams.

Grade Weighting

NFL Assign:	25 points
Ent. Mktg Eval:	50 points
Exam:	100 points
Assign. #1:	100 points
Assign #2:	100 points
Assign #3:	200 points
Assign #4:	300 points
Total:	875 points

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Tentative Course Outline

Week 1: Welcome to Class, Introduce Yourself, Respond to Discussion Question
Week 2: Chapters 1 and 2 - NFL Case Study Assignment
Week 3: Chapters 3 and 4 – local entertainment marketing assignment
Week 4: Chapters 5 and 6
Week 5: Exam
Week 6: Assignment One
Week 7: Assignment One Due Sunday at Midnight
Week 8: Assignment Two
Week 9: Assignment Two Due Sunday at Midnight
Week 10: Spring Break
Week 11: Assignment Three
Week 12: Assignment Three
Week 13: Assignment Three Due Sunday at Midnight
Week 14: Assignment Four
Week 15: Assignment Four
Week 16: Assignment Four
Week 17: Assignment Four Due Sunday at Midnight

Relationship to Campus Theme:

A focus on the growing "green" movement in business communication as well as consumption and addressing the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole.

Classroom Policies:

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

Absences and Assignment Due Dates: If a student must miss class, he/she must contact the instructor within 24 hours of the class period. Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Academic Integrity:

Plagiarism: To plagiarize is to "steal and pass off the ideas or words of another as one's own" (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA

guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a "0" for the assignment.**

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

Disabilities and Special Needs:

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

Textbook:
Title : Fundamentals of Selling, 11th Edition
Author : Futrell
Additional information : none
Type : Required resource

Credits: 3 credits

Prerequisites: None

Course Objectives:
After taking this course students should be able to :

· Develop a problem-solving approach to the needs of potential buyers as well as incur a better understanding of their personal, status, and emotional needs.

· Analyze and explain why a given selling technique or sales presentation should or should not work in a particular buyer-seller interaction.

· Apply the selling theories, concepts, and principles in selling situations.

· Communicate more effectively in interpersonal interactions with employees, peers, prospects, and buyers.

· Develop professional sales presentations for buyers ranging from individual consumers to organizational buying committees.

· Work as successful sales representatives with a professional code of behavior.

· These course objectives meet the following MSU-B General Education Goals; #1, to develop the ability to communicate, #2, to develop thinking skills, #9, to develop lifelong learning skills, and #10, to foster interpersonal development.

Instructor: Keri Keith, MA

701-228-5624

Email: keri.keith@dakotacollege.edu

Course Requirements:

· **Independent work:** Reading assignments

· **Graded assignments:** A recorded sales presentation

· **Graded quizzes & exams:** Four quizzes and four exams are given.

· **Sales presentation:** See details below.

Quizzes and Exams:
Policies & Procedures :

· Quizzes and exams can be taken on any computer with Internet access.

· Students need to select an environment suitable for testing: distraction-free area at home, a computer lab, a library, etc.

· Each quiz/exam is available for a week set by the instructor. Students can take the quiz or exam at any time during the designated week.

· Once opened, a quiz or exam remains available for a limited period of time.

· Exams and quizzes are comprised of multiple choice matching questions.

Policies:
Late Assignments: Late assignments are given a 10% penalty for each day they are late.

Academic Dishonesty: Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" policy in the university catalog or the student handbook online: www.misu-b.nodak.edu/handbook.htm

Disabilities and Special Needs: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

Evaluation:
Course Requirements and Evaluation : Course requirements consist of reading assignments, quizzes, exams and a PowerPoint sales presentation. The four exams are worth a total of 80%, with other assignments making up 20% of the final grade.
Grading : Grades will be calculated using the following criteria:

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

Dakota College at Bottineau

Course Prefix/Number/Title:

BADM 289- Advertising Campaigns – Online Format

Course Description:

This course is a capstone course in the Advertising and Marketing program. Students will utilize knowledge gained in previous classes in addition to the topics covered in this course to understand all that must be accomplished to create a successful advertising campaign. Students will be expected to study and analyze existing advertising campaigns, conduct focus group discussions, and write reports evaluating the campaigns. Additionally, students will research, plan, and create their own campaign plans along with presentations of their work. Understanding and developing insightful, effective advertising campaigns will be the end result of this class.

Course Objectives:

After taking this course students should be able to:

- Analyze existing advertising campaigns
- Effectively lead a focus group discussion that generates actionable information
- Showcase effective creative development of advertising messages
- Understand and apply the principles of effective reach and continuity to media buying plans.
- Develop new, valuable advertising campaigns

Effectively present their campaign ideas to prospective clients

Instructor:

Keri J. Keith

Office:

Thatcher Hall 205

Office Hours:

10:00 – 11:00 am: Monday, Wednesday and Friday
2:30 – 3:30 Tuesday and Thursday

Phone:

701-228-5624

Email:

keri.keith@dakotacollege.edu

Textbook(s):

Advertising & Promotion, 8th Edition – Belch and Belch.

Various Handouts

Course Requirements:

Course requirements consist of class participation, assignments, quizzes, and exams.

Grade Weighting

Project #1	200 points
Project #2	200 points
Project #3	300 points
Total:	700 points

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Tentative Course Outline

Week 1: Welcome to Class, Introduce Yourself
Week 2: Review Chapter 8 – Reach and Frequency Information – Begin Assignment #1
Week 3: Time to work on Assignment #1
Week 4: Time to work on Assignment #1
Week 5: Assignment #1 Due
Week 6: Begin Assignment #2
Week 7: Time to work on Assignment #2
Week 8: Time to work on Assignment #2
Week 9: Assignment #2 Due
Week 10: Spring Break
Week 11: Begin Work on Assignment #3
Week 12: Time to work on Assignment #3
Week 13: Time to work on Assignment #3
Week 14: Time to work on Assignment #3
Week 15: Time to work on Assignment #3
Week 16: Time to work on Assignment #3
Week 17: Assignment #3 Due

Relationship to Campus Theme:

A focus on the growing "green" movement in advertising as well as consumption and addressing the new technologies that are affecting the advertising industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole.

Classroom Policies:

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

Tests: All tests should be completed on the day that they are given. If you are unable to take the test the day it is given in class, you must make up the test within 72 hours or a grade of 0 will be entered. Make-up exams will only be allowed if you have made arrangements with me previous to taking the exam within the 72 hour time period.

Late Work: All late work is docked 10% per day late. This is the late policy and there are no exceptions. Once 10 days has passed the assignment is no longer worth points unless you have made arrangements with me previously for an extention.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Academic Integrity:

Plagiarism: To plagiarize is to "steal and pass off the ideas or words of another as one's own" (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a

research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a "0" for the assignment.**

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

Disabilities and Special Needs:

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

Syllabus

Syllabus: BIOL115 - Human Structure and Function (18020) SP17

Section Information: Human Structure and Function (18020) SP17

Course Name	BIOL115

Textbook (Available through MSU-B Bookstore.)

Title	Understanding Human Anatomy and Physiology
Author	Susannah Nelson Longenbaker
Publisher	McGraw-Hill
Edition/Year	8th Edition; 2014
ISBN	978-0-07-340366-3
Additional information	none
Type	Required resource

Course Goals

Course Goals	To gain an understanding and appreciation of the human body.

Course Requirements

Introduction	Grading is based on a standard college curve where students earn a grade based on a percent of the total points they obtain. The lecture component of this course consists of 450 points (nine lecture exams worth 50 points each). Lecture points (450 points) are added to laboratory points (150 points) to obtain a

	final point value for the course of 600 points. A final letter grade will be assigned based on the following criteria. A = 89.5 - 100% of the total points; B = 79.5 - <89.5% of the total points; C = 69.5 - <79.5% of the total points; D = 59.5 - <69.5% of the total points; F = <60% of the total points.
Requirements	Students are required to 1) read the textbook, 2) complete assignments in a timely manner, 3) work through student study aids (i.e., labeling exercises, study guides, etc.), and 4) complete required exams and quizzes. There is a one week grace period to make up any missed exam. If a student does not make up the missed exam within the one week grace period, they will receive a zero.

Section Instructor: Sarah Joy

E-mail	sarah.joy@ndus.edu

Last modified: Tuesday, January 3, 2017, 3:45 PM

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 124 Environmental Science (4CR)
Prerequisites: none

Course Description: An introductory course for the non-science major. A study of the effects of humans and their technology on the environment.

Human population growth, fundamentals of ecology, principles of resource management, water resources, mineral resources, biological resources, land management, feeding the world, water pollution, air pollution, municipal waste, local, regional, and global issues.

Course Objectives: Demonstrate an understanding and proficiency with:

1. Knowledge and understanding of scientific principles of environmental issues
2. Identifying and explaining the major environmental issues of today
3. How environmental factors influence societies and vica versa
4. How/why society addresses environmental issues

Instructor: Lura

Office: NSC 114

Office Hours: MWF 9:00-10:00 & 2:00-3:00

Phone: (701) 228-5472

Email: charles.lura@dakotacollege.edu

Lecture/Lab Schedule: Spring semester

Textbook(s): McKinney, M.L., and R.M. Schoch.2013. Environmental Science: systems and solutions. Jones and Bartlett Publ. Co., 5th ed.

Course Requirements:			
	4 Hour Exams @ 100 pts. ea.	400 pts.	A = 100-90%
	Lab evaluations	130 pts.	B = 89-80%
	Lecture quizzes, assignments, etc.	170 pts.	C = 79-70%
	Projects/Reports	100 pts.	D = 69-60%
	TOTAL POINTS	**800**	F = below 60%

Tentative Course Outline:

ENVIRONMENTAL SCIENCE 124
TENTATIVE SYLLABUS, SPRING 2017

Dates	Topic	Chapter
Jan. 11-13	Introduction & Overview	1
Jan.16-20	**January 16, Martin Luther King Day** Human Population Growth **Lab:** Bottineau County Soils	2
Jan. 23-27	Biosphere, Distribution of life **Lab:** ND Geology and Land Use	3,4
Jan 30-Feb 3	Distribution of life, Earth Dynamics **FIRST HOUR EXAM, FRIDAY FEBRUARY 3** **Lab:** Communities/Ecosystems video	4,5
Feb. 6-10	Principles of Resource Management, Energy Fundamentals **Lab:** Energy Audit	6,7
Feb. 13-17	Energy Fundamentals, Renewable/Alternative Energy **Lab:** My electricity	7,8
Feb. 20-24	**February 20, President's Day** Water Resources, Mineral Resources **Lab:** ND Water Issues	9,10
Feb 27-Mar 3	Mineral Resources **SECOND HOUR EXAM, FRIDAY MARCH 3** **Lab:** "Public Land Private Profit" (video)	10
Mar. 6-10	Conserving Biological Resources **Lab:** "Should Snowmobiles be allowed in Yellowstone NP?"	11
	Spring Break March 13-17	
Mar. 20-24	Land Resources and Management **Lab:** Natural Resource Manager	12
Mar 27-31	Land Resources and Management **Lab:** Guest Speaker (Nat. Res. Mgmt.)	12
Apr. 3-7	Feeding the World **THIRD HOUR EXAM FRIDAY APRIL 7** **Lab:** The Ocean's Bounty	13
Apr 10-14	Principles of Pollution Control **Friday April 14-Easter Break** **Lab:** My Water, Wastewater, Garbage	14
Apr 17-21	**Monday April 17-Easter Break** Water Pollution **Lab:** Water Quality Analysis	15

Apr 24-28	Water pollution, local regional, global air pollution **Lab:** J. Clark Salyer National Wildlife Refuge	15-17
May 1-5	Global Air Pollution, Municipal Waste , economics **Lab:** Turtle Mountain-Lake Metigoshe Field Trip	17,18,19

FINAL EXAM: Wednesday May 10, 12:00-2:00

General Education Goals/Objectives:

Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives

Goal 2: Demonstrates knowledge and application of technology

Relationship to Campus Theme:

Technological/science developments are discussed in relationship to Global Warming, and air and water pollution and other environmental issues.

Green Revolution and humanity discussed with future considerations

Genetic engineering, technological developments in environmental monitoring

Classroom Policies: Regular attendance and participation in lab and lecture is expected.
All make-up exams will include a significant essay/short answer component and must be made up within one week of the students return to class unless prior arrangements have been made.

Academic Integrity: Cheating on a test, quiz, or other assessment results in zero points for the assessment.

Disabilities and Special Needs: Any accommodations due to a learning disability must come through the Dakota College Learning Center. If you have a diagnosed learning disability, you need to contact the Learning Center in Thatcher 1104 or phone (701) 228-5477.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 124 Environmental Science (4CR)
Prerequisites: none

Course Description: An introductory course for the non-science major. A study of the effects of humans and their technology on the environment.

Human population growth, fundamentals of ecology, principles of resource management, water resources, mineral resources, biological resources, land management, feeding the world, water pollution, air pollution, municipal waste, local, regional, and global issues.

Course Objectives: Demonstrate an understanding and proficiency with:

1. Knowledge and understanding of scientific principles of environmental issues
2. Identifying and explaining the major environmental issues of today
3. How environmental factors influence societies and vica versa
4. How/why society addresses environmental issues

Instructor: Lura

Office: NSC 114

Office Hours: MWF 9:00-10:00 & 2:00-3:00

Phone: (701) 228-5472

Email: charles.lura@dakotacollege.edu

Lecture/Lab Schedule: Spring semester

Textbook(s): McKinney, M.L., and R.M. Schoch.2007. Environmental Science: systems and solutions. Jones and Bartlett Publ. Co., 4th ed.

Course Requirements:			
	4 Hour Exams @ 100 pts. ea.	400 pts.	A = 100-90%
	Lab evaluations	130 pts.	B = 89-80%
	Lecture quizzes, assignments, etc.	170 pts.	C = 79-70%
	Projects/Reports	100 pts.	D = 69-60%
	TOTAL POINTS	**800**	F = below 60%

Tentative Syllabus
Spring 2017

Date	Topic	Chapter
Jan 11-13	Introduction and Overview	"Intro" & Ch 1
Jan 16-20	Human population Growth **Lab:** County Soil Survey **Quiz:** History and Regions of North America	2
Jan 23-27	Biosphere, Distribution of Life on Earth **Lab:** Physical Geography of Planet Earth **Quiz:** Chapters 2 & 3	3
Jan 30-Feb 3	Distribution of Life, Dynamic Earth **1st HOUR EXAM, THU-SUN FEBRUARY 2-5 (Intro and Ch 1-5)** **Lab:** Community/Ecosystem video **Quiz:** Chapters 4 & 5	4,5
Feb 6-10	Principles of Resource Management Energy Fundamentals **Lab:** Alaska National Wildlife Refuge **Quiz:** Chapters 6 & 7	6,7
Feb 13-17	Energy Fundamentals, Renewable/Alt. Energy **Lab:** My electricity **Quiz:** Chapter 8	7,8
Feb 20-24	Water Resources, Mineral Resources **Lab:** Water Issues **Quiz:** Chapter 9	9,10
Feb 27-Mar 3	Mineral Resources **2nd HOUR EXAM, THU-SUN MARCH 2-5 (Ch 6-10)** **Lab:** Life of a Natural Resource Manager **Quiz:** Chapter 10	10
Mar 6-10	Conserving Biological Resources **Lab:** Who are the Environmentalists? **Quiz:** Chapter 11	11
Mar 13-17	**"SPRING BREAK"**	

Mar 20-24	Land Resources and Management **Lab:** Snowmobiles in Yellowstone Nat. Prk. **Quiz:** Chapter 12	12
Mar 27-31	Land Resources and Management **Lab:** The World Outside the U.S. **Quiz:** Case Study 12-2 & 12-3	12
Apr 3-7	Feeding the World **Lab:** Seafood: To Eat or Not to Eat? **Quiz:** Case Study 13-2	13
Apr 10-14	Feeding the World **3rd HOUR EXAM, THU-SUN APRIL 13-16 (Ch 11-13)** **Lab: No Lab This Week** **Quiz:** Chapter 13	13
Apr 17-21	Principles of Pollution, Control, Water Pollution **Lab:** An Environmental Issue – "Student's Choice" **Quiz:** Chapter 14	14,15
Apr 24-28	Water pollution, local/regional /global air pollution **Lab:** Global Warming **Quiz:** Chapters 15 & 16	15-17
May 1-5	Global air pollution, municipal waste, env. econ. **Lab:** My Water, Wastewater, and Garbage **Quiz:** Chapters 17 & 18	17-19
	F**INAL EXAM (Ch 14-18) THU-SUN MAY 4-7**	

General Education Goals/Objectives:

Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives

Goal 2: Demonstrates knowledge and application of technology

Relationship to Campus Theme:

Technological/science developments are discussed in relationship to Global Warming, and air and water pollution and other environmental issues.

Green Revolution and humanity discussed with future considerations

Genetic engineering, technological developments in environmental monitoring

Classroom Policies: Regular attendance and participation in lab and lecture is expected. All make-up exams will include a significant essay/short answer component and must be made up within one week of the students return to class unless prior arrangements have been made.

Academic Integrity: Cheating on a test, quiz, or other assessment results in zero points for the assessment.

Disabilities and Special Needs: Any accommodations due to a learning disability must come through the Dakota College Learning Center. If you have a diagnosed learning disability, you need to contact the Learning Center in Thatcher 1104 or phone (701) 228-5477.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 151 General Biology II, Number of Credits: 4 semester credits

Course Description: The second semester of a two-semester sequenced study of the fundamental topics of biology, with an emphasis on organismal biology.

Prerequisites: none

Course Objectives: Demonstrate an understanding and proficiency with the following concepts:

1. Describe the unity and diversity of life, including structure and function and how this relates to environment.
2. Describe how live (or life forms) has (have) changed over time.
3. Understand basic evolution and evolutionary processes.
4. Develop and understanding of ecology.

Instructor: Lura

Office: NSC 114

Office Hours: MWF 9:00-10:00 & 2:00-3:00

Phone: (701) 228-5472

Email: charles.lura@dakotacollege.edu

Lecture/Lab Schedule: Spring Semester

Textbook(s): Campbell, N.A. and J.B. Reece. 2008. Biology. 8th Edition. Pearson/Benjamin Cummings, Publ. Co.

Course Requirements:		
	4 Hour Exams @ 100 pts. ea.	400 pts.
	Lec assign/quizzes	100 pts.
	2 Lab Exams @ 50 pts. ea.	100 pts.
	10 Lab Quizzes	100 pts.
	TOTAL POINTS	**700**

Tentative Course Outline:

BIOLOGY 151 TENTATIVE SYLLABUS
SPRING 2017

DATE	TOPIC	READING ASSIGN.
Jan 11-13	Macroevolution Lab: no labs this week	Chapter 25
Jan 16-20	**January 16, Martin Luther King Day** Descent with Modification Lab**:** Phylogeny Simulation	22
Jan 23-27	Populations and evolution Lab**:** Hardy-Weinberg Law	23
Jan 30-Feb-3	Speciation **First Hour Exam, Friday February 3** Lab: Island Biogeography and Evolution	24
Feb 6-10	Classification System, Bacteria, Archaea Lab: Classification and Binomial System of Nomenclature	26,27
Feb 13-17	Bacteria & Archaea cont'd, Protists Lab: Bacteria & Protista Diversity	27,28
Feb 20-24	**February 20, President's Day** Fungi, Plant Structure & Function (LVP's) Lab: Fungi & Plant Diversity	31,29
Feb 27-Mar 3	Plant Structure & Function (HVP's) **Second Hour Exam, Friday March 3** Lab: Lab Midterm	30,35
Mar 6-10	Animal Diversity & Invertebrates Lab: Invertebrate Classification & Diversity	32,33
	Spring Break March 13-17	
Mar 20-24	Vertebrates Lab: Vertebrate Classification & Diversity	34
Mar 27-31	Organs and Organ Systems Lab: Mammalian Anatomy	42,43,45
Apr 3-7	Organs and Organ Systems **Third Hour Exam Friday April 7** Lab: Mammalian Anatomy	46,48,49
Apr 10-14	Population ecology Lab: Population Sampling **Friday April 14-Easter Break**	53
Apr 17-21	**Monday April 17-Easter Break** Community Ecology Lab: Community Sampling	54

Apr 24-28	Ecosystems Lab: Pheasant Habitat Model	55
May 1-5	Conservation/Restoration Ecology Climate Change & Future Considerations Lab: Lab Final	56

Final Exam: Wednesday May 10, 3:00-5:00

Classroom Policies: Regular attendance and participation in lab and lecture is expected.
All make-up exams will include a significant essay/short answer component and must be made up within one week of the students return to class unless prior arrangements have been made.

Academic Integrity: Cheating on a test, quiz, or other assessment results in zero points for the assessment.

Disabilities and Special Needs: Any accommodations due to a learning disability must come through the Dakota College Learning Center. If you have a diagnosed learning disability, you need to contact the Learning Center in Thatcher 1104 or phone (701) 228-5477.

General Education Goals/Objectives:

Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives

Goal 2: Demonstrates knowledge and application of technology

Relationship to Campus Theme:

Class announcement/discussion on news items about technological developments in biology,and how that influences the discipline as well as societal aspects.

Knowledge on cell structure and function related to microscope development.

Interject technological developments and how they influence scientific development and societal issues.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 200 – Biotech and Laboratory Techniques

Number of credits: 4

Course Description:
This course is designed to introduce students to the skills and protocols used in modern laboratories for Fish and Wildlife Agencies, the health sciences, academic research, forensic and industrial applications of biotechnology.

Pre-/Co-requisites: None

Course Objectives:
Successful completion of this course enables students to:

1) Demonstrate an understanding of required safety practices and procedures in the classroom and laboratory environment.

2) Understand the basis for biotechnology products and how such products affect the quality of life.

2) Analyze macroinvertebrate sampling as related to water quality and Fish and Wildlife diet and stomach contents. Learn EPA Rapid bioassessment protocols for water quality. Understand basic soil and water quality testing procedures. These tests are often needed in basic Fish and Wildlife and Environmental lab research.

3) Analyze careers in research and development, human health and diagnostics, biomanufacturing, environmental applications, and agriculture that utilize biotechnology. Students seeking to become a lab tech will be exposed to possible career paths positions related to lab work in Fish and Wildlife jobs and in the medical, agricultural, and industrial fields.

4) Utilize electrophoresis, chromatography, microscopy and spectrophotometry to identify, separate and to draw conclusions about biological molecules. These skills are used in basic tests that environmental Techs, lab techs and medical technicians perform.

5) Compare and contrast common organisms used in biotechnology and relate the manipulation of living organisms to product and procedure development.

6) Demonstrate how manipulation of nucleic acids through genetic engineering (recombinant DNA and RNA technologies) alters the function of proteins and subsequent cellular processes. These skills are essential skills utilized in the development and analysis of Fish and Wildlife management and conservation plans. Additionally, these are essential skills for technicians working in the health sciences and environmental compliance.

a. Describe the function of DNA, RNA, and protein in living cells and the Central Dogma.
b. Demonstrate how the structure of DNA influences its function, analysis, and manipulation. Explain and demonstrate the principles involved in DNA analysis via agarose gel electrophoresis.
Describe previous and current DNA sequencing technologies.
c. Explain the role of enzymes (e.g., restriction enzymes, DNA polymerases, and nucleases) in the production and manipulation of DNA molecules.
d. Determine and analyze the effect of qualitative and quantitative changes of specific proteins on cell function.

7) Analyze economic, social, ethical, and legal issues related to the use of biotechnology.

a. Differentiate between moral, ethical, and legal biotechnology issues.
b. Research ethical issues presented by evolving science, including genetically modified foods, cloning, bioterrorism, gene therapy, and stem cells.
c. Compare and contrast attitudes about the use of biotechnology regionally, nationally, and internationally.
d. Evaluate the regulatory policies impacting biotechnology research - e.g., use of animals in research and applications of recombinant DNA

8) Explore the calibration and maintenance of modern laboratory instrumentation.

9) Study quality assurance/Quality Control and chain of command in lab environments including GLP/GMP.

Instructor: Shubham Datta

Office: NSC 113

Office hours: M, W, F 11:00-12:50, and by appointment.

Office phone: 701-228-5463

E-mail: shubham.datta@dakotacollege.edu

Lecture/Lab Schedule: Lecture: M,W,F, 10:00-10:50, Lab: Tues, 10:00-11:50

Textbook(s): None, selected readings and lab protocols.

Course Requirements: Students are required to complete in class assignments, answer questions from the text, complete lab assignments where they simulate biotechnology applications in the real world.

Grading Scale:
Percentage Grade

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

Tentative Grade Allocation:

Homework	~200
Projects	~400
Midterm Exam	~50
Final Exam	~100

Tentative Course Outline:

1) Safety and General Lab Protocols
2) Measuring and Weighing
3) Pipetting and Accuracy
4) MSDS and standards for Hazardous and Biohazardous waste.
5) Review: Flow of Genetic information---Central dogma, Recognition of DNA as genetic material. Review: DNA replication.
6) Molecular cloning, methods and tools for studying genes and gene activity*Introduction to gene manipulation: DNA cloning, restriction enzymes and maps
7) Molecular cloning, methods and tools for studying genes and gene activity *PCR, Real time PCR, DNA sequencing. Directed mutagenesis.
8) Overview: Transcription &posttranscriptional modification in prokaryotic cells Overview: Transcription &posttranscriptional modification in eukaryotic cells *Quantifying transcripts
9) Microaarays. Bioinformatics, Databases and large dataset management.
10) Quality Control/Quality Assurance and GLP/GMP.

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

Relationship to Campus Theme:
This course addresses the campus theme by incorporating Biotechnology as applied to natural resource management, the health sciences, industrial and municipal applications and fish and wildlife forensics.

Classroom Policies
1) Cell phones, iPods, and related technology are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone into the classroom or, at the very least, turn it off.

2) Food and beverages are permitted in accordance with IVN classroom policy.
3) Be respectful of other students, technicians, instructors, and guests.

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

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 202 – Microbiology

Number of credits: 4

Course Description:
This course is a survey of microbial cell biology, microbial genetics, and virology with an emphasis on human infectious disease.

Pre-/Co-requisites: None

Course Objectives:
Instructor: Shubham Datta

Office: NSC 113

Office hours: M, W, F 11:00-12:50, and by appointment.

Office phone: 701-228-5463

E-mail: shubham.datta@dakotacollege.edu

Lecture/Lab Schedule: Lecture: M,W,F, 9:00-9:50 in NSC 105, Lab: Wed/Mon 4:00-5:50

Textbook(s): Burton's Microbiology for the Health Sciences (Microbiology for the Health Sciences (Burton)) Paperback – February 17, 2010
by Paul G. Engelkirk Janet Duben-Engelkirk EdD
ISBN-13: 978-1605476735 ISBN-10: 1605476730 Edition: Ninth, North American Edition
Learning Objectives: To develop a fundamental understanding of the basic principles of microbiology**.** Students will develop a working understanding of the structure, growth, nutrition, metabolism, genetics and diversity of prokaryotes, microscopic eukaryotes and virus. Students will become familiar with medical, agricultural, and other applied aspects of the field of microbiology.

Grading:		
	4 Hour Exams @ 100 pts. ea.	400 pts.
	Labs	200 pts
	Quizzes/assignments	100 pts.
	TOTAL POINTS	**700 pts.**

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

I will also offer one 5 point extra credit paper. Extra credit papers need to be two pages in length, double spaced 12pt font on a topic approved by the instructor. Please do not write a paper without getting permission on the topic, if you hand in a paper and have not gotten the topic approved you will not get the credit and you will have to re-write another paper with an approved topic for credit.

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

Academic Honesty (per undergraduate catalog): Honesty and integrity are central to academic life at DCB. They create a trust necessary in a community of scholars. When that trust is violated by cheating in any form, the atmosphere of academic freedom is threatened.

Cheating may affect the student in accordance with the faculty member's grading policy, and/or it may result in student disciplinary action in accordance with the Student Conduct Policy (available in the office of Student Affairs)

Lecture: Attendance at all lectures is simply expected. While there are many strategies for performing well in coursework, there seems to be no substitute for proper preparation: reading the material before and after each lecture, taking notes, re-writing these notes in a more coherent fashion after each lecture, and actively participating in each lecture. If this sounds like at least two-three hours of preparation for each lecture, then that's about right.

Study: To succeed in this class I expect that you will have to spend at least 2 hours on the course material outside of class for every lecture. You will be responsible for the material in the text, as well as, that from lecture.

Because microbiology is a large field, which we cannot hope to cover solely in lecture, I expect you to read the assigned chapters **BEFORE** coming to class. I also strongly encourage you rewrite your notes in a timely fashion.

Laboratory:
You are responsible for learning the lab material and such material may appear on the regular lecture exams.

Due to limited resources labs may not be made-up. You will be allowed to drop one lab report grade. If you miss a lab the missed lab becomes your dropped lab report grade.

Exams: Exams are a mixture of multiple choice, true false, fill in the blank and short answer essays. Multiple choice, true/false, and fill in the blank will be directly from the test bank from the text. Short answer essay questions will be taken directly from lecture topics.

NOTE: All make-up exams will be given **after** the regularly scheduled exam and must be made up **within one week** of the students return to class.

Students with disabilities:

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

Microbiology BIOL 202
TENTATIVE SYLLABUS SPRING 2016

DATE	TOPIC	TEXT
Jan 9-13	Introduction, overview, Main Themes	Chapter 1
Jan 16-20	Chemical Connections, Methods for Studying Microbes	2,3
No Class Monday January 16, Martin Luther King Day		
Jan 23-27	Prokaryotes, Eukaryotes	4,5
Jan 30-Feb 3	Eukaryotes cont'd., Viruses, Exam review.	5,6
FIRST HOUR EXAM FEBRUARY 3rd		
Feb 6-10	Microbial Nutrition, Ecology, Growth, and Metabolism	7,8
Feb 13-17	Microbial Genetics, Genetic Engineering	9,10
No Class Monday February 20, Presidents Day		
Feb 20-24	Genetic Engineering cont'd. Exam review.	10
SECOND HOUR EXAM FEBRUARY 24th		
Feb 27-Mar 3	Control of Microbes, Drugs and Chemotherapy	11,12
Mar 6-10	Infections and Disease, Host Defenses	13,14
Mar 13-17	**SPRING BREAK**	
Mar 20-24	Immunity and Immunizations	15,16
Mar 27-Mar 31	Immunization/Assays, Immunity Disorders	16,17
THIRD HOUR EXAM, March 31st		
Apr 3-7	Medical Importance: Cocci and Bacilli	18,19
Apr 10-14	Medical Importance: Bacilli cont'd.	19,20

April 14 and April 17 No class Easter Break

Apr 17-21	Misc. Bacteria, Fungi	21,22
Apr 24-28	Medically Important Parasites and Viruses	23,24
May 1-5	Viruses cont'd, Environmental Microbiology	25,26
May 5th	Reveiw	
	FINAL EXAMS: MAY 8-12	

Laboratory Schedule

Week 1	**No Lab**
Week 2	**Microscopy**
Week 3	**Aseptic Technique & Cultivation**
Week 4	**Staining**
Week 5	**Normal Flora & Antibiotic Resistance**
Week 6	**Epidemiology & Antibiotic Resistance**
Week 7	**Handwashing, Antibiotic Resistance & Epidemiology results**
Week 8	**Lab Practical Quiz, Antibiotic Resistance Handwashing results**
Week 9	**Bacterial Growth & Antibiotic Resistance**
Week 10	**Control of Microbial Growth; Kirby Bauer Assay**
Week 11	**Identification of an Unknown; Kirby Bauer Assay**
Week 12	**Open**
Week 13	**Identification of an Unknown**
Week 14	**Bacteriophage isolation**
Week 15	**Lab Practical Quiz & Blood Typing**

Human Anatomy and Physiology Bio 220
Spring 2017

Course Syllabus

Sarah B Joy

Dakota College at Bottineau, Minot State Campus
Lecture section: 20744, 18409, and **Lab section:** *To be determined*
Office: Model Hall, Room 311 **Department Phone:** (701) 858-3081
Email: sarah.joy@NDUS.edu

Meeting Times: Lecture – Monday, Wednesday, Friday 8:00 – 8:50 am
Administration Building, IVN Room 362
Lab - *Day/Time to be determined*
Swain , Room 306

Office Hours: Monday, Wednesday, Friday 3:00-4:00 pm

Textbook: Recommended text is ***Anatomy and Physiology,*** Thibodeau, Patton, 9 ed., Mosby. Lab Manual is the same edition and author, and is titled ***Anatomy and Physiology Lab Manual.***

Course Objective: This course is the first half of a year-long course in anatomy and physiology and will cover an introduction to the human body, its gross and microscopic anatomy, biological chemistry and the integumentary, skeletal, muscular and nervous systems and their accompanying physiology. It is designed to be a rigorous overview that will help prepare students in further health related fields and allow them to build on the foundation they establish with this course material.

Course Requirements:

Lecture	
4 Exams 100 points each	400 points
16 Quizzes, 10 points each	160 points
Lab	
4 Practicals	200 points
Total:	760 points

Grades will be based on the following points:

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

Material covered on the exams will come directly from the lectures and readings. Therefore, it is essential that students attend all lectures and take detailed notes. Makeup exams are not typically given and only for excused absences such as documented illness, family emergencies, etc. Makeup exams may be of an entirely different format than regular exams.

Academic dishonesty of any kind will not be tolerated. The penalty for cheating on an exam or plagiarizing will be an F for the exam, and possibly for the course.

Attendance
You are encouraged to attend class, and it is in a student's best interest to be present and to participate in the learning environment. Lack of attendance can lead to poor understanding of the material and an unnecessarily lower final grade.

Recording Lectures
At this time, I am not proficient at recording classes myself but you are welcome to record your own copies. You are also welcome to come and speak with me outside of class to clarify any questions and I am happy to answer any email questions.

Changes to Syllabus
The instructor reserves the right to change or amend any part of this syllabus should situations warrant a change, and these changes will be announced in class and updated in Moodle.

Learning Environment:
This class is designed to help students become successful in the challenging learning environment of the human body, and its related fields of study. These courses are difficult and require attention, time and persistence. These requirements are very difficult for many students. Therefore, as a class we will all be required to be present and patient with ourselves and each other and no one person will be allowed to disrupt the learning of the others.

Work hard, develop your memorization skills and stretch your own understanding of your abilities to learn. You will be amazed how much you will learn by the end of the semester.

Legal Statements:

Course Objectives: The course objectives for Biology 220 according to the Dakota College at Bottineau

The Student NDUS E-Mail Policy is that your North Dakota University System email account is the official form of communication between Dakota College and you. You are responsible for reading college messages and responding accordingly.

Withdrawal and Incomplete Policy
Upon request, the instructor can withdraw a student through the first ten weeks of the course with a "W." After the 10th week, the instructor can withdraw a student with a grade of "Y" unless the student is passing. Withdrawals will not be issued after the last day for withdrawals. An incomplete (I) will be given to a student who has completed at least 80% of the required coursework, is passing, and is unable to complete the remaining coursework due to illness or other circumstances beyond the student's control. If approved by the instructor, the instructor will complete an Incomplete Contract.

Student Disabilities
The College will make reasonable accommodations for any person with documented disabilities. Students should notify Student Services and their instructors of any special needs. Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Services Office at Minot State, http://www.minotstateu.edu/disability_services/, and they are located on the lower level of Lura Hall. Telephone number 701-858-3371.

Students are responsible for the college policies included in the college catalogue and the student handbook. Students are also responsible for the information contained in this document.

Lecture Schedule

(May change to meet the needs of the class)

Week	Date	Topic	Chapter Reading:
1	January 11	Course Introduction, Homeostasis	Introduction to the Body Chapter 1
	January 13	Body Architecture	
2	January 16	***Martin Luther King Day – No Class***	Chemistry, Chapter 2
	January 18	Chemistry	
	January 20	Biological Chemistry	
3	January 23	Cell Biology	Cells, Chapter 3
	January 25	Cell Biology	
	January 27	Cell Biology	
4	January 30	**Exam One**	
	February 1	Transport	Physiology of Cells, Chapter 4
	February 3	Anabolism/Catabolism	
5	February 6	Tissues, Epithelial	Tissues, Chapter 5
	February 8	Tissues, Connective	
	February 10	Tissues, Integumentary System	Skin, Chapter 6
6	February 13	Integumentary System	
	February 15	**Exam Two**	
	February 17	Cartilage, Bone Formation	Bone Tissue, Chapter 7
7	February 20	***Presidents' Day – No Class***	
	February 22	Skeletal System	Skeletal System, Chapter 8
	February 24	Skeletal System	

8	February 27	Articulations	Articulations, Chapter 9
	March 1	Articulations	
	March 3	Muscular System	Anatomy of Muscular System, Chapter 10
9	March 6	Muscular System	
	March 8	Muscle Physiology	Muscle Physiology, Chapter 11
	March 10	Muscle Physiology	
	March 13 -17	***Spring Break – No Class***	
10	March 20	**Exam Three**	
	March 22	Nerve Cells	Nervous System Cells, Chapter 12
	March 24	Nerve Physiology	
11	March 27	Nerve Physiology	
	March 29	Nerve Physiology	
	March 31	Central Nervous System	Central Nervous System, Chapter 13
12	April 3	Brain	
	April 5	Brain	
	April 7	Peripheral Nervous System	Peripheral Nervous System, Chapter 14
13	April 10	Peripheral Nervous System	
	April 12	**Exam Four**	
	April 14 - 17	***Easter Break – No Classes***	
14	April 19	Smell and Taste	Special Senses, Chapter 15
	April 21	Hearing/Sight	
15	April 24	Sight	
	April 26	Endocrine System	Endocrine System, Chapter 16

	April 28	Endocrine System	
16	May 1	Endocrine System	
	May 3	Endocrine System	
	May 5		
17		***Final Exam***	

Lab Schedule for Bio 220:

(Schedule may change to accommodate course)

Week	Dates	Topic	Labs
1	January 9	***No Lab***	
2	January 16	Introduction, Organization of the Body	1
3	January 23	Microscope, Cell Anatomy	3, 4
4	January 30	Transport and Cell Life Cycle	5, 6
5	February 6	**Lab Exam One;** Epithelial, Connective Tissues	7, 8
6	February 13	Muscle, Nerve Tissue and Integument	9, 10
7	February 20	Skeleton, Skull	11, 12, 13
7	February 27	Extremities, Joints	14, 15, 16
8	March 6	**Lab Exam Two**	
9	March 13	***No Lab - Spring Break***	
10	March 20	Muscles	17, 18
11	March 27	Muscle Dissection	19
12	April 3	Nerves	21, 22
13	April 10	**Lab Exam Three;** Central Nervous System, Brain	23, 24, 25
14	April 17	Touch, Taste, Smell	26, 27, 28
15	April 24	Eye, Ear, Endocrine	29, 30, 31, 32
16	May 1	**Lab Exam Four**	

Course Prefix/Number/Title: BIOL 220 - Anatomy and Physiology I-Online

Number of Credits: 4 semester credits

Course Description: A study of the structure (anatomy) and function (physiology) of the human body. This course consists of one discussion, one two-hour lab/assignment, and one quiz each week.

Pre-/Co-requisites: BIOL 220

Instructor: Andrea Simmons

Office: N/A

Office Hours: N/A

Phone: (209)404-7448

Email: andrea.simmons@dakotacollege.edu

Lecture Schedule: Online

Lab Schedule: Online

Textbook: Anatomy and Physiology, Patton and Thibodeau, 9th Edition

Lab Manual: Hands on Labs- student ordered through http://holscience.com/

Course Requirements: Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Although subject to slight modification based on the discretion of the instructor, this course will consist of 1000 points (14 quizzes worth 5-10 points each, 1 mid-term, and 1 final exam worth 100 points each). Laboratory and assignment points are worth approximately 585 points and discussions 80 points to obtain the total points possible for the course (approximately 1000). There is a one week grace period to make up any missed exam or assignment with a 10% deduction for each day it is late. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work within an acceptable period of time due to extenuating circumstances. Final letter grades are assigned based on the following criteria:

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

Tentative Course and Lab Outline:

Week 1: 1/09- 1/15
- Reading: Organization of the Body (Ch.1) and Homeostasis (Ch.2)
- Labs (45 pts): Getting Started (10 pts) & Laboratory Safety (35 pts)
- Discussion (5 pts)
- Quiz (10 pts): Ch. 1 & Ch. 2

Week 2: 1/16- 1/22
- Reading: Chemical Basis of Life (Ch.3) and Biomolecules (Ch.4)
- Begin Lab (30 pts): Overview of Anatomy
- Discussion (5 pts)
- Quiz (10 pts): Ch. 3 & Ch. 4

Week 3: 1/23- 1/29
- Reading: Cell Structure (Ch.5) and Cell Function (Ch.6)
- Lab Due (60 pts): Overview of Anatomy
- Discussion (5 pts)
- Quiz (10 pts): Ch. 5 & Ch. 6

Week 4: 1/30- 2/05
- Reading: Cell Growth and Development (Ch.7) and Introduction to Tissues (Ch.8)
- Begin Lab: Histology
- Discussion (5 pts)
- Quiz (10 pts): Ch. 7 & Ch. 8

Week 5: 2/06- 2/12
- Reading: Tissue Types (Ch.9)
- Lab Due (60 pts): Histology
- Discussion (5 pts)
- Quiz (5 pts): Ch. 9

Week 6: 2/13- 2/19
- Reading: Skin (Ch.10) and Skeletal Tissues (Ch. 11)
- Lab (60 pts): Overview of the Skeletal System
- Discussion (5 pts)
- Quiz (10 pts): Ch. 10 & Ch. 11

Week 7: 2/20- 2/26
- Reading: Axial Skeleton (Ch.12) and Appendicular Skeleton (Ch.13)
- Begin Lab: Axial and Appendicular Skeleton
- Discussion (5 pts)
- Quiz (10 pts): Ch. 12 & Ch. 13

Week 8: 2/27- 3/05
- Reading: Articulations (Ch.14)
- Lab Due (60 pts): Axial and Appendicular Skeleton
- Discussion (5 pts)
- Midterm (100 pts): Medical Scenario

Week 9: 3/06- 3/12
- Reading: Axial Muscles (Ch.15) and Appendicular Muscles (Ch.16)
- Lab (60 pts): Joints and Body Movement
- Discussion (5 pts)
- Quiz (10 pts): Ch. 15 & Ch. 16

Spring Break: 3/13- 3/19

Week 10: 3/20- 3/26
- Reading: Muscle Contraction (Ch.17)
- Lab (60 pts): Muscle Physiology
- Discussion (5 pts)
- Quiz (5 pts): Ch. 17

Week 11: 3/27- 4/02
- Reading: Nervous System Cells (Ch.18) and Nerve Signaling (Ch.19)
- Begin Lab: Overview of the Gross Anatomy of the Central Nervous System
- Discussion (5 pts)
- Quiz (10 pts): Ch. 18 & Ch. 19

Week 12: 4/03- 4/09
- Reading: Central Nervous System (Ch.20) and Peripheral Nervous System(Ch.21)
- Lab Due (60 pts): Overview of the Gross Anatomy of the Central Nervous System
- Discussion (5 pts)
- Quiz (10 pts): Ch. 20 & Ch. 21

Easter Break 4/10- 4/16

Week 13: 4/17- 4/23
- Reading: Autonomic Nervous System (Ch.22) and General Senses (Ch.23)
- Begin Lab: Reflex and Sensory Physiology
- Discussion (5 pts)
- Quiz (10 pts): Ch. 22 & Ch. 23

Week 14: 4/24- 4/30
- Reading: Special Senses (Ch.24) and Endocrine Regulation (Ch.25)
- Lab Due (60 pts): Reflex and Sensory Physiology
- Discussion (5 pts)
- Quiz (10 pts): Ch. 24 & Ch. 25

Week 15: 5/01- 5/07
- Reading: Endocrine Glands (Ch.26)
- Assignment (60 pts): Endocrine Glands
- Discussion (5 pts)
- Quiz (5 pts): Ch. 26

Week 16: 5/08- 5/14
- Final (100 pts):
- Discussion (5 pts): Course Wrap-up

General Education Goal and Objectives

Goal:
The goal of this course is to facilitate student learning about human anatomy and physiology so students better understand and appreciate the complexities of interactions between organ systems to promote the advancement of life sciences in the professional and academic environment as well as throughout everyday life.

Objectives:

1) To learn and retain information essential to a broad knowledge of human anatomy and physiology.
2) Establish the impact humans have on the environment (Goal 1; Objective 2)
3) Practice sound, safe, and sensible laboratory techniques.
4) Demonstrate knowledge of the natural environment (Goal 1; Objective 2)
5) Demonstrate an awareness of the role of science in everyday life (Goal 1; Objective 2)

Relationship to Campus Theme

This course addresses the campus theme by incorporating the latest diagnostic procedures, treatments, and other technologies that are used to identify and treat human diseases and disorders.

Classroom Policies

1) Be respectful of other students and the instructor
2) Notify the instructor of any coursework that may be late prior to the due date

Student Email Policy

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

Academic Integrity

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

Disabilities and Special Needs

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

We will Course Prefix/Number/Title: BIOL 221 - Anatomy and Physiology II

Number of Credits: 4 semester credits

Course Description:
A study of the structure (anatomy) and function (physiology) of the human body. The course consists of three one-hour lectures and one two-hour lab each week.

Pre-requisites: BIOL 220

Instructor: Shubham Datta

Office: NSC 113

Office Hours: 11am -12:50 pm M to F and by appointment

Phone: 228-5463

Email: shubham.datta@dakotacollege.edu

Lecture Schedule: 7:35 - 8:25 am MWF in NSC 105

Lab Schedule: 8:00 - 9:50 am on Thursday in NSC 128 or by arrangement

Textbook: Anatomy and Physiology, Thibodeau and Patton, 9th Edition

Lab Manual: Anatomy and Physiology Laboratory Manual, K. Patton, 9th Edition

Course Requirements:
Grading is based on a standard college curve, where students earn a grade based on the percent of total possible points they obtain. The lecture component of this course consists of approximately 640 points (12 drop quizzes worth 20 points each, 3 lecture exams worth 100 points each, and one final exam worth 100 points). Lecture points are added to laboratory point (500 points) to obtain the total points possible for the course (1140). (Note: Adjustments may be made to lecture and/or lab points so that the lecture constitutes 3/4 of the total points for the course.) There is a one-week grace period to make-up any missed exam. Any missed exam not made up within the allotted time will be given a zero. Makeup exams may be of an essay nature and are usually considered more difficult. It is the responsibility of the student to schedule any make-up exam during a time convenient for both student and instructor. Make-ups are not allowed on drop quizzes, however, the lowest two quiz scores will be dropped. Final letter grades are assigned based on the following criteria:

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

Tentative Lecture Outline:

DATE	TOPIC	READING
1-11	Introduction and Blood	Chpt. 27
1-13	Blood	Chpt. 27
1-16	NO CLASS - MARTIN LUTHER KING DAY	
1-18	Anatomy of the Cardiovascular System	Chpt. 28-30
1-20	Anatomy of the Cardiovascular System	Chpt. 28-30
1-23	Physiology of the Cardiovascular System	Chpt. 28-30
1-25	Physiology of the Cardiovascular System	Chpt. 28-30
1-27	Lymphatic System	Chpt. 31
1-30	Immunity	Chpt. 32-34
2-1	Immunity and Stress	Chpt. 32-34
2-3	TEST I	
2-6	Anatomy of the Respiratory System	Chpt. 35-36
2-8	Anatomy of the Respiratory System	Chpt. 35-36
2-10	Physiology of the Respiratory System	Chpt. 36-37
2-13	Physiology of the Respiratory System	Chpt. 36-37
2-15	Anatomy of the Digestive System	Chpt. 38
2-17	Anatomy of the Digestive System	Chpt. 39
2-20	NO CLASS - PRESIDENTS DAY	
2-22	Physiology of the Digestive System	Chpt. 40
2-24	Physiology of the Digestive System	Chpt. 41
2-27	Nutrition and Metabolism	Chpt. 42
3-1	Nutrition and Metabolism	Chpt. 42
3-3	Nutrition and Metabolism	Chpt. 42
3-6	Nutrition and Metabolism	Chpt. 42
3-8	TEST II	
3-10	Urinary System	Chpt. 42
3-13 to 3-17	SPRING BREAK - NO CLASSES	
3-20	Urinary System	Chpt. 42
3-22	Fluid and Electrolyte Balance	Chpt. 43
3-24	Acid-Base Balance	Chpt. 44
3-27	Male Reproductive System	Chpt. 45
3-29	Female Reproductive System	Chpt. 46
3-31	Female Reproductive System	Chpt. 46
4-3	Birth Control and Sexual Transmitted Diseases	Chpt. 46
4-5	TEST III	
4-7	Growth and Development	Chpt. 47
4-10	Growth and Development	Chpt. 47
4-12	Growth and Development	Chpt. 47
4-14	NO CLASS - GOOD FRIDAY	
4-17	NO CLASS - EASTER MONDAY	
4-19	Growth and Development	Chpt. 47
4-21	Growth and Development	Chpt. 47

4-24	Genetics and Heredity	Chpt. 48
4-26	Genetics and Heredity	Chpt. 48
4-28	Genetics and Heredity	Chpt. 48
5-1	Genetics and Heredity	Chpt. 48
5-3	Genetics and Heredity	Chpt. 48
5-5	Final Exam Review	
5-11	Final Exam (9:00 - 11:00 AM)	

Tentative Lab Outline:

DATE	TOPIC	LAB #
1-19	Blood	34
1-26	Heart and Blood Pressure	35 & 37
2-2	LAB EXAM I	
	Circulatory and Lymphatic Systems	38 & 39
2-9	Circulatory and Lymphatic Systems	40
2-16	LAB EXAM II	
	Respiratory System	41 & 42
2-23	Digestive System, Enzymes and Digestion	44, 45 & 46
3-2	LAB EXAM III	
3-9	Nutrition	
3-16	NO LAB - SPRING BREAK	
3-23	Urinary System	47 & 48
3-31	Urinalysis	49
4-6	Reproductive Systems	50-52
4-13	LAB EXAM IV	
4-20	Development	53
4-27	Genetics and Heredity	54
5-4	LAB EXAM V	

Course Goal and Objectives

Goal:

The goal of this course is to facilitate student learning about human anatomy and physiology so that students better understand and appreciate the complexities of and interactions between organ systems in order to promote the advancement of life sciences in society.

Objectives:

1) To learn and retain information essential to a broad knowledge of human anatomy and physiology.
2) To understand and utilize scientific methods of inquiry.
3) To practice sound, safe, and sensible laboratory techniques.
4) To appreciate the historic development of science.
5) To apply scientific information and principles to everyday life.
6) To recognize the interrelationship among the sciences, technology, and society.

General Education (GE) Goal and Objectives

GE Goal:

The goal of this course as in pertains to general education is to explain the interrelationships between humans and their environment and the role of science in their lives (GE Goal 1).

GE Objectives:

1) Demonstrate the application of the scientific method of inquiry.
   Skill 1: Recognize the principles of the scientific method of inquiry to solve problems.
   Skill 2: Analyze and interpret experimental data to draw logical conclusions

2) Demonstrate an awareness of the role of science in everyday life.
   Skill 1: Applies scientific principles to life experiences.
   Skill 2: Recognizes the role of science in understanding nature and society.

Relationship to Campus Theme:

This course addresses the campus theme by incorporating the latest diagnostic procedures, treatments, and other technologies that are used to identify and treat human diseases and disorders.

Classroom Policies

1) Cell phones and related devices are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone or other electronic devices into the classroom or, at the very least, turn it off.
2) Food and beverages are permitted in accordance with IVN classroom policy.
3) Be respectful of other students, technicians, instructors, and guests.

Student Email Policy

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

Academic Integrity

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

Disabilities and Special Needs

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 221H - Anatomy and Physiology II

Number of Credits: 1 semester credit

Course Description:
This course is an in-depth study of diseases of the human body. Students will be required to conduct individual or group research on diseases and/or disease treatment.

Pre-/Co-requisites: BIOL 221 – Anatomy and Physiology II

Course Objectives:
Upon completion of this course, students will:

1) Gain a better understanding of human diseases and their treatments,
2) Understand the process of conducting scientific research,
3) Construct a scientific research report, and
4) Work resourcefully in individual and group environments.

Instructor: Larry Brooks

Office: NSC 102

Office Hours: 10-11 AM on M, W, & F and by appointment

Phone: (701) 228-5457

Email: larry.brooks@dakotacollege.edu

Lecture Schedule: By arrangement

Lab Schedule: None

Textbook: None required

Lab Manual: None required

Course Requirements:
Although subject to slight modification based on the discretion of the instructor, this course will consists of approximately 275 points (class participation worth 75 points, a draft report worth 50 points, a final report worth 100 points, and a presentation worth 50 points). Final grades are issued on a "Satisfactory/Unsatisfactory (S/U) grading scheme. Students must earn 70% of the total points to receive a satisfactory "S" grade.

Tentative Course Outline:

WEEK	TOPIC
1	Overview of course and course expectations
2	Overview of disease of the human body
3	Elements of a scientific paper/report
4	Diseases of the Cardiovascular System
5	Diseases of the Lymphatic System
6	Diseases of the Respiratory System
7	Diseases of the Digestive System
8	Diseases of the Urinary System
9	Diseases of the Reproductive System
10	Conducting scientific research
11	Conducting scientific research
12	Referencing works of other
13	Creating graphs and tables; draft report due
14	Creating graphs and tables
15	Peer review of research reports
16	Final presentation; final research report due

General Education Goal and Objectives: None

Relationship to Campus Theme:
This course addresses the campus theme by incorporating the latest diagnostic procedures, treatments, and other technologies that are used to identify and treat human diseases/disorders.

Classroom Policies

1) Cell phones, iPods, and related technology are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone into the classroom or, at the very least, turn it off.
2) Food and beverages are permitted in accordance with classroom policy.
3) Be respectful of other students, instructors, and guests.

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

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

Course Prefix/Number/Title: BIOL 221 - Anatomy and Physiology II-Online

Number of Credits: 4 semester credits

Course Description: A study of the structure (anatomy) and function (physiology) of the human body. This course consists of one discussion, one two-hour lab/assignment, and one quiz each week.

Pre-/Co-requisites: BIOL 220

Instructor: Andrea Simmons

Office: N/A

Office Hours: N/A

Phone: (209)404-7448

Email: andrea.simmons@dakotacollege.edu

Lecture Schedule: Online

Lab Schedule: Online

Textbook: Anatomy and Physiology, Patton and Thibodeau, 9th Edition

Lab Manual: Hands on Labs- student ordered through http://holscience.com/

Course Requirements: Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Although subject to slight modification based on the discretion of the instructor, this course will consist of 1000 points (14 quizzes worth 10-20 points each, 1 mid-term, and 1 final exam worth 100 points each). Laboratory and assignment points are worth approximately 480 points and discussions 80 points to obtain the total points possible for the course (approximately 1000). There is a one week grace period to make up any missed exam or assignment with a 10% deduction for each day it is late. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work within an acceptable period of time due to extenuating circumstances. Final letter grades are assigned based on the following criteria:

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

Tentative Course and Lab Outline:

Week 1: 1/09- 1/15
- Labs (15 pts): Getting Started (5 pts) & Laboratory Safety (10 pts)
- Discussion (5 pts)
- Quiz (5 pts): Attest to reading Syllabus

Week 2: 1/16- 1/22
- Reading: Blood (Ch.27) and the Heart (Ch.28)
- Begin Lab (60 pts): Cardiovascular Lab
- Discussion (5 pts)
- Quiz (20 pts): Ch. 27 & Ch. 28

Week 3: 1/23- 1/29
- Reading: Blood Vessels (Ch.29) and the Circulation of Blood (Ch.30)
- Lab Due: Cardiovascular Lab
- Discussion (5 pts)
- Quiz (20 pts): Ch. 29 & Ch. 30

Week 4: 1/30- 2/05
- Reading: Lymphatic System (Ch.31) and Innate Immunity (Ch.32)
- Begin Lab (60 pts): Lymphatic System Assignment
- Discussion (5 pts)
- Quiz (20 pts): Ch. 31 & Ch. 32

Week 5: 2/06- 2/12
- Reading: Adaptive Immunity (Ch.33) and Stress (Ch.34)
- Lab Due: Lymphatic System Assignment
- Discussion (5 pts)
- Quiz (20 pts): Ch. 33 & Ch. 34

Week 6: 2/13- 2/19
- Reading: Respiratory Tract (Ch.35)
- Lab (60 pts): Anatomy of Respiratory Lab
- Discussion (5 pts)
- Quiz (10 pts): Ch. 35

Week 7: 2/20- 2/26
- Reading: Ventilation (Ch. 36) and Gas Exchange (Ch. 37)
- Begin Lab (60 pts): Respiratory Physiology Lab
- Discussion (5 pts)
- Quiz (20 pts): Ch. 36 & Ch. 37

Week 8: 2/27- 3/05
- Lab Due: Respiratory Physiology Lab
- Discussion (5 pts)
- Midterm (100 pts)

Week 9: 3/06- 3/12
- Reading: Upper Digestive Tract (Ch. 38)
- Lab (60 pts): Digestive System Lab
- Discussion (5 pts)
- Quiz (10 pts): Ch. 38

Spring Break: 3/13- 3/19

Week 10: 3/20- 3/26

- Reading: Lower Digestive Tract (Ch. 39) and Digestion and Absorption (Ch. 40)
- Lab Due: Digestive System
- Discussion (5 pts)
- Quiz (20 pts): Ch. 39 & 40

Week 11: 3/27- 4/02

- Reading: Nutrition and Metabolism (Ch. 41) and Urinary Tract (Ch. 42)
- Begin Lab (60 pts): Urinary Tract System
- Discussion (5 pts)
- Quiz (20 pts): Ch. 41 & Ch. 42

Week 12: 4/03- 4/09

- Reading: Fluid and Electrolyte Balance (Ch. 43) and Acid-Base Balance (Ch. 44)
- Lab Due: Urinary Tract System
- Discussion (5 pts)
- Quiz (20 pts): Ch. 43 & Ch. 44

Easter Break 4/10- 4/16

Week 13: 4/17- 4/23

- Reading: Male Reproductive System (Ch. 45) and Female Reproductive System (Ch. 46)
- Begin Lab (60 pts): Reproductive System
- Discussion (5 pts)
- Quiz (20 pts): Ch. 45 & Ch. 46

Week 14: 4/24- 4/30

- Reading: Growth and Development (Ch. 47)
- Lab Due: Reproductive System
- Discussion (5 pts)
- Quiz (10 pts): Ch. 47

Week 15: 5/01- 5/07

- Reading: Genetics and Heredity (Ch. 48)
- Assignment (60 pts): Genetics and Genomics
- Discussion (5 pts)
- Quiz (10 pts): Ch. 48

Week 16: 5/08- 5/14

- Final (100 pts):
- Discussion (5 pts): Course Wrap-up

General Education Goal and Objectives

Goal:
The goal of this course is to facilitate student learning about human anatomy and physiology so students better understand and appreciate the complexities of interactions between organ systems to promote the advancement of life sciences in the professional and academic environment as well as throughout everyday life.

Objectives:

1) To learn and retain information essential to a broad knowledge of human anatomy and physiology.
2) Establish the impact humans have on the environment (Goal 1; Objective 2)
3) Practice sound, safe, and sensible laboratory techniques.
4) Demonstrate knowledge of the natural environment (Goal 1; Objective 2)
5) Demonstrate an awareness of the role of science in everyday life (Goal 1; Objective 2)

Relationship to Campus Theme

This course addresses the campus theme by incorporating the latest diagnostic procedures, treatments, and other technologies that are used to identify and treat human diseases and disorders.

Classroom Policies

1) Be respectful of other students and the instructor
2) Notify the instructor of any coursework that may be late prior to the due date

Student Email Policy

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

Academic Integrity

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

Disabilities and Special Needs

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BOT 212 Botany II (4CR)
Prerequisites: BIOL 120 or instructor approval

Course Description: Diversity of plants, their classification, anatomy, physiology, and ecology.

Includes a general overview of fungi and algae. Plant cells and tissues, photosynthesis, translocation and transpiration, root/stem/leaf structure and function, secondary growth, growth and development, flowers/fruits/seeds, survey of Kingdom Monera/Protista/Fungi/Plantae, viruses, prions, ethnobotany

Course Objectives: Demonstrate an understanding and proficiency with the following concepts:

1. structure and function of vascular plants, particularly Coniferophyta & Anthophyta (Goal 7)
2. diversity of plants and plant-like organisms (Goal 7)
3. the ecology and evolution of plant and plant-like organisms (Goal 7)
4. the significance of these organisms to human kind (Goal 7)

Instructor: Lura

Office: NSC 114

Office Hours: MWF 1:00-2:00

Phone: (701) 228-5472

Email: charles.lura@dakotacollege.edu

Lecture/Lab Schedule: Spring semester

Textbook(s): Raven, P.H., R.F. Evert, and S.E. Eichhorn. 2013. Biology of Plants. W.H. Freeman and Worth Publishers. 8th Ed.

Lura, C.L. 2017. Botany 212 Lab Manual

Course Requirements:

4 Hour Exams @ 100 pts. ea.	400 pts.
Lab quizzes	130 pts
Lecture quizzes, assignments, etc.	170 pts
Lab final exam	100 pts
TOTAL POINTS:	**800**

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

Tentative Course Outline:

BOTANY 212 TENTATIVE SYLLABUS
SPRING 2017

Date	Topic	Reading Assign.
Jan 11-13	Introduction to plant cell chemistry, structure, function	Chapter 1,2,3
Jan 16-20	**Monday January 16, Martin Luther King Day** Photosynthesis **Lab:** Plant Cell Structure and Function	7
Jan 23-27	Plant cells and tissues, Translocation & Transpiration **Lab:** Primary Tissues of Stems and Roots	23,30
Jan 30-Feb 3	Roots, Stems, Leaves **FIRST HOUR EXAM, FRIDAY FEBRUARY 3** **Lab:** Leaf Structure and Function	24,25
Feb 6-10	Secondary Growth, Growth and Development **Lab:** Secondary Growth and Wood Anatomy	26,27,28
Feb 13-17	Reproduction, Flowers, Fruits, Seeds **Lab:** Plant Form, Function, Diversity "Greenhouse Lab"	19
Feb 20-24	**Monday February 20, President's Day** Early development of the Plant Body **SECOND HOUR EXAM, FRIDAY FEBRUARY 24** **Lab:** Flowers, Fruits, and Seeds	22
Feb 27-Mar 3	Domain Archaea & Bacteria, Viruses, Viroids, Prions **Lab:** Domain Bacteria	13
Mar 6-10	Kingdom Fungi: Chytridiomycota, Zygomycota, Ascomycota **Lab:** Fungi I: Ascomycota and Lichens	14
Mar 13-17	**SPRING BREAK**	
Mar 20-24	Basidiomycota, Deuteromycetes **Lab:** Fungi II: Basidiomycota, Chytridiomycota, Zygomycota	14
Mar 27-31	Deuteromycetes continued, review **Lab:** Protista I: Myxomycota, Euglenophyta, Rhodophyta, Dinophyta, Oomycota, Chrysophyta	14
Apr 3-7	Kingdom Protista: Myxomycota, Oomycota, Euglenophyta, Rhodophyta, Dinophyta,Chrysophyta, Bacillariophyta **THIRD HOUR EXAM, FRIDAY APRIL 7** **Lab:** Protista II: Bacillariophyta, Phaeophyta, Chlorophyta	15
Apr 10-14	Phaeophyta, Chlorophyta, Kingdom Plantae: Bryophyta, Hepatophyta **Friday April 14-Easter Break** **Lab:** Plantae I: Hepatophyta, Bryophyta, Psilotophyta, Lycophyta	15,16,17

Apr 17-21	**Monday April 17-Easter Break** Psilotophyta, Lycophyta, Sphenophyta, Pterophyta Cycadophyta, Ginkgophyta **Lab:** Plantae II: Sphenophyta and Pterophyta	17,18
Apr 24-28	Gnetophyta, Coniferophyta, Anthophyta **Lab:** Plantae III: Cycadophyta, Coniferophyta, Anthophyta	18,19,20
May 1-5	Biomes, Plants & Society **Lab:** Lab Final	31,32
	FINAL EXAM: Tuesday May 9, 9:00-11:00	

General Education Goals/Objectives:

Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives

Goal 2: Demonstrates knowledge and application of technology

Relationship to Campus Theme: Class presentation/discussion on how DNA analysis is changing our approach to classification

Classroom Policies: Regular attendance and participation in lab and lecture is expected.
All make-up exams will include a significant essay/short answer component and must be made up within one week of the students return to class unless prior arrangements have been made.

Academic Integrity: Cheating on a test, quiz, or other assessment results in zero points for the assessment.

Disabilities and Special Needs: Any accommodations due to a learning disability must come through the MSU-B Learning Center. If you have a diagnosed learning disability, you need to contact the Learning Center in Thatcher 1104 or phone (701) 228-5477.

BOTE 147 – Word Processing
Spring Semester 2017

Course Description: Students will learn how to use Word, a powerful word processing program, to create professional looking documents for work, school, and personal communications. Students can expect to be proficient in using Word to create, edit, organize, and present information.

Course Objectives:

- To teach the fundamentals of Microsoft Word 2016
- Students will create and edit memos, letters, and reports of varying complexity
- Apply appropriate formatting elements and styles to a range of document types
- Add graphics and other visual elements to enhance written communication
- Plan, write, revise, and publish documents to meet specific information needs
- To develop an exercise-oriented approach that allows learning by doing
- To encourage independent study

Instructor: Mrs. Kayla O'Toole
Office: Thatcher Hall 203
Office Hours: By arrangement
Phone: 701-228-5479
Email: kayla.otoole@dakotacollege.edu
Lecture/Lab Schedule: Online
Textbook(s): Skills for Success with Microsoft Word 2016 Comprehensive/Adkins/Gaskin/Hawkins/Hain ©2017 / Pearson / ISBN-13: 9780134479491/ **Book Only**

A textbook is **mandatory** for each student. Students will need to have the 2016 Microsoft Office Suite.

Course Requirements:

Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

Grading Methods

Objective Tests
Quizzes
Other projects
Midterm and Final projects
Daily Assignments

Grading Scale

A = 90%
B = 80%
C = 70%
D = 60%

Grades will be calculated by dividing total points earned by total points available.

Tentative Course Outline:

- Common Features of Office 2016
- Create Letters and Memos
- Create Business Reports
- Create Flyers
- Create Newsletters and Mail Merge Documents
- Create Static Forms
- Create a Brochure
- Prepare a Document with References
- Collaborate and Share Documents
- Work with Styles and Hyperlinks
- Create Forms and Macros

Relationship to Campus Theme:

At first, nature and technology may seem to be opposites, but people by nature, are curious. This curiosity and quest for knowledge has led to the development of all technology. In turn this technology can be used to care for the Earth and therefore, improve the quality of life for all people.

Classroom Policies:

⇒ Students are required to complete all class activities.
⇒ Cheating will result in the automatic failure of this course.
⇒ All assignments will be submitted to the Assignment Dropbox. Assignments that are late will have points deducted accordingly.
⇒ Incompletes are handled according to the campus policy.

Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

⇒ Students will receive no credit for work that fails to meet standards of academic integrity.
⇒ If a person participates in academic dishonesty more than once, the result will be an F for the course.
⇒ The use of templates or other pre-made layouts will result in an F for the assignment.
⇒ The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

Disabilities and Special Needs: If you have a disability for which you need accommodation, contact the Student Success Center to request disability support services: phone 701-228-5477 or e-mail Peggy Gregg at peggy.gregg@dakotacollege.edu.

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

BOTE 247 – Spreadsheet Applications
Spring Semester 2017

Course Description: Intermediate and advanced use of application software for creation of spreadsheets, graphs, slide shows, databases and macros. Integration with other software application is also reviewed. Prerequisites: none, but previous computer knowledge is preferred.

Course Objectives:

- Create and manage information using computer technology.
- Understand, organize, and apply the fundamentals of Microsoft Excel 2016.
- Apply concepts learned to independent challenge problems.
- Demonstrate a working knowledge of Microsoft Excel 2016.
- Solve problems by hands on training through projects.
- Create spreadsheets for business use as well as personal use.

Instructor: Ms. Kayla O'Toole
Office: Thatcher Hall 203
Office Hours: By arrangement
Phone: 701-228-5479
Email: kayla.otoole@dakotacollege.edu
Lecture/Lab Schedule: Online
Textbook(s): Skills for Success with Microsoft Excel 2016 Comprehensive/Chaney, Hawkins & Gaskin ©2017 / Pearson / ISBN-13: 9780134479507/ **Book Only**

A textbook is **mandatory** for each student. Students will need to have the 2016 Microsoft Office Suite.

Course Requirements:

Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

Grading Methods

Objective Tests
Quizzes
Other projects
Midterm and Final projects
Daily Assignments

Grading Scale

A = 90%
B = 80%
C = 70%
D = 60%

Grades will be calculated by dividing total points earned by total points available.

Tentative Course Outline:

- Common Features of Office 2016
- Create Workbooks with Excel 2016
- Insert Summary Functions and Create Charts
- Manage Multiple Worksheets
- More Functions and Excel Tables
- Format Cells and Worksheets
- Insert Advanced Functions and Create Scenarios
- Work with Data and Audit Formulas
- Manage and Present Data Visually
- Link and Analyze Data in PivotTables and PivotCharts
- Secure and Share Workbooks

Relationship to Campus Theme:

Microsoft Excel is a software program that students will use for various situations including nature, business, health, or science. Workbooks will be created to store data and to create charts. This class will help students understand the importance of having technology is their lives and it will show them how they can use it in everyday situations.

Classroom Policies:

⇒ Students are required to complete all class activities.
⇒ Cheating will result in the automatic failure of this course.
⇒ All assignments will be submitted to the Assignment Dropbox. Assignments that are late will have points deducted accordingly.
⇒ Incompletes are handled according to the campus policy.

Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

⇒ Students will receive no credit for work that fails to meet standards of academic integrity.
⇒ If a person participates in academic dishonesty more than once, the result will be an F for the course.
⇒ The use of templates or other pre-made layouts will result in an F for the assignment.
⇒ The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

Disabilities and Special Needs: If you have a disability for which you need accommodation, contact the Student Success Center to request disability support services: phone 701-228-5477 or e-mail Peggy Gregg at peggy.gregg@dakotacollege.edu.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

BOTE 108 Business Mathematics, 3 credits

Course Description:

This course provides an increased competence in the fundamentals of arithmetic skills and an understanding of the application of mathematical concepts to occupational activities. Emphasis is placed on business applications and problem solving.

Course Objectives:

1. To develop an understanding of numbers.
2. Demonstrate uses for electronic calculators.
3. Demonstrate appropriate pricing methods.
4. Demonstrate methods and procedures for effective control and utilization of interest and credit charges.
5. Explain and calculate taxes.
6. Identify factors to be considered in business finance.

Instructor:

Scott Johnson

Office:

Nelson Science Center 110

Phone:

(701)-228-5474

Email:

scott.johnson@dakotacollege.edu

Lecture:

Online

Textbook:

Business Mathematics 10th edition by Cleaves and Hobbs

Class Policies:

Regular participation is expected. Learning activities will occur in the My Math Lab learning system.

Grades will be based on homework and quizes.

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

All assignments and quizzes are to be completed by their due dates. Assignments turned in late will not be accepted unless the instructor has been notified in advance and has agreed to accept it at a later date.

Tentative Course Outline:

1. Fundamentals
2. Weights, measurements, and numerical averages
3. Fractions
4. Decimals
5. Bank reports
6. Business applications of percentages
7. Payroll records
8. Commissions
9. Cash and trade discounts
10. Markup
11. Simple interest
12. Notes and interest variables
13. Borrowing by business
14. Charges for credit
15. Sales and federal income tax
16. Inventories and turnover
17. Corporate stocks
18. Corporate and Government bonds

Academic Integrity:

If there is evidence of cheating the student will receive an F on the respective exam or assignment.

Disabilities and Special Needs:

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

Student Email Policy:

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BOTE 147 Word Processing

Spring Semester 2017

Credits: 3

Course Description: Up-to-date word processing software is used to create professional business documents including letters, memorandums, reports, tables, forms, and graphics.

Prerequisites: CSCI 101 Introduction to Computers

Course Objectives:

- Create and manage information using computer technology.
- To format various types of business documents correctly and accurately
- To demonstrate the ability to use the software's formatting features to enhance business documents.
- To demonstrate the ability to interpret and synthesize information resulting in problem solutions
- Demonstrate a working knowledge of basic and advanced features of Microsoft Word.

Instructor: Ms. Diane R Keller
Office: Thatcher 211
Office Hours: T, TH 11:00-11:50 am, 2:00-3:00pm
Phone: 701-228-5453
Email: diane.keller@dakotacollege.edu

Lecture/Lab Schedule: MWF 2:00-2:50pm / Thatcher Hall 212

Textbook(s): GO! Word 2016 Student Access Code Card with E-Text Comprehensive,
Authors: Gaskin, Vargas

Course Requirements: Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

Grading Methods

Points will be earned from grading of:
Daily work (randomly)
Objective Tests
Production tests
Final test

Grading Scale

A = 100%-90%
B = 89.9%-80%
C = 79.9%-70%
D = 69.9%-60%
F = 59.9% and below

Grades will be calculated by dividing total points earned by total points available from assignments and tests.

Tentative Course Outline:

- **Using Styles and Creating Multilevel Lists and Charts**
  - Quick styles, themes, multilevel lists, chart types, chart data
  - Building blocks, customizing a theme, managing files, inserting comments, tracking changes
- **Using Advanced Table Features**
  - Table style, formulas, captions, nested tables, inserting Excel spreadsheet
- **Using Building Blocks and Markup Tools**

    - Building blocks, Quickparts, Theme Templates, Comments, Track Changes, Comparing Documents
- **Creating Web Content and Using Advanced Editing Tools**
    - Webpages for Word, Hyperlinks, Document Versions, Collecting Images and Text, Advanced Find and Replace
- **Creating Merged Documents**
    - Merging, Edit and Sorting a Data Source, Match Fields, Create a Data Source
- **Creating Forms, Customizing Word and Preparing Documents for Review and Distribution**
    - Saving a form as a template, Modifying and Locking a Form, using a Template to Complete a Form, Format Pictures and Text Boxes, Customizing the Ribbon, Digital Signatures, Preparing a Document for Distribution
- **Working with Long Documents**
    - Master and Subdocuments, Create and Modify Headers and Footers, Create an Index, Create a Table of Figures, Create a Table of Contents
- **Embedding and Linking Objects and Using Macros**
    - Embed Objects, Link Objects, Create Macros,
- **Integrating Word and PowerPoint**
    - Modify a PowerPoint Presentation, Create a Table of Authorities, Format Graphic and Text Elements

General Education Goals: None

Relationship to Campus Theme:

Technology:	The course focuses on knowledge and application of technology
Objective 1:	Completes an assignment using appropriate application software.
Skill:	Creates, edits, and formats a word processing document

Classroom Policies:

- Students are required to complete all class activities.
- Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- Bring your textbooks, electronic storage device, and writing tools each day to class
- Bring a positive, cooperative attitude to class each day.
- DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
    - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
    - Using the computer for gaming, chatting or activities other than the program required for class

- The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
    - Disruptive talking
    - Listening to music or sports utilizing an electronic device via ear buds
    - Watching videos during class

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Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- Students will receive no credit for work that fails to meet standards of academic integrity.
- If a person participates in academic dishonesty more than once, the result will be an F for the course.
- The use of templates or other pre-made layouts will result in an F for the assignment.
- The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

OFFICE MANAGEMENT
BOTE 209
3 SH

Instructor	Mr. Russ Gagnon, 852-3463, not after 9 p.m.
Email	russ.gagnon@minotstateu.edu
Office Info	Minot Phone & Address: 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232, Admin 159.
Textbook	*Office Procedures for the 21st Century*, 8th Ed., Burton and Shelton, 978-0-13-506389-7, Pearson

COURSE DESCRIPTION: Introduction of office management concepts and technology, including office facilities development, office systems, human relations, office ethics and etiquette, and various administrative duties and responsibilities. However, I present this course as a capstone course relying on prior knowledge from coursework in computer applications, business communications, human relations, and records management. If you have not taken these classes or do not have the experience/knowledge from these areas, please do not register for this course.

COURSE OBJECTIVES: At the end of the course, the student will be able to:

- Describe the changing workplace and develop effective communication skills for the environment
- Effectively use telecommunications, computer, and records management technology
- Succeed in the work environment by behaving ethically, controlling stress and anger, and managing time
- Compose effective correspondence and develop verbal presentation skills
- Handle travel, meetings, mail, correspondence, apply appropriate customer service techniques, banking and accounting procedures
- Plan and manage your career
- DCB General Ed goals 1,2,3,4,6, 8, 9, and 10 apply throughout these objectives.

COURSE CONTENT: This course reflects the changing work environment in the twenty-first century, which includes a more diverse workforce, globalization of our economy, and different work patterns (telework being one example) as a result of technological advances. Throughout the course, current technology, patterns of work, and skills and abilities necessary to succeed in the ever-changing work environment are addressed. A major emphasis is placed on soft skills because in a high-performance workplace, human factors strongly impact the ability of organizations to succeed. The soft skills identified in Policy Statement No. 67 and by the National Association of Colleges and Employers (NACE) in 2000 are stressed in these chapters:

- Chapter 1—The Ever-Changing Office
- Chapter 2—Developing Professional skills
- Chapter 3— Preparing for Employment
- Chapter 4—Time Management
- Chapter 5—Telecommunications
- Chapter 6—Building Communication Skills
- Chapter 7—Processing Mail
- Chapter 8—Records Management
- Chapter 9—Banking and Accounting
- Chapter 10—Scheduling Appointments and Receiving Visitors
- Chapter 11—Making Travel Arrangements
- Chapter 12— Planning Meetings and Conferences
- Chapter 13—Developing Effective Oral Presentations
- Chapter 14—Meeting Challanges
- Chapter 15—Medical Office
- Chapter 16—Legal Office

COURSE POLICIES:

1. Missed Classes: Attendance is expected. Unannounced quizzes, tests, and class projects can be made-up only when students are excused by the instructor prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.

2. Assignments: All assignments are due **at the beginning of class** on the date due unless specified prior. **Late assignments receive one-half credit minus errors and must be turned in before the final.** Make sure your name and exercise number appear in the upper-right corner. If an exercise has multiple sheets, then staple them together. Do not staple different assignments together. Disorganized assignments (pages out of order, mislabeled, unreadable, etc.) will be penalized. If there are multiple sheets to be handed in, sequence them according to the order in the exercise.

3. Need for Assistance: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

4. Electronic Devices: Turn off cellular phones, pagers, I-Pods, CD players, radios, and similar devices in the classroom and laboratory facilities. Reasonable laptop-size computers may be used in lecture for taking notes.

REQUIREMENTS/EVALUATION: Completion of assignments, tests, and taking the final exam are required. Points are accumulated from tests, projects, and homework.

ACADEMIC DISHONESTY AND GRADE APPEAL POLICES: plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" policy in the university catalog or the student handbook online: http://www.dakotacollege.edu/pdf/studenthandbook.pdf

GRADING: Assignments, quizzes, and tests are computed for total points for the final grade. Percentages (%) are listed below.

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

Nature, Technology, and Beyond: Dakota College emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the use of technology equipment in an office setting.

STUDENTS PLEASE NOTE: Videoconferencing classes can be videotaped or streamed at the instructor's discretion."

Inclement Weather Information – For IVN Sites
In the event of poor weather conditions, please call 701-777-6486, press option #5 for the latest information on class cancellations.

Trouble Call Phone Number: Students should call the host site number first if a problem occurs during the event.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: Bote 210—Business Communications
Number of Credits: 3 semester hours
Pre/Co-requisites: None

Course Description: Bote 210—Business Communications

Study of oral and written communication in business settings. Includes exploration of nonverbal and group communication, listening and research skills, cross-cultural communication, job search techniques, ethics, technology, and preparation of business correspondence.

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

- Describe the communication process.
- Develop effective messages.
- Adapt messages to the audience.
- Understand how cultural differences effect communication.
- Describe the message planning, writing, and revising process.
- Explain how to build goodwill in business communications.
- Develop communications with a "you-attitude."
- Create letters, memos, reports, and e-mails with proper formatting, professional style, and accuracy in grammar, spelling, punctuation, sentence structure, and format.
- Effectively create positive, informative, negative, and persuasive messages.
- Understand the importance of listening and body language in interpersonal communication.
- Develop effective presentations and use visual aids effectively.
- Search for jobs, write resumes, write cover letters, and prepare for job interviews in an effective manner.

Instructor: Professor Russ Gagnon, 852-3463, not after 9 p.m.
Office: Minot Campus Administration Building Room 160
Office Hours: M-F 9:00 a.m. to 4:00 p.m. and by appointment when not in class.
Phone: 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232,
Email: russ.gagnon@minotstateu.edu

Textbook(s): *Business Communication, Building Critical Skills*; Locker, Kaczmarek, 4th Edition. Other materials: Access to a standard English dictionary and a current office reference manual such as *HOW12* or *The Gregg Reference Manual*.

Course Requirements:

1. Completion of assignments, tests, and presenting the final paper are required.
2. Everyone will complete a long report and presentation for the final assessment.
3. Attendance is expected and required.

Grading is the accumulation of assignments, quizzes, and tests for total points.

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

Tentative Course Outline:

Business Communication, Management, and Success
Adapting Your Message to Your Audience
Communicating Across Cultures
Planning, Writing, and Revising
You-Attitude
Positive Emphasis
Reader Benefits

Formats for Letters and Memos
Informative and Positive Messages
Negative Messages
Persuasive Messages
E-Mail Messages and Web Writing
Editing for Grammar and Punctuation
Choosing the Right Word
Listening
Working and Writing in Teams
Planning, Conducting, and Recording Meetings
Making Oral Presentations
Proposals and Progress Reports
Finding, Analyzing, and Documenting Information
Short Reports, Long Reports
Using Visuals
Researching Jobs
Resumes
Job Application Letters
Job Interviews
Follow-up Letters and Calls and Job Offers

General Education Goals/Objectives:
These course objectives meet the following DCB General Education Goals: #1, to develop the ability to communicate, #2, to develop thinking skills, #3, to develop knowledge and application of technology, #8, to understand and appreciate cultural diversity #9, to develop lifelong learning skills, and #10, to foster interpersonal development.

Relationship to Campus Theme: Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the diverse makeup of the business community, which enhances the "Human" nature.

Classroom Policies:

Missed Classes: Attendance is expected. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

Assignments: All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise numbers appear in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

Electronic Devices: Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications.

Academic Dishonesty and Grade Appeals: plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" or "Grade Appeal" policy in the university catalog or the student handbook online: http://www.dakotacollege.edu/pdf/studenthandbook.pdf

Disabilities and Special Needs: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

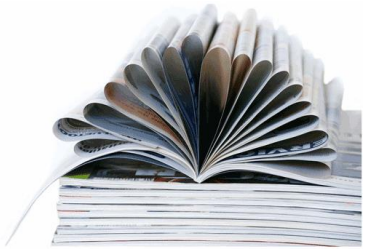
Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information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

BOTE 218 Desktop Publishing
Spring Semester 2017

Credits: 3
Course Description: Desktop Publishing provides basic knowledge of desktop publishing software and electronic document design and production.
Prerequisite\Co-Requisite Courses: CSCI 101 Introduction to Computers or Keyboarding or Word Processing
Course Objectives:

- Create and manage information using computer technology
- Use the software's formatting features to enhance business documents.
- Demonstrate the ability to apply concepts learned to independent challenge problems
- Demonstrate the ability to interpret and synthesize information resulting in problem solutions.
- Apply a working knowledge of basic desktop publishing software.

Instructor: Ms. Diane R Keller
Office: Thatcher 211
Office Hours: T, TH 11:00-11:50 am, 2:00-3:00pm
Phone: 701-228-5453
Email: diane.keller@dakotacollege.edu



Lecture/Lab Schedule: MWF 10:00-10:50am / Thatcher Hall 214
Textbook(s): Adobe InDesign Creative Cloud, Author: Rydberg
ISBN: 9781305263642
Electronic Storage Device

Course Requirements: Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

Grading Methods
Daily work (randomly)
Objective Tests
Quizzes
Other projects
Final project & presentation

Grading Scale
A = 100%-90%
B = 89.9%-80%
C = 79.9%-70%
D = 69.9%-60%
F = 59.9% and below

Grades are calculated by dividing total points earned by total points available from assignments and tests.

Tentative Course Outline:

- The InDesign Workspace
- Type, Tools, and Terms
- Setting Type
- Combining Type and Images
- Tabs and Tables
- Grids Guides and Aligning Objects
- Text Wrap, Layers, and Effects
- WoParagraph and Character Styles
- Master Pages and Object Styles
- Identify Systems
- Type as a Design Element
- Color Essentials
- Production Essentials
- Basic Graphic Elements

General Education Goals: None

Relationship to Campus Theme:

Technology: The course focuses on knowledge and application of technology

Classroom Policies:

- Students are required to complete all class activities.
- Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- Bring your textbooks, electronic storage device, and writing tools to class
- Bring a positive, cooperative attitude to class.
- DO NOT BE LATE....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
    - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
    - Using the computer for gaming, chatting or activities other than the program required for class
        - The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
        - Disruptive talking
        - Listening to music or sports utilizing an electronic device via ear buds
        - Watching videos during class

Student Email Policy:

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

Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- Students will receive no credit for work that fails to meet standards of academic integrity.
- If a person participates in academic dishonesty more than once, the result will be an F for the course.
- The use of templates or other pre-made layouts will result in an F for the assignment.
- The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

BOTE 147 Word Processing

Spring Semester 2017

Credits: 3

Course Description: Intermediate and advanced use of application software for creation of spreadsheets, graphs, slide shows, databases, and macros. Integration with other software applications will also reviewed.

Prerequisites: CSCI 101 Introduction to Computers

Course Objectives:

- To expose students to practical examples of the computer as a useful tool.
- To acquaint students with the proper procedures to plan, create, edit and analyze worksheets suitable for coursework, professional purposes, and personal use.
- To help students discover the underlying functionality of Microsoft Excel so that they can become more productive.
- To develop an exercise-oriented approach that allows learning by doing
- To encourage independent study

Instructor: Ms. Diane R Keller
Office: Thatcher 211
Office Hours: T, TH 11:00-11:50 am, 2:00-3:00pm
Phone: 701-228-5453
Email: diane.keller@dakotacollege.edu

Lecture/Lab Schedule: T, TH 9:30-10:45 / Thatcher Hall 212

Textbook(s): GO! Excel 2016 Student Access Code Card with E-Text Comprehensive,
Authors: Gaskin, Vargas

Course Requirements: Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

Grading Methods

Points will be earned from grading of:
Daily work (randomly)
Objective Tests
Production tests
Final test

Grading Scale

A = 100%-90%
B = 89.9%-80%
C = 79.9%-70%
D = 69.9%-60%
F = 59.9% and below

Grades will be calculated by dividing total points earned by total points available from assignments and tests.

Course Outline:

- Use financial and Lookup Functions, Define Names, Validate Data, and Audit Worksheets
- Managing Large Workbooks and Using Advanced Sorting and Filtering
- Creating Charts, Diagrams and Templates
- Creating Web Content and Using Advanced Editing Tools
- Creating PivotTables and Pivot Charts
- Using the Data Analysis, Solver, and Scenario Features, and Building Complex Formulas
- Using Macros and Visual Basic for Applications

- External Data, Database Functions, and Side-by-Side Tables

General Education Goals: None

Relationship to Campus Theme:

Technology: The course focuses on knowledge and application of technology
Objective 1: Completes an assignment using appropriate application software.
Skill: Creates, edits, and formats a spreadsheet/worksheet

Classroom Policies:

- Students are required to complete all class activities.
- Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- Bring your textbooks, electronic storage device, and writing tools each day to class
- Bring a positive, cooperative attitude to class each day.
- DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
    - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
    - Using the computer for gaming, chatting or activities other than the program required for class
- The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
    - Disruptive talking
    - Listening to music or sports utilizing an electronic device via ear buds
    - Watching videos during class

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Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- Students will receive no credit for work that fails to meet standards of academic integrity.
- If a person participates in academic dishonesty more than once, the result will be an F for the course.
- The use of templates or other pre-made layouts will result in an F for the assignment.
- The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus
BUSN 170-Entrepreneurship

Semester: Spring 2017
Days and Time: Tuesdays and Thursdays @ 1:00pm-2:20pm
Location: Dakota College - Nelson Science Center, Room 105
Minot State University – Administration Building, Room 362

Course Prefix/Number/Title: BUSN 170-Entrepreneurship
Number of Credits: 3 Semester Hours
Pre-Co-requisites: None

Instructor: Penny D. Belgarde
Phone: 701-858-3183 (Office)
Email: penny.belgarde@dakotacollege.edu
Textbook: Entrepreneurial Small Business, 4th Edition, Jerome Katz & Richard Green, ISBN: 0078029422

Course Description: This course introduces students to the concept of entrepreneurship and the entrepreneurial decision process. Topics covered include business plan development, Entrepreneurship characteristics and competencies, small business ideas (creativity and feasibility), marketing strategies, promotion, small business accounting, and financing a small business.

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

1. Introduce the concept of entrepreneurship.
2. Explain the entrepreneurial decision process.
3. Define what the business plan if, who prepares it, who reads it, and how it is evaluated.
4. Understand franchising from the perspective of both the entrepreneur looking to reduce the risk of new entry and from the entrepreneur looking for way to grow his or her small business.
5. Identify the basic types of start-up businesses.
6. Effectively price and market products/service.
7. Explain the role of entrepreneurship in economic development.
8. Understand risk associated with entrepreneurship.
9. Discuss ethical responsibilities of entrepreneurs.
10. Write a business plan.

Course Requirements:

1. Completion of assignments, exams, and presenting the final business plan are required, along with participation and attendance.
2. Everyone will develop and create a final small business plan related to a fictional business. The plan is required to consist of a high-quality report, covering all aspects of a business plan covered within this course, length as determined by the comprehensiveness of the plan, and a cover page and reference page. Grading factors will include applicability, effectiveness, and quality.
3. Grading is the accumulation of assignments, a business plan, participation/attendance, and exams for total points.

Grading Scale:

90-100 = A
80-89 = B
70-79 = C
65- 69 = D
Below 65 = F

Graded Items:

Item	Percentage
Assignments	**25%**
Weekly Discussion Questions/Participation/Attendance	**25%**
Business Plan - You will develop, build, and complete a business plan throughout the 16 weeks of this course	**25%**
Exams - You will be given four total exams in this course (to include mid-term and final exam)	**25%**
Total	***100%***

IMPORTANT: All assignments (unless noted by instructor) are posted on the Moodle course shell, accessible through the DCB website. Also, all assignments must be submitted electronically through Moodle. I have designed the course shell to not accept any late assignments, so be sure to take the necessary amount of time to appropriately complete and submit the assignment on time.

If you are experiencing issues with Moodle, you may email the assignment to me, which will have a time stamp on your submission, regardless of which method you use.

Classroom Policies

ASSIGNMENTS

All assignments are due on the date due unless specified prior. Late assignments will not be accepted unless prior arrangements have been made. **ALWAYS** Make sure the class name, your name, and date due appears on assignments.

LATE WORK

I will not accept late work unless you explain to me BEFORE your absence that you will be missing class. I will accept assignments emailed to me only on special occasions.

COMMUNICATION

Communication is key for you to get the best possible experience from this course. You will be expected to check your Moodle email throughout each week regarding any updates or changes within this course and information channeled from your instructor to yourself.

CLASS PARTICIPATION

Your attendance and participation is very important. Attendance and class participation points will be given daily. Missing class is sometimes unavoidable but emailing or communicating with me before class will ensure that you do not miss these participation points, if it is determined excusable by myself.

DEVICE POLICY

Out of respect for myself and for your classmates you are expected to leave your phones in your pocket/bag or on silence mode. If you plan on being on your phone you will be asked to leave and your participation points for the day will be gone. This is an effort to eliminate distractions during our class time.

STUDENT EMAIL POLICY

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

RELATIONSHIP TO CAMPUS THEME

Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize the use of technology, communications, and the diverse makeup of the business community, which enhances the "Human" nature.

ACADEMIC INTEGRITY

Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and or expulsion from the university. For more information refer to the "Academic Dishonesty" policy in the university catalog or the student handbook online: http://www.dakotacollege.edu/pdf/StudentHandbook08-09.pdf

DISABILITIES AND SPECIAL NEEDS

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BUSN 170-Entrepreneurship

Number of Credits: 3 semester hours

Pre/Co-requisites: None

Course Description: This course introduces students to the concept of entrepreneurship and the entrepreneurial decision process. Topics covered include business plan development, financing of a new venture, risk assessment, marketing, and ethics.

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

1. Introduce the concept of entrepreneurship and its historical development
2. Explain the entrepreneurial decision process
3. Define what the business plan is, who prepares it, who reads it, and how it is evaluated
4. Understand franchising from the perspective of both the entrepreneur looking to reduce the risk of new entry and from the entrepreneur looking for a way to grow his or her business
5. Identify the basic types of start-up ventures
6. Identify the advantages and disadvantages of going public
7. Explain the role of entrepreneurship in economic development
8. Provide the entrepreneur with an understanding of the typical warning signs of bankruptcy
9. Understand that risk is associated with newness but there are strategies that the entrepreneur can use to reduce risk
10. Discuss the ethical responsibility of entrepreneurs
11. Appreciate cultural differences and how they apply to entrepreneurs
12. Write a business plan

Instructor: Megan Fixen

Phone: 701-770-1588

Email: meganfixen@hotmail.com

Textbook: Entrepreneurial Small Business, 4th Edition, Jerome Katz & Richard Green, ISBN: 0078029422

Course Requirements:

1.) Completion of assignments, tests, and presenting the final business plan are required

2.) Everyone will complete a final business plan related to a fictional business. The plan should consist of a high-quality report, covering all aspects of a business plan as discussed in class, length as determined by the comprehensiveness of the plan, and a cover page and reference page. Grading will be on such factors as applicability, effectiveness and quality.
3.) Grading is the accumulation of assignments, quizzes, projects, business plan and tests for total points.

90-100= A 80-89=B 70-79=C 65-69=D below 65=F

Graded items

Item	Points	Percentage
Item	Points	Percentage of Grade
Assignments (3@30)	90	9%
Weekly Discussion Questions (16@10)	160	16%
Quizzes (12@20)	240	24%
Business Plan	100	10%
Mid Term Exam	50	50%
Final Exam	200	20%
Participation (16@10)	160	16%
Total	1000	100%

IMPORTANT: *All assignments* (unless noted by instructor) are posted on the Moodle course shell, accessible through the College's website. Also, all assignments must be submitted electronically through Moodle**. I designed the course shell to not accept any late assignments, so be sure to take the necessary amount of time to appropriately complete and submit the assignment on time.

**If you are experiencing issues with Moodle, I have no issue with you emailing the assignment to me – there will still be a time stamp on your submission, regardless of which method you use. It is your responsibility to get the assignment to me; if worse comes to worse, print off your assignment and submit in class.

ONLINE NATURE OF COURSE

To simulate class discussion, I will have you participate in the discussion forums. Protocol for these discussion questions (DQs) is as follows:

• You will be required to post one initial discussion question of 125-175 words each week. This will **be due by Thursday at 11:59 PM every week.**

• You will be required to reply to at least two other students' responses per discussion question with a substantial follow-up. This could be a question about what they wrote, expansion on their thoughts, however you see fit. "Susie, I agree with what you wrote" is NOT sufficient.

• Please include at least one resource (cited in APA format) for each discussion question response (See CITING section for further information).

DISCUSSION QUESTIONS WILL BE GRADED THE WEEK AFTER THEY ARE DUE. MAKE SURE THAT YOU RESPOND ON TIME TO THE QUESTIONS. IF YOU DECIDE TO RESPOND TO A DQ FROM SEPTEMBER IN OCTOBER, I WILL NOT SEE IT, THEREFORE, NOT GRADE IT.

Relationship to Campus Theme: Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize the use of technology, communications, and the diverse makeup of the business community, which enhances the "Human" nature.

Classroom Policies:

Missed Classes: Although this class is streamed, attendance is expected. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interactions with classmates, excessive absences necessitate failure in the class.

Assignments: All assignments are due on the date due unless specified prior. Late assignments will not be accepted unless prior arrangements have been made. Make sure the class name, your name, date due, and exercise number appears in the upper-right corner.

Electronic Devices: Turn off or mute cellular phones.

Academic Integrity: Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and or expulsion from the university. For more information refer to the "Academic Dishonesty" policy in the university catalog or the student handbook online: http://www.dakotacollege.edu/pdf/StudentHandbook08-09.pdf

Disabilities and Special Needs: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: CARS 102/18280/Career Exploration

Number of credits: 2

Course Description: The goal of this course is to assist students in creating a career and education plan by using the information they gather about a specific career cluster through informational interviews, job shadows, and labor statistic research

Pre-/Co-requisites: NONE

Course Objectives:

1. Career Awareness: Achieve a greater knowledge of a specific career field through information interviews, job shadows, and researching economic forces and labor market trends.
2. Research & Critical Thinking Skills: Develop efficient research skills by finding labor market and college cost information relevant to a potential career choice.
3. Decision Making Skills: Develop greater skills in choosing appropriate careers or occupations by using a rational, systematic method of decision making that incorporates one's knowledge of self, occupation prospects, and the world of work.
4. Portfolio: Achieve greater competence in establishing a major and a career path by constructing a career planning portfolio. Contents of the portfolio would include career interest & ability assessments, personality assessment, and career field research.

Instructor: Laura Halvorson

Office: TH 1104

Office Hours: 8am-4pm

Phone: Work: 701-228-5680 Cell: 701-771-8783

Email: laura.halvorson@dakotacollege.edu

Lecture/Lab Schedule: 3:00-3:50pm

Textbook(s): None

Course Requirements: Grading for this course is by the letter grading system. To earn an A, students must earn a minimum of 540 points out of possible 600.

Class Participation	100 points
Clusters	100 Points
Self-Assessments	100 points
Midterm	100 points
Information Interview and Report	100 points
Job Shadow Report	100 points
Total:	600 points

Grading:

540-600=A (90%)
480-539=B (80%)
420-479=C (70%)
360-419=D (60%)
359 & Below=F

As you can see, a good portion of points come from actually showing up for class and participating. If you need to miss a class, you need to make arrangements **BEFORE YOU ARE GONE** to either reschedule (if your class is by arrangement_ or talk to me about an alternative assignment to make up the points if you do not want to lose them for that class period. If you miss due to illness or other foreseen circumstances, contact me as soon as possible to let me know where you were.

The requirements for the complete portfolio will be thoroughly discussed in class. The majority of the portfolio contents will be made up of in-class activities and previous assignments, so if you keep up with your attendance and homework, those 100 points will be pretty much guaranteed. My office hours are on the front page of the syllabus, and you are welcome to come see me any time for any reason.

Moodle: Course materials including lecture synopses and video links are accessible in Moodle. You can access Moodle with your CampusConnection login and password. The majority of assignments will be submitted through Moodle.

Attendance Policy: If you miss TWO classes without talking to me about it, you will drop One Letter Grade.

Tentative Course Outline:

The Following is an outline of what will be covered in the class. If necessary, modification will be made by the instructor.

Week 1	Explore You: Personality
Week 2	Explore You: Values
Week 3	Explore You: Interests
Week 4	Explore You: Skills
Week 5	Explore Careers: Career Clusters
Week 6	Explore Careers: Career Clusters
Week 7	Explore Careers: Career Clusters
Week 8	Explore Careers: Career Clusters
Week 9	Explore Education: Different Degrees/Education
Week 10	Explore Education: Colleges
Week 11	Explore Education: 2yr vs 4yr
Week 12	Explore Jobs
Week 13	Explore Jobs
Week 14	Explore Your Future:
Week 15	Explore Your Future:
Week 16	Explore Your Future:

General Education Goals/Objectives:

Relationship to Campus Theme: In this course, we will use technology to help you discover your nature and push beyond what you thought you knew about yourself to find a career that fits you.

Classroom Policies:

- Respect should be shown the instructor and classmates
- Attendance and class participation is expected
- Be to class on time and prepared for class.
- Silence cell phones.
- No headphones allowed
- Syllabus is subject to change.

Student Email Policy:

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

Academic Integrity:

Pearson Education defines plagiarism this way: Simply put, plagiarism is using someone else's words and ideas in a paper and acting as though they were your own. This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the Understanding Plagiarism tutorial on their site. (http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and JUST DON'T DO IT.

Disabilities and Special Needs: Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: CARS 105/18097/Job Search

Number of credits: 1

Course Description:

The goal of this course is to assist students in developing career portfolios and to learn job search techniques. Areas covered include completing job application forms, developing resumes and cover letters, and job interviewing.

Pre-/Co-requisites: None

Course Objectives:

1. Career Portfolio: Develop a career portfolio using appropriate technology. This satisfies general education goal #3

2. Job Search: Write resumes, cover letters, & job search correspondence. Learn informational and job interviewing skills. Be aware of the latest labor market trends and how to utilize ND Job Service and various internet resources. This satisfies generals education goals #1,2,3, and 9

3. Research Skills: Research job posting sites, career sites, and local resources. This satisfies general education goal #9

Instructor: Laura Halvorson

Office: TH 1104

Office Hours: 8am-4pm

Phone: 701-228-5680 Cell: 701-771-8783

Email: laura.halvorson@dakotacollege.edu

Lecture/Lab Schedule: Tuesday 2:00-2:50pm

Textbook(s): None

Course Requirements:

This course is designed to prepare you to find and obtain employment. Your attitude,

investment in the class, treatment of fellow students and your instructor should reflect the level of professionalism expected in a work setting. Assignments should be completed in a professional and timely manner with the same quality you would give an employer.
Grading for this course is by the letter grading system. The following is a breakdown of how points are earned:

Attendance and In-Class Activities/Participation:	150 points
Project I: Resume	50 points
Project II: Cover Letter	50 points
Project III: Letter of Reference	25 points
Project IV: Interviewing for Information	25 points
Project V: Mock Job Interview	100 points
Project VI: Portfolio	200 points
Total	600 points

Grading

540-600=A (90%)
480-539=B (80%)
420-479=C (70%)
360-419=D (60%)
359 & below=F

As you can see, a large percentage of points come from actually showing up for class and participating. If you need to miss a class, talk to me about an alternative assignment to make up the points if you do not want to lose them for that class period. The requirements for the completed portfolio will be thoroughly discussed in class. The majority of the portfolio contents will be made up of in-class activities and previous assignments, so if you keep up with your attendance and homework, those points will be pretty much guaranteed. My office hours are posted on the bulletin board outside my office, and you are welcome to come see me any time for any reason.

Attendance: If you did not show up for work 3 times without explanation or forewarning, you would be fired. This course is to help you become prepared for the world of work. You will drop one letter grade if you have 3 unexcused absences. Attendance is vital to this class for you to succeed.

Tentative Course Outline:

Week 1 Introduction/course review

Week 2	Portfolio Requirements View samples, discuss format
Week 3	Job Hunting Job Hunting Etiquette Quiz Networking Resources—online and other **Assignment: Find Job Posting to use for Class Informational Interview**
Week 4	Resumes Discuss Job Postings Review Resume Writing Resources Resume Writing Quiz **Start first draft in class, due next class**
Week 5	Cover Letters Peer Review of Resumes Review quiz results Cover Letter Quiz Review Cover Letter Format and Resources **Start First Draft in Class, due next week**
Week 6	Review of Resumes & Cover Letters Peer Review of Cover Letters Return Resumes Discuss problem areas Job Applications Obtaining Letters of Recommendation
Week 7	Planning Your Portfolio **Turn in Informational Interview** Return First Draft Cover Letters Return 2nd Draft Resumes Plan Portfolio using Planning Sheets Basic PowerPoint Creation

Week 8	Portfolio Workshop Return 2nd Draft Cover Letters Create basic slide outline Discuss video, audio, and picture possibilities
Week 9	Interviewing Skills "Cold" Interview in-class project Interview Quiz Video—discussion Discuss Mock Interview
Week 10	Other Job Search Correspondence View samples, discuss format of Thank You, Acceptance, Rejection Write first draft Thank You
Week 11	Portfolio Workshop Troubleshooting, tech questions, content questions **Hand in Resume & Cover Letter for final review**
Week 12	Mock Interview—arranged individually with instructor
Week 13	Mock Interview Review Discuss how things went
Week 14	Final Portfolio Workshop
Week 15	Last Class—Hand in Portfolio **Exit Survey & Future Contact Info** ***Course Outline Subject to Change***

General Education Goals/Objectives:

Relationship to Campus Theme: In this course, we will use technology to help you discover your true nature and push beyond what you thought you knew about yourself to find a career that fits you.

Classroom Policies: If you did not show up for work 3 times without explanation or forewarning, you would be fired. This course is to help you become prepared for the world of work. You will drop one letter grade if you have 3 unexcused absences. Attendance is vital to this class for you to succeed.

Student Email Policy:

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

Academic Integrity:

Pearson Education defines plagiarism this way: Simply put, **plagiarism is using someone else's words and ideas in a paper and acting as though they were your own**. This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the Understanding Plagiarism tutorial on their site.
The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and **JUST DON'T DO IT.**

Disabilities and Special Needs: Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of.

CARS105 Syllabus

JOB SEARCH

CAREERS 105, 1CREDIT

Course Prefix/Number/Title: CARS 105 Job Search —1 credit

Instructor: Aimee Erdman

Office: None/Home

Office Hours: Usually evenings

Phone: Text me at 701-480-9099

Email: aimee.l.erdman@dakotacollege.edu

Lecture Schedule: Online

Prerequisite: None

Required: Materials for final portfolio project (will be discussed in class)

Course Description: The goal of this course is to assist students in developing career portfolios and to learn job search techniques. Areas covered include completing job application forms, developing resumes and cover letters, and job interviewing.

Course Objectives:

1. Career Portfolio: Develop a career portfolio using appropriate technology. This satisfies general education goal # 3.

2. Job Search: Write resumes, cover letters, & job search correspondence. Learn informational and job interviewing skills. Be aware of the latest labor market trends and how to utilize ND Job Service and various internet resources. This satisfies general education goals # 1,2, 3, and 9.

3. Research Skills: Research job posting sites, career sites, and local resources. This satisfies general education goal # 9.

Expectations: This course is designed to prepare you to find and obtain employment. Your attitude, investment in the class, treatment of fellow students and your instructor should reflect the level of professionalism expected in a work setting. Assignments should be completed in a professional and timely manner with the same quality you would give an employer.

Relationship to Campus Theme: This course assists job seekers to interpret human nature, their own and their potential employer's, and utilize that interpretation to manipulate their perceived value as an employee. Technology assists students to present the most professional presence possible to help their potential employer see beyond the surface to the intrinsic value they represent.

Course Requirements and Evaluation:

Grading for this course is by the letter grading system. The following is a breakdown of how points are earned:

Attendance and In-Class Activities/Participation: 150 points

Project I: Resume 50 points

Project II: Cover Letter 50 points

Project III: Interviewing for Information 50 points

Project IV: Mock Job Interview 100 points

Project V: Portfolio 100 points

_____

_____

Total 500 points

Grading

90-100%=A

80-89%=B

70-79%=C

60-69%=D

59% & below=F

As you can see, a large percentage of points come from actually participating in class. The requirements for the completed portfolio will be thoroughly discussed in class. A good percentage of the portfolio contents will be made up of in-class activities and previous assignments, so if you keep up with your homework, those points will be pretty much guaranteed.

Assignment Deadlines

Assignments are due Sundays at midnight.

LATE WORK POLICY

I do accept late assignments, but you will lose 10% for each day it is late up to five days--five days late = 50% of whatever points you earn. After five days, it is worth 0.

Course Outline: As laid out on the main page of the course.

Relationship to Campus Theme: In this course, we will use **technology** to help you discover your true **nature** and push**beyond** what you thought you knew about yourself to find a career that fits you.

Academic Integrity: Pearson Education defines plagiarism this way: Simply put, **plagiarism is using someone else's words and ideas in a paper and acting as though they were your own**. This definition includes copying

someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the Understanding Plagiarism tutorial on their site. (http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and **JUST DON'T DO IT.**

Disabilities and Special Needs: Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of.

Introductory Chemistry 115 Syllabus
Spring

Course prefix/number/title: Chem. 115, Introductory Chemistry
Number of credits: 4
Course Description: The goal of Introductory Chemistry is to provide students with a foundation in chemical concepts and principles. The class consists of three one hour lectures and one two hour lab period. The class is designed for non-science orientated majors.
Pre-/Co-requisites: none
Course Objectives: Introductory Chemistry is designed to provide a firm foundation in chemical concepts and principles so students will develop and appreciation of the vital role that chemistry plays in their everyday lives.
Instructor: Angie Bartholomay
Office/Phone: Nelson Science Center, Room 111 Phone: 228-5471
Office Hours: MWF 9:00-10:00am
E-mail: angela.bartholomay@dakotacollege.edu
Lecture/Lab Schedule: lecture 7:45-8:30 am, MWF, NSC 125 Lab T 2:00-4pm, NSC 121
Text: Introductory Chemistry, by Zumdahl, 6th edition.
Course Requirements:
Grading:Grades will be based on total points using the following percentage system: 100-90, A: 89-80, B; 79-70, C; 69-60, D; <60, F. Exams, research paper, and homework quizzes, and lab reports will be used to determine the final grade. IMPORTANT! Any grievances concerning graded material must be addressed within one week from the time the material is returned to the student.

Exams (5)	500pts
Lab Reports (25 pts. Each)	300pts
Final Lab	100pts
Quizzes (10pts. Each)	100pts
	1000pts

Exams: There will be five exams during the course of the semester. Exams may contain short answer/essay, multiple choice, completion and problems. Periodic tables may be used on the exams and will be provided by the instructor. **There will be no makeup exams unless prior arrangements have been made. If you need to be gone for a school related activity or family event, you will be expected make arrangement prior to the event and take the exam before you leave.**

Homework: Homework will be assigned throughout the semester and will be discussed in class, these assignments will be graded on a random basis. Homework is designed to prepare you for exams and quizzes. You will be able to use homework on quizzes. If you do not understand something in the readings, it is your responsibility to ask questions.

Laboratory: The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities. **Chemical splash safety goggles** and metric ruler are required and may be purchased at the bookstore. Failure to wear to wear goggles will result in a reduction in lab report grades and continued omission will result in removal from lab activities and a loss of all remaining lab points available. Attendance at lab is mandatory. To obtain credit, you must be actively involved in the laboratory activities. Regular lab reports are due at the beginning of the next lab period. Late lab reports will be worth 50%.

Final Lab: A special activity involving application of the principles of scientific method and inquiry will occur the last two lab sessions and are due at the end of the last scheduled lab day. This will be covered initially in the first lab of the semester and once more as you begin the final project.

Early Warn Attendance Policy will be followed!

Lecture	Chapter and Reading Assignment	Lab Topic
Week 1	Ch. 1-2, Pages 1-18	
	Ch. 2, Pages 18-33	
	Jan. 16 No Class Martin Luther King Day	
Week 2	Ch. 2-3, Pages 33-66	measurement, accuracy, density
	Ch. 3, wrap-up and review	
Week 3	**Chapter #1-3 Exam**	
	Ch. 4, p. 72-88	percent composition
Week 4	Ch. 4, pages 89-104	
	Ch. 5, Pages 112-126	
	Ch. 5&6, Pages 126-149	physical & chemical change
Week 5	Ch. 6&7, Pages 149-175	
	Ch. 7, Pages 175-191	empirical formulas
	Ch. 4-7 wrap up and review	
	Ch. 4-7 Exam	
Week 6	Ch. 8, Pages 203-218	
	Ch. 8, Pages 218-229	chemical reactions
	Feb. 20 Presidents Day No Class	
Week 7	Ch. 9, Pages 239-251	relating moles to coefficients of a chemical equation
	Ch. 9, Pages 251-259	
Week 8	Ch. 8-9 wrap-up and review	mole & mass relationships
	Ch. 8-9 Exam	
Week 9	Ch. 10, Pages 271-286	
	Ch. 10, Pages 287-297	calorimetry
	Spring Break March13-17 No Class	
Week 10	Ch. 11, Pages 303-316	
`	Ch. 11, Pages 317-332	Fame tests
	Ch. 12, Pages 341-356	
Week 11	Ch. 12, Pages 356-373	molecular geometry and valence electrons
	Ch. 10-12 Exam	
Week 12	Ch. 14, Pages 427-444	
	Ch. 15, Pages 451-462	solubility of a salt
Week 13	Ch. 15, Pages 462-473	
	Ch. 13-15 Exam	
Week 14	Ch. 16, Pages 487-507	properties of acids & Bases
	Ch. 17, Pages 515-526	
	Ch. 17, Pages 526-541	
Week 15	Ch. 18, Pages 553-566	Final Lab
	Ch. 18, Pages 566-575	
Week 16	**Final Exam Review**	
May 11	**Final Exam 9-11 am**	

General Education Goals/Objectives: This course meets General Education Goal 1: Explains the interrelationships between chemistry and their environment and the role of science in their lives. Specific objectives include:

1) Demonstrates the application of the scientific method of inquiry (Objective #1).
2) Demonstrates an awareness of the role of science in everyday life (Objective #3)

Relationship to Campus Theme: This course addresses the campus theme by incorporating the role that chemistry plays in our everyday life and the impact it has on our natural world. In addition students will use technology to conduct labs as well as study how technology can be used in chemistry. The course will address the role of chemistry in their everyday life as well as in their future.

Classroom Policies:

Make-up: Make-up for missed exams will not be allowed unless prior arrangements have been made. If you must be absent for a school related or family event, you are expected to make prior arrangements and take the exam prior to the event. .

Cell phone and related technology are prohibited in the classroom at all times.

Be respectful of other students, technicians, instructors, and guests.

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

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

Dakota College at Bottineau Course Syllabus
Spring

Course Prefix/Number/Title: Chem 116, Introductory Organic and Bio-Chemistry
Number of credits: 4 credits
Course Description: This course is an introduction to organic and bio-chemistry. It includes topics on functional groups, nomenclature, organic reactions, proteins, enzymatic action, carbohydrates, lipids, nucleic acids and metabolism. This course meets requirements for wildlife, nursing, dental hygiene and other health career majors.
Pre-/Co-requisites: Chem 115 or Chem 121
Course Objectives: By the end of this course, you should be able to: (1) Identify the major organic functional groups. (2) Name simple organic compounds using IUPAC rules. (3) Be familiar with the biological groups of compounds that include carbohydrates, lipids, proteins, and nucleic acids. (5) Understand how each biological group provides energy and/or building materials to the body. (6) Understand the role of enzymes in chemical reactions in living organisms. Travel may be necessary to experience the role of chemistry in their everyday life.

Instructor: Angie Bartholomay
Office: Nelson Science Center 111
Office Hours: M,W,F 9am-10am
Phone: 228-5471
Email: angela.bartholomay@dakotacollege.edu
Lecture: MWF 9am-9:50, NSC 121; Lab Th 8-10am NSC 121

Lecture Schedule	Topics & Reading Assignments	Lab Schedule	Topic
Week 1	Intro to organic chemistry Chapter #3		no lab
Jan. 16	**Martin Luther King Day – No Class**		
Week 2	Chapter #3		Molecular Models
Week 3	Chapter #4		ID of Hydrocarbons
Week 4	Chapter #4 **Exam #1 Chapter # 3-4**		
Week 5	Chapter #5		Alcohols & Phenols
Week 6	Chapter #6		Aldehydes & Ketones
Week 7	**Exam #2 Chapters 5 & 6**		absorption spectroscopy
Feb. 20	**President's Day- No Class**		
Week 8	Chapter #7		carboxylic acids
Week 9	Chapter #8		extraction of caffeine
Week 10	Chapter 9		synthesis of aspirin
	Exam #3 – Chapters 7,8 & 9		
March 13-17	**Spring Break**		**No Lab**
Week 10	Chapter #10		Science Olympiad
Week 11	Chapter #11		food nutrient testing
Week 12	Chapter #12		diabetes & dialysis
Week 13	Chapter #13		calories in foods
	Exam #4 Chapters 10-13		
April 14-17 Easter Break No Class			
Week 14	Chapter #14-15		titration of vitamin C
Week 15	Chapters #16-18		nutrition
Week 16	**Final Exam**		**May 8th 9-11am**

Textbook(s): Organic and Biochemistry by Blei and Odian. W.H.Freeman, Publisher

Course Requirements: Class and lab attendance is necessary to be successful in class because each new topic builds on the topics that precede it. *Practice assignments will be given and graded random basis, these problems will help prepare for quizzes and exams.

Tentative Course Outline: The 1st eight weeks will be devoted to organic chemistry. Functional groups will be discussed in terms of: nomenclature, properties and reactions. The 2nd eight weeks examines biochemical reactions related to life processes. Topics include: proteins. Carbohydrates, lipids, nucleic acids, enzyme action, catabolic processes or energy production: glycolysis and Kreb cycle.

General Education Goals/Objectives: (1)For a student to have a greater appreciation and understanding of the world of organic and biochemistry and the role that each of them plays in their everyday lives. (2) For each student to be able to use this knowledge in their future.

Relationship to Campus Theme: A greater understanding of biochemistry and organic chemistry will lead to a greater respect for the environment with components of technology used to reach this understanding. Students will explore how biochemistry and organic chemistry career options.

Classroom Policies: Grades will be based on total points using the following percentage system:
100-90, A; 89-80,B; 79-70,C; 69-60,D; <60%F.

Assessment methods- measurement of the expected general education outcomes will be achieved through exams, quizzes, laboratory exercises and a final project.

Exams- There will be 5 exams during the course of the semester. All exams will be worth 100 points. If you are going to miss an exam, you are expected to make it up ahead of time.
Make up exams will be different and will be worth 70%, which must be made up within a week following the original exam.

Lecture- Lecture outlines are available on our moodle shell. Exam questions will originate from lectures and end of the chapter questions.

Quizzes- There will be 10-12 quizzes. End of the chapter questions will not be graded but may be used to assist you on the quizzes. The quizzes cannot be made-up.

Laboratory- The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities. Lab reports are due during the following lab period. Labs not turned in on time are worth 50% of the graded score on the lab.

Cell phones- Need to be turned off and stored during class!!!!

Academic Integrity: All laws pertaining to copyright infringement must be adhered to closely. any information you used in oral presentations must be adequately documented and referenced, giving credit to the appropriate person(s). Academic honesty is expected. any violations of these terms is sufficient grounds for immediate failure and removal from class. Cell phones must be turned off during class time.

Disabilities and Special Needs: Any student who has a disability that may prevent them from fully demonstrating their abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate his or her educational opportunities.

Chemistry 122 Course Syllabus
Spring

Course:	Chem 122, General Chemistry II, 4 credits
Term:	Spring Semester
Class Schedule:	11:00-11:50 am, MWF, NSC 124 Lab: Tuesday 8:00-9:50 and 10:00-11:50, NSC 121
Text:	Chemistry by Chang, 9th Ed. McGraw-Hill
Instructor:	Angie Bartholomay
Office/Phone:	Nelson Science Center, Room 111 Phone: 228-5471
E-mail:	angela.bartholomay@dakotacollege.edu
Office Hours:	M,W,F 9:00am-10:00am.

Course Content: General Chemistry II will cover chapters 12, 14-16, 18, 19, 23, and 24. Topics will include intermolecular forces, kinetics, solution chemistry, acid/base chemistry, thermodynamics, electrochemistry, nuclear reactions, and carbon bonding; with special emphasis on qualitative analysis. Travel may be necessary to visualize the role of chemistry in their everyday lives.

Grading: Grades will be based on total points using the following percentage system: 100-90, A; 89-80, B; 79-70, C; 69-60, D; <60. Exams, lab reports, a final lab project, and an independent study project will be used to determine the final grade.

Exams: There will be four exams (100 points each) during the course of the semester. Exams may contain short answer/essay, multiple choice, and problems. The use of periodic tables is permitted and will be provided. If you know you will be gone the day of an exam, **you must take it prior to the absence to receive full credit.**

Quizzes: Quizzes are unannounced and cover mathematical aspects we have been studying. Each quiz is worth 20 points. Quizzes cannot be made up.

Laboratory: The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities. Chemical splash safety goggles are required and can be purchased at the bookstore. **Attendance in lab is mandatory. There are no excused absences.** Lab reports not submitted for grades at the next scheduled will receive 70% of the graded report. **Dry labs will not be accepted!**

Research You will have a choice of one of the following as independent study. This is worth 150 pts.
1) Should you choose the research paper, it will be 4-5 pages in length on some current topic in chemistry or related science. The paper must follow all of the requirements of any research paper completed for Composition II .
2) The Science Olympiad involves preparing chemicals and test questions as needed for the chemistry events and the running of those events on March 22.

Academic Integrity Ignorance is no excuse. You are expected to understand the rules governing copyright infringement and proper acknowledge of sources of information when presenting material from research articles and from internet searches. All work submitted is expected to be your work, thoughts, and ideas. Violations of copyright laws and plagiarism are grounds for failure in this course.

Lecture Schedule:	Reading assignment	lab schedule	topic
Week 1	Chapter #9		no Lab
Jan. 16	**Martin Luther King Day – No Class**		
Week 2	Chapter #10		molecular geometry
Week 3	**Chapter** #11		solutions
	Exam Chapter #9-11		
Week 4	Chapter #12	rates of chemical reactions	
Week 5	Chapter #13		catalysts
Week 6	**Exam #2 Chapter #12-13**		Equilibrium
Feb. 15	**President's Day- No Class**		
Week 7	Chapter #14		pH
Week 8	Chapter #15		Acid- base titration
Week 9	Chapter #16		Egg Shell titration
	Exam #3 Chapters 14 -16		
	Spring Break March 13-17		
Week 10	Chapter #17		**Science Olympiad**
Week 11	Chapter #18		entropy
Week 12	Chapter #19		
Week 13	**Exam #4 Chapters 17 - 19**		
Week 14	Chapter #23		Water Festival
Week 15	Chapter #24		
Week 16	**Final Exam**	May 10 @ 12-2pm	

General Education Goals/Objectives: This course meets General Education Goal 1: Explains the interrelationships between chemistry and their environment and the role of science in their lives. Specific objectives include:

1) Demonstrates the application of the scientific method of inquiry (Objective #1).
2) Demonstrates an awareness of the role of science in everyday life (Objective #3)

Relationship to Campus Theme: This course addresses the campus theme by incorporating the role that chemistry plays in our everyday life and the impact it has on our natural world. In addition students will use technology to conduct labs as well as study how technology can be used in chemistry. The course will address the role of chemistry in their everyday life as well as in their future.

Classroom Policies:

Make-up: make-up for missed exams are not allowed unless prior arrangements have been made. If you must be absent for a school related or family event, you are expected to make prior arrangements and take the exam prior to the event. .

Cell phone and related technology are prohibited in the classroom at all times.

Be respectful of other students, technicians, instructors, and guests.

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

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

CIS 147 Principles of Information Security
Spring Semester 2017

Course Description: Provides information systems students with a thorough examination of the field of information security and prepares them to make decisions about securing information in a business or personal environment.

Course Objectives:

- ⇒ Define information security and explain why it is important
- ⇒ Identify types of attacks common today and how to recover from an attack
- ⇒ List attacks that can be launched against networks and the steps necessary to secure networks
- ⇒ Define business continuity and how disaster recovery planning benefits and organization
- ⇒ Describe legal and public relations implications of security and privacy issues.

This course presents a basic introduction to practical computer (information) security for all users. Real-life experiences are used to show why computer security is necessary. Students, home users, and business professionals will learn essential elements for making and keeping their information secure. It begins with the concept of securing your desktop and extends to securing enterprise and wireless networks.

Instructor: Colette Schimetz
Email: colette.schimetz@dakotacollege.edu
Lecture/Lab Schedule: TuTh 1:00 PM to 2:15PM
Thatcher Hall 214

Textbook(s): *Security Awareness 5th Edition.* Mark Ciampa ISBN-10: 1-305-50037-7

Course Requirements: Class participation and attendance are required. Students are required to complete all class activities. Quizzes and test may not be made up unless arrangements are made with the instructor prior to class time. Emergencies and excused absences will be handled on an individual basis.

Grading and Evaluation Criteria: Tests will comprise 60% of your grade. Tests and quizzes will be objective, i.e. multiple choices, true/false, and short answer. 20% of your grade will be based on daily work and 20% based on a research project/presentation you will create at the end of the semester.

The formula for grades is as follows:
A=90 and above
B= 89-80
C= 79-70
D= 69-60
F= 59 and below

Tentative Course Outline:

- ⇒ Challenges of Securing Information
- ⇒ What is Information Security?
- ⇒ Who Are the Attackers?
- ⇒ Attacks and Defense
- ⇒ Attacks and Defense of Desktop Computers
- ⇒ Internet Attacks and Defense
- ⇒ Attacks on Personal Security
- ⇒ Personal Security Defense
- ⇒ Mobile Attacks and Defense
- ⇒ Privacy Issues

Relationship to Campus Theme: At first, nature and technology may seem to be opposites, but people by nature, are curious. This curiosity and quest for knowledge has led to the development of all technology. In turn this technology can be used to care for the Earth and therefore, improve the quality of life for all people.

Classroom Policies: Class participation is required and this means that students will be working on assigned projects during class not browsing the internet or chatting or playing games. Anyone caught doing this may be asked to leave. Arriving late, leaving early, talking and texting are distracting to the instructor and other students. Texting and cell phone use during class is not permitted. If you receive a phone call that you must take, quietly leave the room to take the call and return when you are finished.

Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19) Students will receive no credit for work that fails to meet standards of academic integrity. **The work you hand in must be your own. Handing in someone else's work can result in an F and/or removal from class.**

Disabilities and Special Needs: If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

CIS 181 Creating WebPages II
Spring Semester 2017

Credits: 3
Course Description: This course provides learner opportunities to create web pages using helper application software.
Prerequisite course: CIS 180

Course Objectives:
- Apply graphic design techniques to develop organized, attractive websites
- Conduct research and apply findings to result in problem solutions
- Gather and organize information to use in the website planning process
- Demonstrate a working knowledge of web creating helper software
- Apply concepts learned to independent challenge problems

Instructor: Ms. Diane R Keller
Office: Thatcher 211
Office Hours: T, TH 11:00-11:50 am, 2:00-3:00pm
Phone: 701-228-5453
Email: diane.keller@dakotacollege.edu

Lecture/Lab Schedule: MWF 11:00-11:50am / Thatcher Hall 214
Textbook(s): Adobe Dreamweaver CS6, Author: Bishop – ISBN: 9781133526025

Course Requirements: Instructional procedures include lecture, demonstrations, daily assignments, objective exams and final project.

Grading Methods
Daily Work (randomly)
Objective Exams
Quizzes
Final Project

Grading Scale
A = 100%-90%
B = 89.9%-80%
C = 79.9%-70%
D = 69.9%-60%
F = 59.9%

Grades will be calculated by dividing total points earned by total points available from assigned work.

Course Outline:

- Getting Started with Adobe Dreamweaver Creative Cloud
- Developing a Web Page
- Working with Text and Cascading Style Sheets
- Adding Images
- Working with Links and Navigation
- Positioning Objects with CSS and Tables
- Managing a Web Server and Files
- Using Styles and Style Sheets for Design
- Collecting Data with Forms.
- Adding Media and Interactivity

General Education Goals: None
Relationship to Campus Theme:

Technology: The course focuses on knowledge and application of technology

Classroom Policies:

- Students are required to complete all class activities.
- Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- Bring your textbooks, electronic storage device, and writing tools each day to class
- Bring a positive, cooperative attitude to class each day.
- DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
    - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
    - Using the computer for gaming, chatting or activities other than the program required for class
- The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
    - Disruptive talking
    - Listening to music or sports utilizing an electronic device via ear buds
    - Watching videos during class

Student Email Policy:

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

Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- Students will receive no credit for work that fails to meet standards of academic integrity.
- If a person participates in academic dishonesty more than once, the result will be an F for the course.
- The use of templates or other pre-made layouts will result in an F for the assignment.
- The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

Disabilities and Special Needs: If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

CIS 233 Vector Graphics
Spring Semester 2017

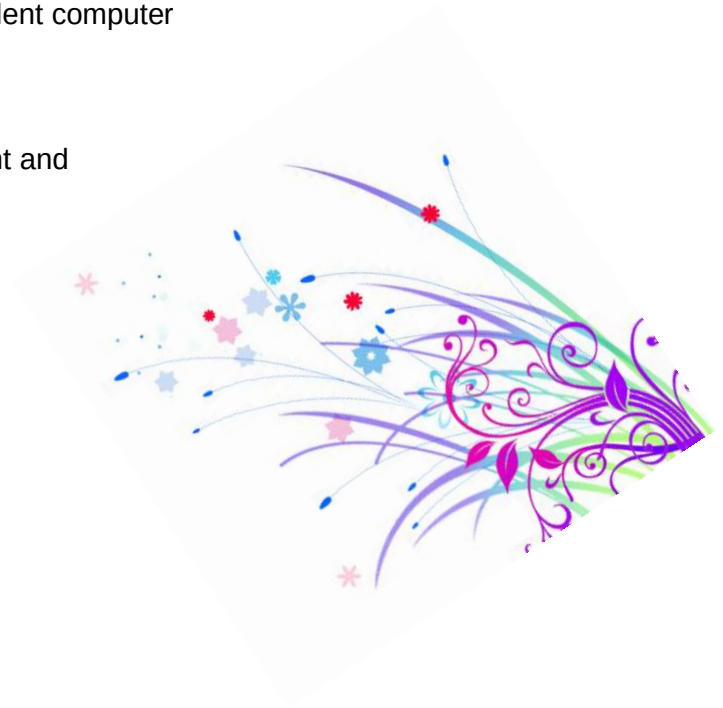
Credits: 3

Course Description: Students will learn how design vector graphics for animation, presentation, applications and Web sites using Adobe Illustrator CS6.

Prerequisite: Introduction to Computers or equivalent computer experience

Course Objectives:

- To manipulate and create graphics for print and web use;
- Demonstrate a working knowledge of software program used to create graphics;
- Practices concepts of good vector graphic design
- Interpret and synthesize information resulting in problem solutions;
- Apply concepts learned to independent challenge problems;



Instructor: Ms. Diane R Keller
Office: Thatcher 211
Office Hours: T, TH 11:00-noon and 2:00-3:00
- **Phone:** 701-228-5453

Email: diane.keller@dakotacollege.edu

Lecture/Lab Schedule: MWF 1:00-1:50pm / Thatcher Hall 214

Textbook(s): Adobe Illustrator Creative Cloud Revealed 1st Edition, Author: Chris Botello, ISBN: 9781305262614
Storage Device

Course Requirements: Instruction procedures include lecture, demonstrations, class discussion, daily assignments, tests and final project

Grading Methods
Grades will be determined from points accumulated:
Assignments
Tests
Final project

Grading Scale
A = 100%-90%
B = 89.9%-80%
C = 79.9%-70%
D = 69.9%-60%
F = 59.9% and below

Grades will be calculated by dividing total points earned by total points available from assigned work.

Tentative Course Outline:

- Getting Started with Illustrator
- Creating Text and Gradients

- Drawing and Composing an Illustration
- Transforming and Distorting Objects
- Working with Layers
- Working with Patterns and Brushes
- Working with Distortions, Gradient Meshes, Envelopes, and Blends
- Working with Transparency, Effects, and Graphic Styles
- Creating and Designing Graphs in Illustrator
- Creating 3D Objects
- Preparing a Document for Prepress and Printing
- Drawing with Symbols
- Preparing Graphics for the Web
-

General Education Goals: None

Relationship to Campus Theme: (Nature Technology and Beyond)

The course focuses on knowledge and application of technology

Classroom Policies:

- Students are required to complete all class activities.
- Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- Bring your textbooks, electronic storage device, and writing tools each day to class
- Bring a positive, cooperative attitude to class each day.
- DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
  - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
  - Using the computer for gaming, chatting or activities other than the program required for class
- The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
  - Disruptive talking
  - Listening to music or sports utilizing an electronic device via ear buds
  - Watching videos during class

Student Email Policy:

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

Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- Students will receive no credit for work that fails to meet standards of academic integrity.
- If a person participates in academic dishonesty more than once, the result will be an F for the course.
- The use of templates or other pre-made layouts will result in an F for the assignment.
- The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

Disabilities and Special Needs: If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

COMM 110 Fundamentals of Public Speaking

Policies, Procedures, and Calendar of Assignments

Office: Thatcher 2207

Office Phone: 228 5602

Office Hours: 10-11 MWF and also by appointment

gary.albrightson@dakotacollege.edu

Course Description

The theory and practice of public speaking with emphasis on content, organization, language, delivery, and critical evaluation of messages.

Prerequisite

There is no prerequisite for this course.

Required Text

Hamilton, Gregory. *Public Speaking for College and Career, 9th ed.* Boston: McGraw-Hill, 2008

COMM 110 Learning Objectives

Develop and enhance listening skills.

Learn nonverbal communication skills and display ability to use these appropriately.

Develop techniques for creating and presenting speeches of different kinds

Learn techniques for effective communications in small group situations.

Late Policy

In all communication situations-- professional, workplace, and academic--writers and speakers must meet deadlines. In this class, late work is not accepted. Any student who knows in advance he or she will not be able to speak on the day appointed or take a test on the day appointed should send the instructor an email informing him of the class to be missed. Once that is completed, the student and the instructor can work together on arrangements to hand in the work. However, since the weather, illness, or personal business can make advance notice impossible some days, each student has "sick leave" of three class periods that can be used to be absent from class with no effect on the ten percent of the final grade earned through participating in class.

Some extra credit is offered occasionally during the semester so students who have missed class can make up some points missed. Late work earns half credit.

Components of final grade	
Chapter quizzes	120
Speeches	265
Listening grade for speeches	265
Speech Preparation	230
Final examination	135
Total	1015

Statement on Non-Discrimination

Alternative viewpoints are welcome in this classroom. There will be no discrimination in this class, no discrimination based on race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, status as U.S. military or US veteran, or on any other basis not listed above.

Accommodation Statement

Any student with special needs, or who needs special accommodations, should discuss those issues with the instructor at the beginning of the semester or as soon as each student becomes aware of his or her needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

Fundamentals of Public Speaking 110

Course Description:

Communications 110 is an introductory public speaking course to help students become more proficient in oral communication skills in various situations. Introduction to Public Speaking emphasizes one of the most important aspects of human nature: communication. Speech will utilize group support, individual creativity, and technical skills in research and camera presentation to help a student to move beyond his/her present ability to communicate.

Course Objectives:

To help students:

1. Develop and sharpen listening skills.
2. Gain confidence in a variety of speaking situations. (Meets DCB General Education Goal # 1)
3. Prepare and deliver effective speeches. (Meets DCB General Education Goal # 1)
4. Communicate effectively in small group situations. (Meets DCB General Education Goal # 1)
5. Learn techniques to enhance on camera presentations.

Instructor:

Keri J. Keith

Office:

Thatcher Hall 205

Office Hours:

1:00 – 2:00 pm: Monday, Wednesday and Friday
2-3:00 pm: Tuesday and Thursday

Phone:

701-228-5624

Email:

keri.keith@dakotacollege.edu

Lecture/Lab Schedule:

Arntzen 1

Textbook(s):

Gregory, Hamilton. *Public Speaking for College and Career.* 9th ed. Boston: McGraw-Hill, 2010.

Course Requirements:

Course requirements consist of class discussion, assignments, delivery of speeches, peer reviews.

Speeches Include:

Introductory Speech	**25 points**
Narrative Speech	**25 points**
Brown Bag Speech	**25 points**
Informative Speech	**100 points**
Visual Aid Speech	**100 points**
Demonstration Speech	**100 points**
Persuasive Speech	**150 points**
Impromptu Speeches	**25 points**
In class Assignments	**85 points**
Peer Evaluation Sheets on graded speeches	**3 @ 20 points, 1 @ 30 points = 90 points**
Total:	**725 points**

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Tentative Course Outline

Wednesday Jan 11	Introduction & Course Syllabus
Friday Jan 13	Introduction Speeches (60-90 sec)
Monday Jan 16 NO CLASS	MLK Day
Wednesday Jan 18	Chapter 1 and 2
Friday Jan 20	Narrative Speeches (1-2 min)
Monday Jan 23	Chapter 3 and 4 Lecture
Wednesday Jan 25	Chapter 5

Friday Jan 27	Chapters 6 and 7
Monday Jan 30	Brown Bag Speeches (2-3 min)
Wednesday Feb 1	Brown Bag Speeches (2-3 min) Begin Chapter 8 if there is time
Friday Feb 3	Chapters 8,10,11
Monday Feb 6	Chapter 13 and 14
Wednesday Feb 8	Chapter 15 – Post Informative Assignment
Friday Feb 10	Chapter 12 Outlining Assign Informative Speeches (3-5 minutes)
Monday Feb 13	Class time to work on Informative Speeches
Wednesday Feb 15	Review Outlining and in class brainstorming assignment Video Examples
Friday Feb 17	Class Time to work on Informative Speeches
Monday Feb 20	No Class – President's Day
Wednesday Feb 22	Informative Speeches (3-5 minutes)

Friday Feb 24	Informative Speeches (3-5 minutes)
Monday Feb 27	Return Informative Speeches – Chapter 9 Assign Visual Aid Speech
Wednesday March 1	Review Outlining and citing sources Video examples
Friday March 3	Class time to work on Visual Aid Speeches
Monday Mar 6	Visual Aid Speeches (4-6 Minutes)
Wednesday Mar 8	Visual Aid Speeches (4-6 Minutes)
Friday Mar 10	Visual Aid Speeches (4-6 Minutes)
Monday Mar 13 NO CLASS	Spring Break!
Wednesday Mar 15 NO CLASS	Spring Break!
Friday Mar 17 NO CLASS	Spring Break!
Monday Mar 20	Assign Demonstration Speeches – Techniques
Wednesday Mar 22	Video Examples
Friday Mar 24	Class time to work on Demonstration Speech
Monday Mar 27	Demonstration Speeches (5-7 Minutes)
Wednesday Mar 29	Demonstration Speeches (5-7 Minutes)
Friday March 31	Demonstration Speeches (5-7 Minutes)
Monday April 3	Assign Persuasive Speeches Chapter 16

Wednesday April 5	Chapter 17
Friday April 7	Class time to prepare Persuasive Speeches
Monday April 10	Persuasive Speeches (8-10 minutes)
Wednesday April 12	Persuasive Speeches (8-10 minutes)
Friday April 14	No School
Monday April 17	No School
Wednesday April 19	Persuasive Speeches (8-10 minutes)
Friday April 21	Persuasive Speeches (8-10 minutes)
Monday April 24	Review Persuasive Speeches
Wednesday April 26	Historical Speech Video Day
Friday April 28	Impromptu topic creation and brainstorm
Monday May 1	Impromptu Speeches
Wednesday May 3	Return Persuasive Speech Grades- Final Speech Video Day
Friday May 5	Hand out final Grades and wrap-up

Relationship to Campus Theme:

A focus on awareness of our impact in the world and on our environment. Discussion of utilizing new technologies to communicate and share information with small and mass groups of people. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

Classroom Policies:

Absences and Assignment Due Dates: If a student must miss class, he/she must contact the instructor within 24 hours of the class period if they plan to make up work. Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Speech Day: I will create a schedule for speeches and evaluations. If you miss your speech day, you will be allowed to make it up only if you contact me within 24 hours of the class period missed. I will allow one make-up speech per semester. Late speeches are docked 10% per class period. You will make up your speech during the next class period where time allows you to speak at the end of all other scheduled activities. If you are on the schedule to speak, it is important that you attend class. If you miss one of your evaluation days, you will lose those points as if you are not there to complete the evaluation, you can not earn the points.

Speech is a class where attendance is of utmost importance. The above policies will stand and there are no exceptions.

Electronic Devices: Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. Reasonable laptop-size computers may be used in lecture for taking notes. If this is an IVN course, cell phone must be turned off at all times in class!

This is a speech class - your role as an audience member is very important. If you have your cell phone or computer out and are texting or surfing during a classmates speech you will be asked to leave the class.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Academic Integrity:

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

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

Disabilities and Special Needs:

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

Fundamentals of Public Speaking: Communications 110
3 credits

Course Description:

An introductory public speaking course to help students become more proficient in oral communication skills in various situations.

Course Objectives:

To help students:

- Develop and sharpen listening skills.
- Gain confidence in a variety of speaking situations.
- Prepare and deliver effective speeches.
- Communicate effectively in small group situations.

Instructor:

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

Office Hours:

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

Lecture/Lab Schedule:

Tuesday-Thursday 2:00-3:15

Textbooks:

Gregory, Hamilton. *Public Speaking for College and Career*. 9th ed. Boston: McGraw-Hill, 2010.

Course Requirements:

Course requirements consist of speeches, peer evaluations, group activities, and tests. Speeches include the following:
Introductory
Entertaining
Interpretive Reading
Demonstration
Panel Discussion
Speech to inform
Speech to persuade
Impromptu
Special speeches

General Education Goals/Objectives:
Goal 4: Demonstrates effective communication

Objective 5: Demonstrates effective oral communication skills

Relationship to Campus Theme:

Introduction to Public Speaking emphasizes one of the most important aspects of human nature: communication. Speech will utilize group support, individual creativity, and technical skills in research and presentation to help a student to move beyond his/her present ability to communicate.

Classroom Policies:

Students are to turn off cell phones and computers and refrain from texting.

Grading:

The three long speeches are required for credit and count one-third of the final grade.
Short speeches, quizzes, peer evaluations, self critiques: one-third of the final grade
Tests: one-third of the final grade
Overall grade of 60% is passing.

Academic Integrity:

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

Campus Email Policy

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

Disabilities and Special Needs:

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

Syllabus: Fundamentals of Public Speaking
Spring 2017

January 10:

Introduce Class
Introduction to Public Speaking Chapter 1 pp.2-21

January 12:

Overcoming Nervousness Chapter 2 pp. 22-39
Begin: Listening Chapter 3 pp.40-56

January 17:

Finish: Listening Chapter 3 pp.40-56
Begin: Speech to Introduce Self

January 19:

Finish: Speech to Introduce Self
Debrief: the speech to introduce self
Introduce: speech to entertain

January 24:

Delivering the Speech: Chapter 14 pp. 272-295
Analyzing Audiences: Chapter 4 pp. 58-79

January 26:

Chapter 5 Selecting Topic, Purpose and Central idea pp.80-97

January 31:

Speech to entertain

February 2:

Speech to entertain

February 7:

Finish Speech to entertain
Process or Demonstration Speech pp.301-304

February 9:

Presentation aids Chapter 9 pp. 164-195

February 14:

Test

February 16:

Demonstration Speech

February 21:

Demonstration Speech

February 23:

Demonstration Speech

February 28:

Speaking to Inform: Chapter 15 pp. 296-318
Begin Gathering and using information: Chapters 6 and 7 pp. 98-142

March 2:

Finish Gathering and using information: Chapters 6 and 7 pp. 98-142
Begin Supporting Your Ideas: Chapter 8 pp.144-163

March 7:

Finish Supporting Your Ideas: Chapter 8 pp.144-163
Begin Body, Introductions, Conclusions: Chapter 10 and 11 pp. 196-233

March 9:

Finish Body, Introductions, Conclusions: Chapter 10 and 11 pp. 196-233
Outlines; Chapter 12 pp.234-253
Group Dynamics Chapter 19 pp. 386-401

March 21:

Martin Luther King: *I have a Dream*

March 23:

Research

March 28:

Panel Discussion

March 30:

Panel Discussion

April 4:

Finish Panel Discussions
Wording the Speech: Chapter 13 pp.254-270

April 6:

Speech to inform

April 11:

Speech to inform

April 13:

Speech to inform

April 18:

Persuasive speeches and strategies: Chapter 16 and 17 pp. 320-369

April 20:

Special Speeches: Chapter 18 pp. 370-384
Impromptu speeches

April 25:

Test

April 27:

Speech to Persuade

May 2:

Speech to Persuade

May 4:

Speech to Persuade

CSCI 101 Introduction to Computers
Spring 2017

Course Description: This course provides students with an overview of general hardware and software issues such as terminology and environments. The focus on the use of application software includes word processing, spreadsheets, databases, and presentation software.

Course Objectives:

- ⇒ Students will learn the fundamentals of Office 2016 and demonstrate abilities by completing a variety of tasks and exams
- ⇒ To expose students to practical examples of the computer as a useful tool
- ⇒ To acquaint students with the proper procedures to create documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal use
- ⇒ To help students discover the underlying functionality of Office 2016 so that they can become more productive
- ⇒ To develop an exercise-oriented approach that allows learning by doing
- ⇒ To encourage independent study

Instructor: Mrs. Kayla O'Toole
Office: Thatcher Hall 203
Office Hours: By arrangement
Phone: 701-228-5479
Email: kayla.otoole@dakotacollege.edu
Lecture/Lab Schedule: Thatcher 212 - MWF 10:00-10:50 AM
Textbook(s): Skills for Success with Microsoft Office 2016 / Adkins, Hawkins, Hain, Murre Wolf ©2017 / Pearson / **Book Only**

A textbook is **mandatory** for each student.

Course Requirements:

Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

Grading Methods

Objective Tests
Quizzes
Other projects
Final project & presentation
Daily Assignments
Daily Attendance and Participation Points – Daily points are earned every day by showing up on time and completing the daily assignment/activity. Points can be lost due to tardiness, cell phone use, browsing the Internet, disruptive behavior, not paying attention, etc.

Grading Scale
A = 90%
B = 80%
C = 70%
D = 60%

Grades will be calculated by dividing total points earned by total points available.

Tentative Course Outline:

- **Technology Fundamentals**
  - Getting Started with Computer Concepts
  - Getting Started with Windows 10
  - Browse the Internet
- **Office Applications Section**
  - Common Features of Office 2016
- **Microsoft Word**
  - Create Letters and Memos
  - Create Business Reports
  - Create Flyers
  - Create Newsletters and Mail Merge Documents
- **Microsoft Excel**
  - Create Workbooks with Excel 2016
  - Insert Summary Functions and Create Charts
  - Manage Multiple Worksheets
  - More Functions and Excel Tables
- **Microsoft Access**
  - Create Database Tables
  - Create Select Queries
  - Create Forms
  - Create Reports
- **Microsoft PowerPoint**
  - Getting Started with PowerPoint 2016
  - Format a Presentation
  - Enhance Presentations with Graphics
  - Present Data Using Tables, Charts and Animation

General Education Goals/Objectives:

DCB General Ed. Goal #2

Relationship to Campus Theme:

Technology: The course focuses on knowledge and application of technology
Objective 1: Completes assignments using appropriate application software
Skill: 1. Creates, edits, and formats a word processing document
2. Creates, edits, and formats a spreadsheet application
3. Creates edits, and formats a slide show presentation

Classroom Policies:

⇒ Students are required to complete all class activities.

⇒ Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.

⇒ Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in lost points on the final project.

- ⇒ Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- ⇒ Bring your textbooks, electronic storage device, and writing tools each day to class.
- ⇒ Bring a positive, cooperative attitude to class each day.
- ⇒ DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- ⇒ The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
    - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
    - Using the computer for gaming, chatting or activities other than the program required for class
        - The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
        - Disruptive talking
        - Listening to music or sports utilizing an electronic device via ear buds
        - Watching videos during class

Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- ⇒ Students will receive no credit for work that fails to meet standards of academic integrity.
- ⇒ If a person participates in academic dishonesty more than once, the result will be an F for the course.
- ⇒ The use of templates or other pre-made layouts will result in an F for the assignment.
- ⇒ The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

Disabilities and Special Needs: If you have a disability for which you need accommodation, contact me within the first week of the semester. Disability support services are available in the Student Success Center – Visit with Peggy Gregg.

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

Midterm and Final Exam: Student must be in attendance on the day scheduled for the mid-term and final exams. Failing to be present will result in an F on the final test or project. Refer to the Policy and Procedure document titled "Student Requests for Change in Final Examination Schedule."

The final exam is scheduled for Tuesday, May 9, 2017, at 9:00 AM.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: CSCI 101 Introduction to Computers
Number of credits: 3 semester hours, MWF 12:00
Pre/Co-requisites: None

Instructor: **Phil Koapke**
Email: Phil.Koapke@dakotacollege.edu

Lecture/Lab Schedule: MWF 12:00-12:50 p.m.

Course Description: This course provides students with an overview of general hardware and software issues such as terminology and environments. Applications include word processing, spreadsheets, databases and internet.

Course Objectives: This course provides an overview of essential computer concepts and file management. Microsoft Windows 10 and, Microsoft Office 2016; Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Microsoft Outlook, and Internet Explorer.

At the end of the course the student will be able to:

- Understand and identify hardware and software terminology.
- Be skillful using a computer operating system, and navigate through files and directories in Windows Explorer.
- Understand computer security issues.
- Define the Office 2016 Suite and integration of the applications.
- Create a document with Word 2016.
- Build a worksheet with Excel 2016.
- Create a presentation with PowerPoint 2016.
- Browse the Web (www) with Internet Explorer and identify other Web browsers.
- Manage the storage of incoming and outgoing mail, organize schedules and events, and maintain contact lists, to-do lists, and notes with Outlook 2016.
- Understand the basis for applying computer resources to actual problems.

DCB General Education Goals/Objective #2: To develop knowledge and application of technology.

- Become familiar with computer terminology *and u*nderstand essential computer concepts.
- Complete assignments using applicable web browser, word processing, spreadsheet, presentation, and email software.

Relationship to Campus Theme: Dakota College at Bottineau emphasizes on nature, technology, and beyond. Students will recognize how the future depends on the ongoing development and utilization of technology. This course will illustrate concepts that technology offers unique strategies in planning, problem solving, and achieving future goals. The course will also attempt to identify the proper technology to achieve those desired goals.

Text/Materials: Student #ISBN-13: 9781305876026, Illustrated Microsoft® Office 365 & Office 2016: Introductory, 1st Edition

Testing: *No test will be given other than the scheduled testing date and time—****no exceptions****. Talking or leaving the classroom during a test will not be permitted.*

Grading is the accumulation of in-class activities, assignments, quizzes, tests and a final exam for total points. Grading outline is 100-90%= A, 89-80%=B, 79-70%=C, 69%-60=D, below 60%=F.

Course Outline: *Material will be presented in the form of lecture and demonstration.* Course material will be posted on Moodle in addition to readings, assignments, announcements and important dates/deadlines. Students are advised to regularly consult the Moodle site for this course.

Classroom Policies

Attendance: Attendance will be taken. If you miss a class for any reason, you will be held responsible for all material covered and announcements made in your absence. Class time will include opportunities to work on assignments with individualized instruction. It is necessary to come to class to learn the material in this course. Students are encouraged to ask questions during the lecture. More personal attention to questions can be entertained after class or by email.

Assignments: Bring your textbook to class each day. There will be assignments to prepare for each class period. In order to maximize your hands on learning and class time, it is asked that assignments are completed before coming to class.

Assignments will be handed in by Email or Moodle: Students have a campus e-mail address assigned when they are accepted for admission.

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

You must set up your Dakota College at Bottineau campus email account for this class.

Missed Classes: This policy is influenced by the college's absence policy. Dakota College at Bottineau expects students to attend all sessions of each class in which they are enrolled. See attendance in the Dakota College at Bottineau student handbook on the web at http://www.dakotacollege.edu/pdf/studenthandbook.pdf

Although students are allowed to miss class in the case of an emergency, students are still required to complete all class activities and are responsible for all material covered and changes in the semester schedule.

An excused absence is generally accepted and understood as being any religious observances, university activities, illness and other emergency type circumstances. If you simply tell me you won't be attending a class I assume unexcused unless you have a circumstance defined as excused. **T*he first two excused absences*** *are on the "honor system", after that any absence will not be designated "unexcused" until documentation has been provided and verified. Absences due to minor conditions (lack of transportation, conflict with an appointment, etc.) are considered unexcused.*

Late Work: In the case of an extraordinary and **well-documented** circumstance class activities can be made-up for full credit. The instructor will need to be **contacted before** the absence and these occurrences will be handled on an individual basis. In non-emergency cases or without appropriate written documentation late assignments ***will still be accepted, however*** will receive *one-half credit minus errors and will need to be submitted within 1 week of the due date or missed class.*

No late assignments (or anything else) will be accepted 1 week before the final exam.

Final Exam Schedule: http://www.minotstateu.edu/records/exams.shtml

Classroom Etiquette: Students are expected to observe classroom etiquette and common courtesy to the instructor and fellow classmates. Cell phones and other devices are to be silenced during class. If you receive an emergency communication, please excuse yourself from the room.

Refrain from using the computer or printer during class for things other than in-class activities. If you do this during class, you will be asked to leave and lose any points for that day.

Be on time however if you must be late please seat yourself as close to the entrance as possible and avoid any disruption. From *"Assignments"* above*:* You are asked that assignments are read & completed before coming to class *therefore* you will know what files are needed for discussion from your homework assignments.

Academic Integrity: To assure fairness to all students and to protect academic integrity, the highest ethical standards will be maintained in this course. Academic dishonesty (e.g., cheating, allowing others to cheat from you, plagiarism) will not be tolerated. The work you hand in must be your own. Students will not receive credit for work that fails to meet the standards of academic integrity. In addition, acts of academic dishonesty will be reported. This is a serious offense and will not be tolerated. For more information refer to the "Academic Dishonesty" policy in the university catalog or if you have any questions about the academic standards as laid out in the Dakota College at Bottineau handbook the link is: http://www.dakotacollege.edu/pdf/studenthandbook.pdf.

Disabilities and Special Needs: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

All policies associated with this course are subject to revision. Reasonable notification will be provided to students before any major changes are made.

CSCI 101 Introduction to Computers - Online
Christy Jackson
Spring 2017
Dakota College Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Computers	**Instructor:** Christy Jackson
Course Prefix/Number: CSCI 101	**Office:** Online
Class Location: Online	**Office Hours:** Online. Arrange chat sessions with the instructor as needed.
Lecture/Lab Schedule: Within the online course. Students are not required to attend any sessions on campus.	**Instructor Contact Information:** Phone: 701-240-5866 Email: Moodle course email system.
Credits: 3	
Pre-/Co-requisites: None	

Course Description: This course provides students with an overview of general hardware and software issues such as terminology and environments. The focus on the use of application software includes word processing, spreadsheets, databases, and presentation software.

Relationship to Campus Theme: Technology: The Course focuses on knowledge and application of technology.
Objective 1: Completes assignments using appropriate application software
Skill: 1. Creates, edits, and formats a word processing document
2. Creates, edits, and formats a spreadsheet application
3. Creates, edits, and formats a slide show

Goals/Objectives:
• Students will learn the fundamentals of Office 2013 and demonstrate abilities by completing a variety of tasks and exams.
• To expose students to practical examples of the computer as a useful tool.
• To acquaint students with the proper procedures to create documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal uses.
• To help students discover the underlying functionality of Office 2013 so they can become more productive.
• To encourage independent study.

Required Text: GO! With Microsoft Office 2016 Volume 1
Authors: Gaskin, Vargas, McLellan
Publisher: Pearson
ISNN: 0-13-432077-8

Course Requirements:
1. Students will complete all assignments in a professional manner.
2. Assignments are graded as the instructor deems appropriate.
3. Work completed is expected to be the student's own. Any instances of plagiarism will result in significant grade reduction.

4. Assignments must be submitted by the designated due date or students will receive significant point reductions (50%).
5. All communication with the instructor and fellow students will be conducted in a professional manner. There will be no texting acronyms used and all communication should contain proper grammar.

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
Assignments: Students will manipulate/create documents according to the chapter of study.		25 @ 25 pts	
Quizzes: Students will create higher level documents at the end of some chapters to prove competence.		6 @ 50 pts each	
Research Paper: Student will be asked to write an 1 page research paper with references.		1 @ 50 pts each	
Cliché Day Project: Students will create a cliché poster and an accompanying ½ page explanation.		1 @ 50 pts	
Final*:* Students create a PowerPoint presentation based on the research paper written earlier in the semester.		1 @ 100 pts.	
	Total Points	1,125	

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

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

Academic and Institution Policies

Academic Integrity:
The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.
1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.
View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc.
Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."
There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Confidentiality:
The experience or problmes shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

Disabilities and Special Needs:
Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll free 1(888)918-5623.

Quality of work:
At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course.

Week	Discussion Topic	Readings Due	Homework Due
Week 1	Windows 8 and How to pass this class	Getting to Know Windows 8	Introductions Graded Assignment 1 Graded assignment 2
Week 2	Microsoft Office 2016	Introduction to Microsoft Office 2016 Features	Graded Assignment 3 Graded Assignment 4
Week 3	Microsoft Word 2016	Creating Documents with Microsoft Word 2016 (Word 1)	Graded Assignment 5 Graded Assignment 6 Graded Assignment 7
Week 4	Microsoft Word 2016	Creating Cover Letters and Using Tables to Create Resumes (Word 2)	Graded Assignment 8 Graded Assignment 9 Graded Assignment 10
Weeks 5-6	Microsoft Word 2016	Creating Research Papers, Newsletters, and Merged Mailing Labels (Word 3)	Graded Assignment 11 Graded Assignment 12 Graded Assignment 13
Week 7	Microsoft Excel 2016	Creating a Worksheet and Charting Data (Excel 1)	Graded Assignment 14 Graded Assignment 15
Week 8	Microsoft Excel 2016	Using Functions, Creating Tables and Managing Large Workbooks (Excel 2)	Graded Assignment 16 Graded Assignment 17 Graded Assignment 18

Weeks 9-10	Microsoft Excel 2016	Analyzing Data with Pie Charts, Line Charts and What-If Analysis Tools (Excel 3)	Graded Assignment 19 Graded Assignment 20 Graded Assignment 21 Graded Assignment 22 Graded Assignment 23
Week 11	Microsoft Access 2016	Getting Started with Microsoft Access 2016 (Access 1)	Graded Assignment 24 Graded Assignment 25
Week 12	Microsoft PowerPoint 2016	Getting Started with Microsoft PowerPoint (PowerPoint 1)	Graded Assignment 26 Graded Assignment 27 Graded Assignment 28
Week 13	Cliché Day Project	Directions for Cliché Day Project	Graded Assignment 29
Week 14	Microsoft PowerPoint 2016	Formatting PowerPoint Presentations (PowerPoint 2)	Graded Assignment 30 Graded Assignment 31
Week 15	Microsoft PowerPoint 2016	Enhancing a Presentation with Animation, Video, Tables and Charts (PowerPoint3)	Graded Assignment 32 Graded Assignment 33
Week 16	Final	Directions for Final Project	Final Project

CSCI 101 Introduction to Computers
Spring Semester 2017

Course Description: Students will learn general hardware issues and file management terminology and skills. Application software includes word processing, spreadsheets, data bases, and presentation software.

Course Objectives:

- ⇒ Analyze, synthesize, and evaluate school, work, or home situations and use application software (Microsoft Office 2016) to complete information processing tasks correctly and efficiently.
- ⇒ To acquaint students with the proper procedures to create documents, worksheets, data bases, and presentations suitable for coursework, professional purposes, and personal use. To help students discover the underlying functionality of Office 2016 so that they can become more productive.
- ⇒ To develop an exercise-oriented approach that allows learning by doing
- ⇒ To encourage independent study

Instructor: Ms. Colette Schimetz
Office Hours: By appointment only
Email: colette.schimetz@dakotacollege.edu

Lecture/Lab Schedule: TuTh 11:00 AM to 12:15 PM
Thatcher Hall 212

Textbook(s): Microsoft Office 2016 Marquee Series, Rutkosky, Roggenkamp, Rutkosky, ISBN: 978-0-76386-675-4.

Course Requirements: Students are required to complete all class activities. Attendance is required. Quizzes and test may not be made up unless arrangements are made with the instructor prior to class time. Emergencies and excused absences will be handled on an individual bases. Bring your textbook, USB, and writing tools to class each day.

Grading and Evaluation Criteria: Grades will be determined by total points earned divided by total points possible. Tests will be both production and objective, i.e. multiple choices, true/false, short answer.

A=90 and above
B= 89-80
C= 79-70
D= 69-60
F= 59 and below

The final exam schedule is as follows:

Introduction to Computers 11 AM TuTh..... Tuesday, May 9—12 PM to 2 PM

Tentative Course Outline:

(This outline may be modified during the semester at the instructor's discretion)

Information Technology Essentials

- ⇒ Information Processing Cycle
- ⇒ Computer Software
- ⇒ Networks
- ⇒ The Internet
- ⇒ Security Issues
- ⇒ Email Etiquette and Computer Ethics

Word 2016

- ⇒ Creating and Editing a Document
- ⇒ Formatting characters and paragraphs
- ⇒ Advanced formatting and enhancing documents
- ⇒ Formatting with special features such as WordArt, tables, and newspaper columns
- ⇒ Merging documents and envelopes

Excel 2016

- ⇒ Analyzing data using Excel
- ⇒ Editing and formatting worksheets
- ⇒ Using functions, setting print options, and adding visual elements to worksheets
- ⇒ Working with multiple worksheets, tables, and other files formats

Access 2016

- ⇒ Creating databases, tables and relationships
- ⇒ Maintaining data in Access tables
- ⇒ Creating queries, forms, and reports

Power Point 2016

- ⇒ Determining the purpose of a presentation
- ⇒ Preparing a presentation
- ⇒ Enhancing slides with clip art, formatting, SmartArt, animation, and themes
- ⇒ Customizing a presentation with action buttons, hyperlinks, and tables
- ⇒ Adding headers, footers, sound, and video
- ⇒ Setting and rehearsing timings for a presentation

General Education Goals/Objectives:

Technology:	Demonstrates knowledge and application of technology
Objective 1:	Completes an assignment using an appropriate application software
Skill:	Creates, edits, and formats a word processing document

Relationship to Campus Theme: At first, nature and technology may seem to be opposites but people by nature, are curious. This curiosity and quest for knowledge has led to the development of all technology. In turn this technology can be used to care for the Earth and therefore, improve the quality of life for all people.

Classroom Policies: **Be on time!** Class participation is required and this means that students will be working on assigned projects during class not **browsing the internet , chatting, or playing games.** Anyone caught doing this may be asked to leave. Arriving late, leaving early, talking and texting are distracting to the instructor and other students. **Texting and cell phone use during class is not permitted. There will be no ear buds allowed in class.** If you receive a phone call that you must take, quietly leave the room to take the call and return when you are finished.

Academic Integrity: Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19) Students will receive no credit for work that fails to meet standards of academic integrity. The work you hand in must be your own. Handing in someone else's work can result in an F and/or removal from class.

Disabilities and Special Needs: If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

EC 209 Learning Environments for Children (3cr)
Spring 2017 (online)
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Learning Environments for Children	**Instructor: Mrs. Kaley Mills**
Course Prefix/Number: EC 209	**Office: N/A**
Class Location: ONLINE	**Assignments due the following Monday by 5pm**
Lecture/Lab Schedule: ONLINE	**Instructor Contact Information:**
Credits: 3	*Email:* ***kaley.mills@k12.nd.us***
Pre-/Co-requisites: None	***Please note my email will be changing soon****
	Emails will have a response within 24 hours if M-F.

Course Description: This course examines methods for creating and maintaining environments that emphasize safety, promote wellness, and encourage exploration and learning. Topics include hazard assessment, safety education, responding to injuries and emergencies, sanitation, meal planning, health education, organizing the environment, and utilizing appropriate materials, plans, and routines

Relationship to Campus Theme: The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals and adult caregivers. The discipline provides coursework which transitions to higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instructional techniques.

Goals/Objectives: Upon completion of this course, student will be able to:

- Students will plan for emergencies and injuries and demonstrate knowledge of appropriate response procedures.
- Students will guide and instruct children in using safety rules and emergency procedures.
- Students will identify and describe methods for maintaining environments that promote wellness.
- Students will plan for good hygiene and rituals that promote wellness and demonstrate an understanding of proper nutrition and healthy eating habits.
- Students will organize indoor and outdoor areas that encourage play and exploration.
- Students will create, select, and use materials, toys, and equipment that interest and challenge children.

- Students will plan and implement schedules and routines that support children's Development and learning.

Class Policies:

- **Regular participation**
- **Regular attendance (Lack of attendance and participation will effective final grade)**
- **Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.**
- **Communication with instructor and fellow students**
- **Be prepared when class starts.**
- **Follow campus ethics policy on written work.**
- **Campus Issued Email be used as primary email**

Required Textbooks and Materials:

***Creating Environments for Learning: Birth to Age Eight,* Bullard ©2010; Merrill; ISBN-10: 0131585797; ISBN-13: 978013158579**

Course Requirements:

Weekly Readings & Content. Each week consists of reading assignments from the textbook.

Chapter Discussions. Each week includes a Discussion topic. *Students submit an original response and respond to two additional posts to receive full credit* (18 @15 pts ea).

Chapter Reviews. Each chapter review is ten questions long. Students have 30 minutes to complete the quiz. It is extremely helpful to complete the review after listening to the lecture and reading the chapter. *(18 @ 15 pts each)*

Final Project. A final project will be due by the end of the course. (125 points)

Assignment	Points Possible
Discussions (18 @ 15 pts ea)	270 pts
Chapter Reviews (18 @ 10 pts ea)	180 pts
Final Project (125 pts)	125 pts
Total Points Possible	575 pts

EC 209 Learning Environments for Children (3cr)
Spring 2017 (online)
Dakota College at Bottineau

Grades:

Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

Assignments and Participation

Students are required to complete assigned weekly readings, discussions, progress checks and video activities.

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

Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

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

Quality of Work:

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining coarse grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.

Confidentiality
The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Help Desk:

For help with Moodle: 1-888-918-5623, 701-228-5623 or email heidi.hall@dakotacollege.edu

EC 209 Learning Environments for Children (3cr)
Spring 2017 (online)
Dakota College at Bottineau

For Students with Disabilities and Special Needs:

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email peggy.gregg@dakotacollege.edu

Tentative Course Outline *(Subject to Change)*

Topic	Readings
1	Chapters 1
2	Chapter 2,3
3	Chapter 4
4	Chapters 5
5	Chapter 6
6	Chapter 7,8
7	Chapter 9
8	Chapter 10
9	Chapter 11
10	Chapter 12,13
11	Chapter 14,15
12	Chapter 16,17
13	Chapter 18,19
14	Final Project

***Quizzes and discussions due Mondays at 5pm**

EC222 Administration and Leadership in ECE
Christy Jackson
Spring 2017
Dakota College Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Administration and Leadership in ECE	**Instructor:** Christy Jackson
Course Prefix/Number: EC 222	**Office:** Online
Class Location: Online	**Office Hours:** Online. Arrange chat sessions with the instructor as needed.
Lecture/Lab Schedule: Within the online course. Students are not required to attend any sessions on campus.	**Instructor Contact Information:** Phone: 701-240-5866 Email: Moodle course email system.
Credits: 3	
Pre-/Co-requisites: None	

Course Description: This course examines methods for creating, analyzing, and administering effective programs including financial management, licensing requirements, staff supervision, enrollment procedures, health and safety issues, and publicity procedures. Students learn to communicate effectively with parents about their children. The NAEYC Code of Ethics and accreditation criteria from professional, state and national organizations are reviewed. Childcare standards are used to develop a philosophy for childcare and to define program goals.

Relationship to Campus Theme: The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques

Goals/Objectives: By the end of the course, students will be able to:

- Students will identify and analyze methods for creating and analyzing effective program administration including financial management, licensing requirements, staff supervision, enrollment procedures, health and safety issues, publicity procedures, and grant writing.
- Students will understand the need to include families, professionals and the community in overall program development and evaluation and to develop and maintain positive collaborative relationships with families, acknowledging that parents are children's first teachers.
- Students will learn to conduct effective and positive parent/teacher conferences.
- Students will gain knowledge of a variety of program models that may be used in program administration.
- Students will learn to communicate effectively with parents about the school's philosophy and goals and their children's progress and will learn to involve them in the decision making process related to their child's development and provide them with information regarding a range of family-oriented services that are designed to help families identified needs.
- Students will demonstrate professional conduct based on NAEYC Code of Ethics.
- Students will develop an understanding of program administration by participating in an activity, such as: shadowing, mentoring, or interviewing.
- Students will incorporate quality childcare standards into program philosophies and goals.

- Students will review accreditation criteria from professional (i.e., NEA, NAEYC), state and national organizations as a part of program planning and evaluation.
- Students will learn to involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special needs.

Student Outcomes:

The student will demonstrate knowledge of the:	CEC Standard	Evidence/Criteria
Rights and responsibilities of families and children as they relate to individual learning needs	SEP3K1	Graded Assignment 7 Graded Assignment 9 Graded Assignment 19
Indicators of abuse and neglect	SEP3K2	
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Graded Assignment 14 Graded Assignment 19
Basic instructional and remedial strategies and materials	SEP4K1	Graded Assignment 16
Basic technologies appropriate to individuals with exceptional learning needs	SEP4K2	Graded Assignment 16
Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives	SEP4S1	Graded Assignment 12 Graded Assignment 13 Graded Assignment 16
Assist in adapting instructional strategies and materials as directed	SEP4S2	Graded Assignment 12
Use strategies as directed to facilitate effective integrations into various settings	SEP4S3	Graded Assignment 9
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Graded Assignment 16
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5K2	Graded Assignment 9 Graded Assignment 17
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Graded Assignment 17
Follow written plans, seeking clarifications as needed	SEP7S1	Graded Assignment 7
Prepare and organize materials to support teaching and learning as directed	SEP7S2	Graded Assignment 10
Rationale for assessment	SEP8K1	Graded Assignment 6 Graded Assignment 18
Demonstrate basic collection techniques as directed	SEP8S1	Graded Assignment 15
Make and document objective observations as directed	SEP8S2	Graded Assignment 15
Follow instructions of the professional	SEP9S2	Graded Assignment 13
Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences	SEP9S3	Graded Assignment 10 Graded Assignment 13
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Graded Assignment 2 Graded Assignment 5 Graded Assignment 10
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SEP9S6	Graded Assignment 13

Maintain a high level of competence and integrity	SEP9S7	Graded Assignment 6 Graded Assignment 10
Demonstrate proficiency in academic skills, including oral and written communication	SEP9S9	Graded Assignment 2
Engage in self-assessment	SEP9S11	Graded Assignment 2 Graded Assignment 3
Common concerns of families of individuals with exceptional learning needs	SEP10K1	Graded Assignment 11 Graded Assignment 15
Collaborate with stakeholders as directed	SEP10S2	Graded Assignment 5
Foster respectful and beneficial relationships	SEP10S3	Graded Assignment 5
Participate as directed in conferences as members of the educational team	SEP10S4	Graded Assignment 7

Required Text: Planning and Administering Early Childhood Programs, 10th Edition by Freeman, Decker and Decker, ISBN-10: 0-13-265692-2/ISBN-13: 978-0-13-265692-4

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
Discussion: Student will be asked to reflect upon their own experience and opinions as they relate to the course material and comment on fellow classmates' discussions.		5 @ 10 pts each	
Check and Apply Your Understanding: Student will answer given questions based on weekly readings. All answers will be thorough and contain correct grammar/punctuation.		4 @ 30 pts.	
To Reflect Questions: Student will answer given questions based on weekly readings. All answers will be thorough and contain correct grammar/punctuation.		7 @ 30 pts.	
Essay Questions: Student will answer several essay style questions throughout the semester based on readings outside of text.		3 @ 30 pts	
Philosophy of Leadership Paper: Student will write a short research paper on the Philosophy of Leadership.		1@50 pts.	
Portfolio: End of the year project which will require the student to create an EC portfolio.		1 @ 100 pts each	
	Total Points	620	

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

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

Academic and Institution Policies

Academic Integrity:
The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.
1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.
View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc.
Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."
There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Confidentiality:
The experience or problmes shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

Disabilities and Special Needs:
Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll free 1(888)918-5623.

Quality of work:
At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course. There will be 50% reduction in your grade for all late work.

Week	Discussion Topic	Readings Due	Homework Due
Week 1	Overview of Early Care and Education	Chapter 1	Graded assignments 1, 2, 3
Week 2	Developing a Vision, Mission and Program Evaluation	Chapter 2	Graded assignments 4, 5
Week 3	Understand Regulations, Accreditation Criteria, and other Standards	Chapter 3	Graded assignments 6, 7
Week 4	Establishing Policies and Procedure	Chapter 4	Graded assignments 8, 9
Week 5	Leading and Managing Personnel	Chapter 5	Graded assignment 10
Week 6-7	Creating Quality Learning Environments	Chapter 6	Graded assignments 11, 12, 13,
Week 8	Financing and Budgeting	Chapter 7	Graded Assignment 14

Week 9	Marketing your Child Care and Education Program	Chapter 8	Graded assignment 15
Week 10	Planning the Children's Program	Chapter 9	Graded assignment 16
Week 11	Providing Nutrition, Health, and Safety Services	Chapter 10	Graded assignment 17
Week 12	Assessment: An Essential Component of Effective Early Childhood Programming	Chapter 11	Graded assignment 18
Week 13-14	Working with Families and Communities	Chapter 12	Graded assignment 19, 20
Week 15-16	Portfolio Final		Portfolio

EC233 Pre-K Methods and Materials
Christy Jackson
Spring 2017
Dakota College Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Pre-K Methods and Materials	**Instructor:** Christy Jackson
Course Prefix/Number: EC233	**Office:** Online
Class Location: Online	**Office Hours:** Online. Arrange chat sessions with the instructor as needed.
Lecture/Lab Schedule: Within the online course. Students are not required to attend any sessions on campus.	**Instructor Contact Information:** Phone: 701-240-5866 Email: Moodle course email system.
Credits: 3	
Pre-/Co-requisites: None	

Course Description: Course Description: This course focuses on the physical and cognitive development of children, the promotion of literacy, and the utilization of creative experiences in child care settings. Topics include developmental needs of children, age -appropriate activities, cognitive theory and brain research; creative environments, language arts, music/movement, art and aesthetic experiences. Students will evaluate, plan and implement activities that focus on children's needs and interests.

Relationship to Campus Theme: The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

Goals/Objectives: Students will implement activities/lessons through a variety of child-directed and teacher-directed approaches. * Students will recognize, select and/or create curriculum that is developmentally appropriate for the domains of cognitive, social/emotional, motor, aesthetic, physical, and language. Students will demonstrate effective teaching techniques in various curriculum areas, including: science, math, arts, music and movement, literacy, and social studies. Students will demonstrate the ability to use a variety of materials to encourage versatility of thinking and learning in children.

Student Outcomes:

The student will demonstrate knowledge of the:	CEC Standard	Evidence/Criteria
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Page 37, 3c: Learning Styles Page 211, 3b: Ecomaps Review DAP Practices Page 241, 1f: Parent engagement strategies
Basic instructional and remedial strategies and materials	SEP4K1	Page 36, 3d: Analyze program against DAP principles Page 120, 3b: Plan active group time activity

		Lesson Plan: Art or Aesthetic learning Review DAP Practices
Basic technologies appropriate to individuals with exceptional learning needs	SEP4K2	Page 362, 2a: Observe a classroom
Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.	SEP4S1	Page 96, 3a: Story sequence adaptation Page 96, 3b: Activity plan comparison Page 96, 6b: Literacy standards Page 120, 3b: Analyze program against DAP principles Putting It All Together
Assist in adapting instructional strategies and materials as directed.	SEP4S2	Page 67, 3c: Teaching strategies to match learning styles Page 96, 3a: Story Sequence adaptation Page 120, 3b: Plan active group time activity Putting It All Together
Use strategies as directed to facilitate effective integrations into various settings	SEP4S3	Page 120, 3b: Plan active group time activity Page 242: Family Engagement Review DAP Practices
Use strategies that promote the learner's independence as directed	SEP4S4	Page 67, 3c: Teaching strategies to match learning styles Lesson Plan: Art or Aesthetic learning Review DAP Practices
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Page 67, 3c: Teaching strategies to match learning styles Page 120, 3b: Analyze program against DAP principles Page 362, 1a & 1b: Teaching philosophy Review DAP Practices Page304, 1b: Self-esteem
Demands of various learning environments	SEP5K1	Page 67, 3c: Teaching strategies to match learning styles Page 120, 3b: Analyze program against DAP principles Page 332, 2a: Observe and analyze for cognitive domain Review DAP Practices Putting It All Together
Establish and maintain rapport with learners	SEP5S1	Page 242: Family Engagement Page 332, 2a: Observe and analyze for cognitive domain
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Logical Consequences Page 185, 1b: Discussion
Use strategies for managing behavior as directed	SEP5S3	Logical Consequences Page 186, 1a & 1b: Logical Consequences Page 185, 1b: Discussion
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Logical Consequences Page 186, 1a & 1b: Logical Consequences Page 332, 2a: Observe and analyze for cognitive domain Page 185, 1b: Discussion Putting It All Together
Follow written plans, seeking clarification as needed.	SEP7S1	Page 96, 3a: Story Sequence adaptation Page 96, 6b: Literacy standards

		Page 120, 3b: Analyze program against DAP principles
Prepare and organize materials to support teaching and learning as directed.	SEP7S2	Page 96, 3a: Story Sequence adaptation Page 96, 6b: Literacy standards Page 120, 3b: Analyze program against DAP principles Lesson Plan: Art or Aesthetic learning Review DAP Practices
Rationale for Assessment	SEP8K1	Page 96, 6b: Literacy standards
Demonstrate basic collection techniques as directed	SEP8S1	Page 96, 6b: Literacy standards Page 120, 3b: Analyze program against DAP principles Page 304, 6: State Standards Page 332, 2a: Observe and analyze for cognitive domain
Make and document objective observations as directed	SEP8S2	Page 96, 6b: Literacy standards Page 120, 3b: Analyze program against DAP principles Page 332, 2a: Observe and analyze for cognitive domain
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Page 211, 3b Review DAP Practices Page 241, 1f: Parent engagement strategies
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Page 36, 3d: Analyze program against DAP principles Page 304, 6: State Standards
Follow instructions of the professional	SEP9S2	Page 120, 3b: Analyze program against DAP principles Page 304, 6: State Standards
Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences	SEP9S3	Logical Consequences Page 394, 5a: Staff issue Page 241, 1f: Parent engagement strategies Putting It All Together
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Page 67, 3c: Teaching strategies to match learning styles Page 96, 3a: Story Sequence adaptation Page 332, 2a: Observe and analyze for cognitive domain Page304, 1b: Self-estem
Exercise objective and prudent judgment	SEP9S8	Logical Consequences Page 394, 5a: Staff issue
Demonstrate proficiency in academic skills, including oral and written communication	SEP9S9	Page 36, 3d: Analyze program against DAP principles Page 332, 2a: Observe and analyze for cognitive domain Putting It All Together
Engage in activities to increase one's knowledge and skills	SEP9S10	Page 332, 2a: Observe and analyze for cognitive domain
Engage in self-assessment	SEP9S11	Page 120, 3b: Analyze program against DAP principles

Assist in collecting and providing objective, accurate information to professionals	SEP10S1	Page 120, 3b: Analyze program against DAP principle Page 304, 6: State Standards Page 332, 2a: Observe and analyze for cognitive domain
Foster respectful and beneficial relationships	SEP10S3	Review DAP Practices Page 241, 1f: Parent engagement strategies

Required Text: Developmentally Appropriate Curriculum
Authors: Marjorie J. Kostelnik, Anne K. Soderman, Alice P. Whiren
Publisher: Pearson
ISNN: 0-13-703553-5

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
Introductions: Students will introduce themselves to fellow students.		1 @ 20 pts	
Discussion: Students post to a discussion board and discuss given question with other students		11 @ 20 pts each	
Lesson Plan: Student is required to write a lesson plan		5@50	
Essay: Essay question where an in-depth answer is to be given		17 @20	
Final Project: Multifaceted final project		1 @ 100 pts.	
	Total Points	930	

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

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

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Quality of work:
At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course. **All late work will have 50% deducted.**

Week	Discussion Topic	Readings Due	Homework Due
Week 1	Chapter 1 – Developmentally Appropriate Practice	Syllabus Text	Class Introductions Discussion 1d, page 36 Page 36, 3d
Week 2	Chapter 2 – Teaching and Learning in Developmentally Appropriate Programs	Text What are my learning strengths?	Discussion 1b, page 66 Review DAP Practices Bumper Sticker My Learning Profile
Week 3	Chapter 3 – Planning and Implementing Effective Small-Group Activities	Text	Discussion 1b, page 95 Page 96, 3a ELA Standards
Weeks 4	Chapter 4 – Planning and Implementing Effective Group-Time Activities Chapter 5 – Organizing Space, Materials, and Time	Text	Discussion 1b, page 120 Page 120, 3b (Group Time) Implementation Schedule
Weeks 5	Chapter 6 – Child Guidance in Early Childhood Classrooms	Text	Discussion 1b, page 185 Logical Consequences Child Guidance
Week 6	Chapter 7 – Authentic Assessment for Evaluating and Guiding Children's Progress	Text	Discussion 1b, page 211 Page 211, 3b
Week 7	Chapter 8 – Strengthening Developmentally appropriate Programs Through Family Engagement	Text	Discussion 1f, page 241 Page 242, Family Engagement

Week 8	Chapter 9 – The Aesthetic Domain ND Preschool Standards Sample Lesson Plan	Text ND Preschool Standards Sample Lesson Plan	Discussion 1a, page 278 Lesson Plan relating to art or aesthetic learning
Week 9	Chapter 10 – The Affective Domain	Text	Discussion 1b, page 304 Comparing Standards Evaluation Children's Lit
Week 10	Chapter 11 – The Cognitive Domain Lesson Plans for Mathematics Website for Cognitive Development in Preschoolers	Text Lesson Plans for Mathematics Website for Cognitive Development in Preschoolers	Page 332, 3a Cause and Effect Assignment
Week 11	Chapter 12 – The Language Domain	Text Creating a Literacy Rich Environment	Discussion 1c, page 362 Constructed Response Question Page 362, 1a & 1b
Week 12-13	Chapter 13 – Physical Domain Chapter 14 – Social Domain	Text Preschool Outdoor Activities	Page 394, 5a Creating an Environment that Supports Physical Development Standards Comparison
Week 14	Chapter 15 – Integrating Curriculum Through Pretend and Construction Play	Text	Discussion 1a, page 487 Page 458, 3a (Lesson Plan)
Week 15	Final Project – Putting it all together		Putting it all Together

EC 236 Social & Emotional Development and Guidance - Online
Tanya R. Mooney, M.Ed.
Spring 2017
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Social/Emotional Development & Guidance	**Instructor:** Tanya R. Mooney, M.Ed.
Course Prefix/Number: EC 236	**Office:** Online
Class Location: Online	**Office Hours:** Online and by Appointment
Lecture/Lab Schedule: Online	**Instructor Contact Information:**
Credits: 3	*Email: mrsmooney3@gmail.com*
Pre-/Co-requisites: None	

Course Description: This course involves the study of classroom management, motivation, building self-esteem, positive discipline strategies and social and emotional development in children. Topics include approaches to guiding children's behavior, managing the environments, rules and limits, problem behaviors appreciating oneself and others, dealing with separation, providing appropriate support for children, preventing child abuse, promoting success with appropriate materials and activities, interacting through play and developing friendships. Students develop a personal philosophy of child guidance.

Relationship to Campus Theme: This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

Goals/Objectives: Upon completion of this course, student will:

- Learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication
- Identify and describe factors that contribute to aggressive behavior in children and strategies that help reduce children's aggressive behavior and give them alternative ways to cope with aggression
- Identify and describe children's physical, psychological and behavioral reactions to stress and identify strategies for helping children copy effectively with stress.
- Identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills

- Recognize signs of emotional distress, child abuse, domestic violence and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities
- Learn to provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution and to develop personal self-control, self-motivation and self-esteem
- Identify the principles of child guidance based on the developmental characteristics of young children
- Identify positive guidance strategies for children and for groups of children
- Understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth
- Recognize characteristics of a healthy environment that promotes social/emotional development
- Identify the importance of family-school partnership in child guidance
- Demonstrate an increase in understanding of cultural influences on child behavior, both typical and atypical, as evidenced by classroom discussion
- Use reflective observation to develop their own personal philosophy of child guidance

Student Outcomes:

The student will demonstrate knowledge of the:	*CEC Standard*	Evidence/Criteria
Indicators of abuse	SEP3K2	Final
Demands of various learning environments	SEP5K1	Inclusion Lesson; Final
Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs	SEP5K2	Midterm; Final
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Midterm; Final
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Inclusion Lesson; Midterm; Observation; Research Paper
The student will have the ability to:	*CEC Standard*	Evidence/Criteria
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Midterm; Observation; Research/Guidance Paper
Establish and maintain rapport with learners	SEP5S1	Inclusion Lesson
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Final
Use strategies for managing behaviors as directed	SEP5S3	Inclusion Lesson; Final
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Inclusion Lesson
Perform responsibilities as directed in a manner consisted with laws and policies	SEP9S1	Inclusion Lesson; Observation
Follow instructions of the professional	SEP9S2	Final
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Erikson Project; Inclusion Lesson; Midterm; Final
Act as a role model for individuals with exceptional learning needs	SEP9S4	Midterm; Final

Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Inclusion Lesson; Midterm; Final
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SEP9S6	Final

CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.

Required Textbooks and Materials:

Miller, D. (2010). *Positive child guidance* (6th ed.). Beverly, MA: Wadsworth.

Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points Possible	Points Received
Active Participation: Students are required to participate in the course each week. This includes logging in to the course 3 times a week and engaging in meaningful discussion according to the weekly content as well as completing reading assignment. (16 weeks, 20 pts per week) (Discussions = 10 pts, Reading Comprehension Quizzes = 10)		320	
Erikson Project: Students are required to write a reflection paper tying their personal life experiences to Erikson's psychosocial theory. A handout will be provided.	9S3, 9S8, 9S10, 9S11	100	
Inclusion Lesson: Create an age appropriate lesson for young children about disabilities with the learning objective to foster acceptance and respect in your classroom. (Draft Copy = 25 pts, Final Copy = 75 pts)	55K1, 9K2, 5S1, 5S3, 5S4, 9S1, 9S3, 9S5, 9S8	100	
Midterm: Material covered in the midterm will be from the first half of the course	5K2, 9K1, 9K2, 3S1, 9S3, 9S4, 9S5	100	
Observation/Reflection: Students will be required to do a child observation. Assignment will include using objective observation strategies, identifying components of the observation sequence, and analyzing the collected data.	9K2, 3S1, 9S1, 9S7	100	
Research/Guidance Paper: Students will select a topic regarding social/emotional development. Assignment will be detailed in class.	9K2, 9S9, 9S10	100	
Final: Material covered in the final will be from the second half of the course	3K2, 5K1, 5K2, 9K1, 5S3, 5S3, 9S2, 9S3, 9S4, 9S5, 9S6	100	
Total Points Possible & Received:		920	/920

Due Dates*: Each week contains a list of readings and work to complete. All reading and assignments must be completed and submitted by noon of the Monday following the week.* The only exception is the last week of class in which all course work is due by noon on Friday. ***Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time. Late work will NOT be accepted after the last Friday of class.***

EC 236 Social & Emotional Development and Guidance - Online
Tanya R. Mooney, M.Ed.
Spring 2017
Dakota College at Bottineau

Grades: *Grades are earned through points and converted into a percentage.* ***Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time.*** *Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together one valuated assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

Written work is screened using plagiarism detection software. ***If plagiarism is detected the student is notified and receives and automatic failure on the assignment. If plagiarism is detected a second time, the student automatically fails the course.***

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Student Email Policy

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

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

EC 236 Social & Emotional Development and Guidance - Online
Tanya R. Mooney, M.Ed.
Spring 2017
Dakota College at Bottineau

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

EC238 Home, School & Community Relations
Christy Jackson
Spring 2017
Dakota College Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Home, School & Community Relations	**Instructor:** Christy Jackson
Course Prefix/Number: EC238	**Office:** Online
Class Location: Online	**Office Hours:** Online. Arrange chat sessions with the instructor as needed.
Lecture/Lab Schedule: Within the online course. Students are not required to attend any sessions on campus.	**Instructor Contact Information:** Phone: 701-240-5866 Email: Moodle course email system.
Credits: 3	
Pre-/Co-requisites: None	

Course Description: Students will learn how to establish and maintain positive collaborative relationships with families, how to apply family system theories, and how to communicate effectively not only with parents, but also with other professionals and agencies that support children's development. Students will learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs. Students will learn to affirm and respect the diversity of individual families.

Relationship to Campus Theme: The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

Goals/Objectives: By the end of the course, students will be able to:

- Establish and maintain positive collaborative relationships with families
- Acknowledge that parents are the child's first teacher
- Affirm and respect parent choices and goals for their children and learn how to communicate effectively with parents about the schools' goals and their children's progress.
- Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special needs.
- Involve parents in making decisions related to their child's development and will learn how to involve children's families in their educational experiences.
- Accept differences in families and in their social and cultural backgrounds
- Apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities.
- Provide families with information regarding a range of family-oriented services that are designed to help families' identified needs.
- Practice and learn to communicate effectively with other professionals and agencies that support children's development, learning and well-being.
- Learn to conduct effective parent teacher conferences and communicate well with parents.

- Learn to involve the community in the program.

Student Outcomes:

The student will demonstrate knowledge of the:	CEC Standard	Evidence/Criteria
Purposes of programs for individuals with exceptional learning needs	SEP1K1	Chapter 4 Review
Basic educations terminology regarding individuals with exceptional learning needs, programs, roles and instructional activities	SEP1K2	Chapter 4 Review
Effects an exceptional conditions(s) can have on an individual's life	SEP2K1	Chapter 11 Review
Rights and responsibilities of families and children as they relate to individual learning needs	SEP3K1	Chapter 4 Review
Indicators of abuse and neglect	SEP3K2	Chapter 14 review
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Chapter 5 Discussion Chapter 5 Review Chapter 13 Review
Basic instructional and remedial strategies and materials	SEP4K1	Chapter 6 Review
Use strategies as directed to facilitate effective integrations into various settings	SEP4S3	Chapter 7 Review
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Chapter 7 Review
Use strategies for managing behavior as directed	SEP5S3	Chapter 7 Discussion Chapter 14 Review
Characteristics of appropriate communication with stakeholders	SEP6K1	Chapter 3 Review Chapter 9 Discussion
Demonstrate basic collection techniques as directed	SEP8S1	Chapter 9 Review
Personal cultural biases and differences that affect one's ability to work with others	SEP9S1	Chapter 5 Review Chapter 13 Review
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Chapter 14 Review
Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences	SEP93S	Chapter 13 Review Chapter 15 Review
Act as a role model for individuals with exceptional learning needs	SEP9S4	Chapter 12 Review Chapter 12 Discussion
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Chapter 12 Discussion
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SEP9S6	Chapter 15 Discussion
Maintain a high level of competence and integrity	SEP9S7	Chapter 6 Review Chapter 12 Review
Exercise prudent judgment	SEP9S8	Chapter 7 Review Chapter 8 Review Chapter 15 Review
Demonstrate proficiency in academic skills, including oral and written communication	SEP9S9	Parent/Teacher Project

Engage in activities to increase one's knowledge and skills	SEP9S10	Chapter 12 Review
Engage in self-assessment	SEP9S11	Chapter 6 Discussion Chapter 7 Discussion
Accept and use constructive feedback	SEP9S12	Chapter 6 Review
Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies	SEP9S13	Chapter 14 Review
Common concerns of families of individuals with exceptional learning needs	SEP10K1	Chapter 14 Review
Roles of stakeholders in planning an individualized program	SEP10K2	Chapter 4 Review Chapter 14 Review
Foster respectful and beneficial relationships	SEP10S3	Chapter 13 Review
Participate as directed in conferences as members of the educational team	SEP10S4	Chapter 9 Discussion Parent/Teacher Project

Required Text: Home, School, and Community Relations, 8th Edition by Carol Gestwicki - Central Piedmont College, ISBN-10: 1111833230/ISBN-13: 978111183323

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
Chapter Review: Student will answer questions about the unit readings to demonstrate understanding of material.		15 @ 10 pts each	
Discussion: Student will be asked to reflect upon their own experience and opinions as they relate to the course material and comment on fellow classmates' discussions.		15 @ 10 pts each	
Parent/Teacher Project: A course project is designed to implement strategies and concepts learned throughout the course.		1 @ 100 pts	
Exams. Two exams (midterm and final) are spaced out over the course of the term.		2 @ 100 pts each	
	Total Points	600	

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

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

Academic and Institution Policies

Academic Integrity:
The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.
1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.
View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc.
Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."
There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Confidentiality:
The experience or problmes shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

Disabilities and Special Needs:
Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll free 1(888)918-5623.

Quality of work:
At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course.

Week	Discussion Topic	Readings Due	Homework Due
Week 1	Intro to Course and work Expectations A Day With Two Families: Diversity of Experiences	Chapter 1	Chapter 1 Discussion Chapter 1 Review
Week 2	Families Today	Chapter 2	Chapter 2 Discussion Chapter 2 Review
Week 3	Parenting	Chapter 3	Chapter 3 Discussion Chapter 3 Review
Week 4	What is Family Involvement?	Chapter 4	Chapter 4 Discussion Chapter 4 Review
Week 5	Benefits & Barriers to Teacher-Family Partnerships	Chapter 5	Chapter 5 Discussion Chapter 5 Review
Week 6	Foundations of a Successful Partnership	Chapter 6	Chapter 6 Discussion Chapter 6 Review
Week 7	At the Beginning with Parents and Children	Chapter 7	Chapter 7 Discussion Chapter 7 Review

Week 8	Informal Communication with Families	Chapter 8	Chapter 8 Discussion Chapter 8 Review Midterm Exam (Chapters 1-7)
Week 9	Parent-Teacher Conferences	Chapter 9	Chapter 9 Discussion Chapter 9 Review Introduction to Parent-Teacher Conference Project
Week 10	Families in the Classroom Continue	Chapter 10	Chapter 10 Discussion Chapter 10 Review
Week 11	Parent Education	Chapter 11	Chapter 11 Discussion Chapter 11 Review
Week 12	It Takes a Village	Chapter 12	Chapter 12 Discussion Chapter 12 Review
Week 13	Working with Families from Diverse Backgrounds	Chapter 13	Chapter 13 Discussion Chapter 13 Review
Week 14	Working with Families in Particular Circumstances	Chapter 14	Chapter 14 Discussion Chapter 14 Review
Week 15	Working to Resolve Challenging Attitudes & Behaviors	Chapter 15	Chapter 15 Discussion Chapter 15 Review
Week 16	Parent-Teacher Conference Project		Parent-Teacher Conference Project Final Exam (Chapters 8-15)

EDUC 220 - Classroom Management
Dakota College Bottineau
Spring 2017
Tuesday and Thursday - 11:00-12:15
3 Semester Credits

Instructor: Ms. Jackie Migler, MS
Phone: 701-228-5466
Email: jacalyn.migler@dakotacollege.edu
Office: Arntzen 11, Tuesday and Thursday, 10:00-11:00

Text Book: Weinstein, C.S., Romano, M.E., & Mignano, Jr. A. (2011). 5th Ed. *Elementary Classroom Management: Lessons from Research and Practice.* New York: McGraw-Hill. ISBN: 0073010367

Resources: This course will use the Internet for viewing videos and various sites exploring educational sites. Please make sure that you have access to a computer/internet. There will also be additional discussion papers, supplemental readings, and reading assignments that will be required.

Course Description: This course will provide an introduction to classroom management techniques for the elementary teacher or paraeducator. Topics that will be covered include: physical classroom space, building caring relationships, establishing behavioral norms, working with families, managing student work, and dealing with problem behavior.

Prerequisites: None

Course Goals:
Upon completion of this course, students will be able to:
- Recognize behavioral norms within the classroom setting
- Describe management skills as related to the classroom
- Give details regarding unique aspects of the classroom including special needs and problem behaviors
- Distinguish the role of the paraeducator and the teacher in guiding the classroom
- Formulate techniques and strategies to modify student activities based on student behaviors and skill level
- Demonstrate an understanding of a variety of classroom management programs

Course Requirements:
Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There will be a one week grace period to make up any missed exams or assignments. Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule

make-up work during a date and time mutually convenient for the student and the instructor.
Final letter grades are based on the following criteria:
A - 89.5 - 100% of the total points
B - 79.5 - <89.5% of the total points
C - 69.5 - < 79.5% of the total points
D - 59.5 - <69.5% of the total points
F - <59.5% of the total points

Tentative Course Outline (Subject to Change):

WEEK	**Discussion Topic and Activities**	**Assignments/Readings**
Jan 10,12	-Review syllabus Questionnaire Overview of the class -Chapter 1 - Classroom management, the proactive teacher	Read Chapter 1
Jan 17,19	Chapter 2 - Designing your classroom	Read Chapter 2
Jan 24,26	Chapter 3 - Building caring relationships	Classroom Design Due Jan 24 Read Chapter 3
Jan 31, Feb. 2	Chapter 4 - Establishing classroom norms	Read Chapter 4 **Exam #1 - cover chapters 1-4**
Feb. 7, 9	Chapter 5 - Students and special needs	Classroom norms due Feb 7 Read Chapter 5
Feb 14,16	Chapter 6 - Working with families	Poster for mental health conditions (MACMH) due Feb 14 Read Chapter 6
Feb 21,23	Chapter 7 - Time management	Plan for involving families due Feb 21 MIDTERM Exam (Ch 1-6)

		Read Chapter 7
Feb. 28, March 2	Chapter 8 - Enhancing student motivation, using incentives to motivate students	Read Chapter 8 **EXAM #2 - covering chapters 5-8**
March 7,9	Chapter 9 - Managing independent work	Read Chapter 9
March 14,16	Spring break	XXXXXX
March 21, 23	Chapter 10 - Managing small group work	Read Chapter 10
March 28, 30	Chapter 11 - Managing Recitations and Discussions	Read Chapter 11 **EXAM #3 - 9-11**
April 4,6	Promoting positive behavior, attention, encouragement, and praise	
April 11, 13	Chapter 12 - Dealing with behaviors - ignoring, redirecting, natural and logical consequences, time out, teaching students to problem solve	Read Chapter 12
April 18.20	Peer problems and friendship skills	
April 25, 27	Chapter 13 - Building supportive school communities, bullying, FBA, BIP, PBIS	Read Chapter 13

May 2,4	Helping students to handle their emotions Crisis Prevention	

Final Exam covering Chapters 12-13

Tentative Course Assignments and Assessments:
There will be weekly readings, assignments, and assessments.

Week (Date Due)	**Assignment**	**Points**
Weekly	Participation attendance points	5 points per week (90 points)
Week 2 (Jan 17)	Legislative scavenger hunt	10 points
Week 4 (Feb 2)	Exam #1	50 points
Week 8 (March 2)	Exam #2	50 points
Week 9 (March 7)	Mental Health Paper	50 points
Week 11 (March 30)	Exam #3	50 points
Week 15 (April 25)	Disability Paper	100 points
Week 16 (May 4)	Extra Credit Mandated Reporter	20 points
Final (May 9)	Exam #4	50 points
	Quizzes	75 points total

Paper Requirements:
Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited and a reference page must be provided.

There will be two papers for this course (mental health condition and a disability category). Further information will be given about what is to be included for each paper.

Exams:
Four exams will be given in this course. More information will be given regarding content of exams prior to the exam.

Class Participation:
Attendance in class is very important. Participation points will be given for each class. If you need to miss class, please email me prior to class.

Relationship to Campus Theme:
The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related

skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

Classroom Policies:

- Cell phones, iPods, and related technology are prohibited in the classroom at all times unless you have visited with the instructor previously. If these technologies are used in the classroom without the instructor's prior permission, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors and guests.

Academic Integrity:

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook.
- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in classroom discussions. Lack of attendance and participation will affect your final grade.

Confidentiality:

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

Disabilities and Special Needs:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center to request disability support services as early as possible in the beginning of the semester.

EDUC220 Classroom Management Syllabus - Online
Tanya R. Mooney, M.Ed.
Spring 2017
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Classroom Management	**Instructor:** Tanya R. Mooney, M.Ed.
Course Prefix/Number: EDUC220	**Office:** Online
Class Location: Online	**Office Hours:** Online and by Appointment
Lecture/Lab Schedule: Online	**Instructor Contact Information:**
Credits: 3	*Email: mrsmooney3@gmail.com*
Pre-/Co-requisites: None	

Course Description: EDUC 220 is an introduction to K-12 classroom management techniques for the K-12 classroom teacher or paraeducator. Topics that will be covered include: physical space, behavioral norms, safety, time-management, managing student work, and managing other special classroom needs.

Relationship to Campus Theme: This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

Goals/Objectives: Upon completion of this course, student will:

- Recognize behavioral norms with the classroom setting.
- Describe management skills as related to the classroom.
- Give details regarding unique aspects of the classroom including special needs and violence.
- Distinguish the role of the paraeducator's role versus classroom teacher's role in guiding the classroom.
- Formulate techniques and strategies to modify student activities based on student behaviors and skill level.
- Demonstrate an understanding of a variety of classroom management programs
- Learn to provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution and to develop personal self-control, self-motivation and self-esteem
- Identify the principles of child guidance based on the developmental characteristics of young children

EDUC220 Classroom Management Syllabus - Online
Tanya R. Mooney, M.Ed.
Spring 2017
Dakota College at Bottineau

Required Textbooks and Materials:

Weinstein, C.S., Romano, M.E., & Mignano, Jr., A. (2011). *Elementary Classroom management: Lessons from research and practice, 5th ed.* New York: McGraw-Hill. ISBN: 0073010367

Grades: *Grades are earned through points and converted into a percentage.* ***Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time.*** *Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Course Assignments:

Description of Assignment/Assessment	Points Possible	Points Received
Reflections & Active Participation: Students are required to participate in the course each week. This includes logging in to the course 3 times a week. Students will engage in a weekly discussion called a "Philosophy Builder" to develop a person stance on important issues or concepts they learned from the week's reading/objective. (Philosophy Builders = 20 pts x 15 PB = 300 pts)	300	
Classroom Management Plan Items(CMP): Students are required to develop a classroom management plan that is designed to be incorporated in a future classroom. (13 components x 40 pts each =520	520	
Classroom Management Plan Presentation: Students will select an appropriate mode of creating the classroom management plan with the audience in mind (ie. parents, future employers). This requires putting all the CMP items together in a professional display.	150	
Final Exam: The final exam will consist of four essay questions which are designed to assess mastery of the course objectives.	150	
Total Points Possible & Received:	1120	/1120

Academic and Institution Policies:

<u>Academic Integrity</u>

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together one valuated assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

Written work is screened using plagiarism detection software. ***If plagiarism is detected the student is notified and receives and automatic failure on the assignment. If plagiarism is detected a second time, the student automatically fails the course.***

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Student Email Policy

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

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

EDUC 260 - Educational Psychology
Dakota College Bottineau
Tuesday and Thursday - 12:30-1:45
3 Semester Credits

Instructor: Ms. Jackie Migler, MS
Phone: 701-228-5466
Email: jacalyn.migler@dakotacollege.edu
Office: Arntzen 11, Tuesday and Thursday, 10:00-11:00

Text Book: Ormrod, Jeanne Ellis (2011) *Educational Psychology: Developing Learners* 7th Edition ISBN - 9780137001149

Resources: This course will use the Internet for viewing videos and various sites exploring educational information. Please make sure that you have access to a computer/internet. There will be additional discussion papers, supplemental readings, and reading assignments that will be required.

Course Description: This course will provide the student with knowledge about the field of educational psychology including development and diversity, learning and motivation, and classroom strategies. The course will explore how these concepts apply to effective teaching practices in the classroom.

Prerequisites: None

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

- Understand teaching as an evidence based practice
- Differentiate and explain the main points of theories of cognitive development
- Describe the implications of moral and prosocial development over the course of childhood and adolescence
- Apply knowledge to identify effective strategies for working with diverse populations
- Explain how to adapt instruction and classroom practice for the unique strengths and limitations of students with special needs.
- Explain the learning and cognitive processes as it relates to memory
- Describe behavioral strategies including reinforcement, punishment, modeling, self-efficacy, self regulation, and motivation
- Discuss instructional strategies for use in the classroom including task analysis, identifying goals, cooperative learning, peer tutoring, and reciprocal teaching.
- Identify how they will set up a productive learning environment
- Identify classroom assessment strategies and their purposes

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There will be a one week grade period to make up any missed exams or assignments. Any missed exam/work not make up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor.
Final letter grades are based on the following criteria:
A - 89.5 - 100% of the total points
B - 79.5 - <89.5% of the total points
C - 69.5 - <79.5% of the total points
D - 59.5 - <69.5% of the total points
F - <59.5% of the total points

Tentative Course Outline (Subject to Change):

WEEK:	**Discussion Topic and Activities:**	**Assignment/Readings:**
Jan 10, 12	Review syllabus, Questionnaire, Overview of the Class Evidence based practice, research types, research in your classroom setting, effective study strategies	Read Chapter 1 for Jan 12
Jan 17,19	Brain development, Piaget, Vygotsky, language development	Read Chapter 2
Jan 24,26	Personality, self perception, peer relationships, social cognition, moral and prosocial development	Read Chapter 3
Jan 31, Feb 2	EXAM Differences - gender, SES, at risk, cultural	**EXAM #1 (1-3)** Read Chapter 4
Feb 7,9	Intelligence, learning styles, IDEA, adapting instruction, G/T	Read Chapter 5, learning style inventory
Feb 14,16	Memory, Cognitive processes	Read Chapter 6
Feb 21,23	Storage and retrieval, organized knowledge, effective learning, effective	Read Chapter 7

	instructional strategies	
Feb 28, March 2	EXAM Metacognition, problem solving, critical thinking	**EXAM #2: (4-7)** Read Chapter 8
March 7,9	Behaviorist views on learning	Read Chapter 9
March 14,16	Spring Break	
March 21, 23	Social Cognitive views on learning	Research paper due March 21 Read Chapter 10
March 28,30	Motivation and affect Exam	Read Chapter 11 **EXAM #3 (Ch 8-11)**
April 4,6	Instructional planning, appropriate instructional strategies	Read Chapter 12
April 11,13	Dealing with misbehavior, coordinating efforts, creating a positive classroom setting	Read Chapter 13
April 18,20	PBIS, CPI, discipline, zero tolerance, FBA, BIP, restorative justice	
April 25,27	Qualities of good assessment, various types of assessments	Read Chapter 14
May 2,4	Using assessments to make decisions, high stakes testing, communicating assessment results	Read Chapter 15

May 9 - Final Exam covering Ch 12-15

Tentative Course Assignments and Assessments:
There will be weekly readings, assignments and assessments.

Week (Date Due):	**Assignment:**	**Points**

Weekly	Participation attendance points	5 points per week
Week 4 (Jan 31)	Exam 1 (1-3)	50 points
Week 5 (Feb 9)	Learning style inventory	10 points
Week 8 (Feb 28)	Exam 2 (4-7)	50 points
Week 10 (March 23)	Research paper	100 points
Week 11 (March 30)	Exam 3 (8-11)	50 points
Week 13 (April 13)	Behavior plan	30 points
Week 15 (April 27)	Review of state assessment site	20 points
Week 16 (May 4)	Extra Credit Mandated Reporter	20 points
Week 17 (May 9)	Final (12-15)	50 points

Additional assignments and quizzes may be added.

Paper Requirements:

Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited and a reference page must be provided. Further information regarding topic, required content and scoring rubric will be provided.

Exams:

There will be four exams given in this course. Additional information regarding the content of the exams will be given prior to the exam administration.

Class Participation:

Attendance in class is very important. Participation/attendance points will be given for each class. If you need to miss a class, please let me know by email prior to the class.

Relationship to Campus Theme:

The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

Classroom Policies:

- Cell phones and related technology are prohibited in the classroom at all times unless you have visited with the instructor previously. If these technologies are used in the classroom without the instructor's prior permission, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors, and guests.

Academic Integrity:

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook.
- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in classroom discussions. Lack of attendance and participation will affect your final grade.

Confidentiality:

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

Disabilities and Special Needs:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center to request disability support services as early as possible in the beginning of the semester.

EDUC 260 Educational Psychology
Tanya R. Mooney, M.Ed.
Spring 2017 - ONLINE
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Educational Psychology	**Instructor:** Tanya R. Mooney, M. Ed.
Course Prefix/Number: EDUC 260	**Office:** Online
Class Location: Online	**Office Hours:** Online
Lecture/Lab Schedule: Online	**Instructor Contact Information:** *Phone: 480-696-0127* *Email: mrsmooney3@gmail.com*
Credits: 3	
Pre-/Co-requisites: EDUC 250 Introduction to Education	

Course Description: EDUC 260 is intended to provide the student with knowledge about the field of educational psychology and particularly how those ideas apply to effective teaching practices in the classroom. The course will focus on the following essential questions: How should the development of children and adolescents influence our classrooms and teaching practices? How do people learn? How do cognitive, motivational, environmental and cultural factors influence learning?

Relationship to Campus Theme: The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals and adult caregivers. The discipline provides coursework which transitions to higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instructional techniques.

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

- Discuss authorities and theories in the fields of educational psychology
- Explain the relationship between theories and educational practice
- Analyze and reflect upon classroom interactions and structures
- Employ ideas from the field of educational psychology to design appropriate education experiences

EDUC 260 Educational Psychology
Tanya R. Mooney, M.Ed.
Spring 2017 - ONLINE
Dakota College at Bottineau

Student Outcomes:

The student will demonstrate knowledge of the:	*CEC Standard*	Evidence/Criteria
Effects an exceptional condition(s) can have on an individual's life	SEP2K1	In-class activities; Mini-experiments; Reflections; Critique; Midterm; Final
Rationale for assessment	SEP8K1	Mini-experiments; Final
Common concerns of families of individuals with exceptional learning needs	SEP10K1	In-class activities; Midterm
The student will have the ability to:	*CEC Standard*	Evidence/Criteria
Use universal precautions and assist in maintaining a safe, healthy learning	SEP5S2	Mini-experiments; Final
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Mini-experiments; Midterm

CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.

Required Textbooks and Materials:

Ormrod, J. (2011). *Educational psychology: Developing learners* (7th ed.). Upper Saddle River, NJ:

Pearson-Merrill Prentice Hall.

Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points Possible	Points Received
In-Class Activities: Students are expected to participate in various in-class activities, which will be individual or small group, designed to facilitate the learning process. These activities may not be made up in the event of absenteeism unless documentation is provided showing a medical or other emergency. (15 total/10 pts ea)	2K1, 10K1	150	
Mini-Experiments: Students will conduct 3 mini-experiments to apply class concepts to real-life situations. Through this activity, students will also be introduced to basic elements of empirical research. Experiments will conclude with a final report. (25 pts each)	2K1, 8K1, 5S2, 5S4	75	
Reflections on Class Content: Students will choose to assess, critique and reflect upon two specific topics, class discussions or lectures in an effort to make connections between ideas. The goal of this assignment is to demonstrate critical thinking and insights with regards to course material. Students will complete two reflections during the course. (25 pts each)	2K1	50	
Research Critique: This paper gives students the opportunity to expand their knowledge of course material and gain a perspective on educational issues. Students will select a journal article to summarize, analyze and discuss.	2K1, 9S9	75	

Midterm: The midterm will cover material from the first half of the course and will include material from assigned readings, lectures and class discussions.	2K1, 10K1, 5S4	100	
Final: The final will cover material from the second half of the course and will include material from assigned readings, lectures and class discussions.	2K1, 8K1, 5S2	100	
Total Points Possible & Received:		550	/550

Grades: *Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together one valuated assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

Written work is screened using plagiarism detection software. If plagiarism is detected the student is notified and receives and automatic failure on the assignment. If plagiarism is detected a second time, the student automatically fails the course.

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

Due Dates

Each week contains a list of readings and work to complete. All reading and assignments must be completed and submitted by noon of the Monday following the week. The only exception is the last week of class in which all course work is due by noon on Friday. Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time. Late work will NOT be accepted after the last Friday of class.

EDUC 260 Educational Psychology
Tanya R. Mooney, M.Ed.
Spring 2017 - ONLINE
Dakota College at Bottineau

Tentative Course Outline *(Subject to Change)*

All work associated with this course is due by Monday, May 12th at noon, CST.

Week	Discussion Topic and Activities	Readings	Assignments/ Assessments
Week 1: Jan 13-19	Welcome & Introduction to Educational Psychology	Syllabus Introductory Items	Activity #1
Week 2: Jan 20-26	Cognitive and Linguistic Development	Chapter 2	Activity #2
Week 3: Jan 27-Feb 2	Personal and Social Development	Chapter 3	Mini-Experiment #3 Activity #1
Week 4: Feb 3-9	Group Differences	Chapter 4	Activity #4
Week 5: Feb 10-16	Individual Differences and Special Needs	Chapter 5	Activity #5
Week 6: Feb 17-23	Learning and Cognitive Processes	Chapter 6	Activity #6
Week 7: Feb 24-Mar 2	Knowledge Construction	Chapter 7	Mini-Experiment #2 Activity #7
Week 8: Mar 3-9	Complex Cognitive Processes	Chapter 8	Reflection #1 Activity #8
Week 9: Mar 10-16	Midterm		
Spring Break March 17-23 No EDUC260 online coursework or participation due or required this week.			
Week 10: Mar 24-30	Behaviorist Views of Learning	Chapter 9	Activity #9
Week 11: Mar 30-Apr 6	Social Cognitive Views of Learning	Chapter 10	Mini-Experiment #3 Activity #10
Week 12: Apr 7-13	Motivation and Affect	Chapter 11	Activity #11
Week 13: Apr 14-20	Instructional Strategies	Chapter 12	Activity #12
Week 14: Apr 21-27	Creating a Productive Learning Environment	Chapter 13	Research Critique Activity #13
Week 15: Apr 28-May 4	Classroom Assessment Strategies	Chapter 14	Activity #14
Week 16: May 5-11	Summarizing Students' Achievement and Abilities	Chapter 15	Reflection #2 Activity #15
Due no later than Monday, May 12th at noon.	Final		

EDUC 298 Introduction to Education Practicum
Ms. Allison Scherr
Spring 2017
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Intro to Education (Practicum)	**Instructor:** Allison Scherr
Course Prefix/Number: EDUC 298	**Office:** Thatcher 2233
Class Location: ONLINE	**Office Hours: Monday-Friday** **9:00 - 12:00 / 1:00 – 4:00** ***hours may vary on softball game days***
Lecture/Lab Schedule: ONLINE	**Instructor Contact Information:** Office, 701-228-5434 *Email:* **allison.m.scherr@dakotacollege.edu** Emails will be checked daily
Credits: 1	
Pre-/Co-requisites: : EDUC 250 Introduction to Education	

Course Description:

EDUC 298 is a pre-professional, observation of elementary and secondary teachers in action at an area school, accompanied by group seminar to discuss experiences.

Relationship to Campus Theme: This course explores the DCB campus theme—nature, technology, and beyond—through classroom observations. Learners see first-hand of how professions in education/caregiving affects learning and the world around us. The purpose of the Education and Human Development Discipline is to prepare students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

Goals/Objectives:

Upon completion of this course, student will:

- Observe teachers in action as they deal with actual everyday issues in the classroom
- Observe how a diverse student population can alter the way material has to be presented
- Observe methods of classroom management
- Observe methods of discipline management

EDUC 298 Introduction to Education Practicum
Ms. Allison Scherr
Spring 2017
Dakota College at Bottineau

Student Outcomes:

The student will have the ability to:	*CEC Standard*	Evidence/Criteria
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Evaluation forms
Follow instructions of the professional	SEP9S2	Evaluation forms
Act as a role model for individuals with exceptional learning needs	SEP9S4	Evaluation forms; Self-Assessment
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SPE9S6	Evaluation forms; Self-assessment
Maintain a high level of competence and integrity	SEP9S7	Evaluation forms
Exercise objective and prudent judgment	SEP9S8	Evaluation forms
Engage in activities to increase one's own knowledge and skills	SEP9S10	Self-Assessment
Engage in self-assessment	SEP9S11	Self-Assessment
Accept and use constructive feedback	SEP9S12	Evaluation forms; Self-Assessment
Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies	SEP9S13	Evaluation forms
Foster respectful and beneficial relationships	SEP10S3	Evaluation forms
Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals	SEP10S5	Evaluation Forms

CEC standards SEP9S7 through SEP9S13 are embedded in all coursework and practicum.

Required Textbooks and Materials: None

EDUC 298 Introduction to Education Practicum
Ms. Allison Scherr
Spring 2017
Dakota College at Bottineau

Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points
Discussion Forums: Complete four discussion forums 1. Before Going Out – Identify the school and class you will be observing, and the education meeting you will attend 2. Learning Styles- Reflect on different learning styles you saw in the classroom 3. In the Classroom – Informal reflection on the observation 4. At the Meeting – Informal reflection on the meeting	SEP9S10, SEP9S11	5pt each X 4 =20
Classroom Observation: Student will observe a teacher's classroom for one entire day	SEP3S1. SEP5S3 SEP9S7. SEP9S8 SEP9S10,SEP9S13 SEP10S5	20
Educational Meeting Observation: Student will attend at least one education meeting (example: school board meeting)	SEP9S7. SEP9S19 SEP9S13	10
Evaluation Forms: Student will submit a signed teacher evaluation form, signed meeting attendance form and a self-assessment report	SEP9S12	20
Written Reflections: Student will submit two written reflection based upon each of these experiences and their relation to the student outcomes of the course.	SEP3S1, SEP5S3 SEP9S7, SEP9S8 SEP9S10, SEP9S11 SEP9S13 ,SEP10S5	20
Praxis Assignment: Explore the Praxis website. Locate information about state test requirements to become a licensed teacher. Identify the Praxis tests you will need to gain a specific licensure.	SEP9S10	10
	Total points:	100

Grades:

Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

EDUC 298 Introduction to Education Practicum
Ms. Allison Scherr
Spring 2017
Dakota College at Bottineau

Academic and Institution Policies:

Class Policies:

- **Regular participation**
- **Regular attendance (Lack of attendance and participation will effect final grade)**
- **Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.**
- **Communication with instructor and fellow students**
- **Be prepared when class starts.**
- **Follow campus ethics policy on written work.**
- **Campus Issued Email be used as primary email.**

Academic and Institution Policies:

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

Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

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

Quality of Work:

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining coarse grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.

EDUC 298 Introduction to Education Practicum
Ms. Allison Scherr
Spring 2017
Dakota College at Bottineau

Confidentiality
The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Help Desk:

For help with Moodle: 1-888-918-5623, 701-228-5601 or email michael.otoole@dakotacollege.edu

For Students with Disabilities and Special Needs:

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email peggy.gregg@dakotacollege.edu

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 208 - Introduction to Emergency Pre-hospital Care

Number of credits: 1 credits

Course Description: This is an introductory course for the paramedic student. It will build on the knowledge gained during the student's EMT-Basic education and experiences as well as introducing the student to the expanded role of the paramedic. Topics include roles and responsibilities, EMS systems, the well-being of the paramedic, illness and injury prevention, medical/legal issues, ethics, general principles of pathophysiology, therapeutic communications, EMS research and documentation.

Pre-/Co-requisites: none.

Course Objectives: To integrate comprehensive knowledge of EMS systems, safety/well being of the paramedic, medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays 6:15 – 10:15pm. See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 5th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Vol. 1, Ch. 1-10

TOPIC – CLASSROOM

Intro to Paramedicine	Ch. 1
EMS Systems	Ch. 2
Roles and Responsibilities of the Paramedic	Ch. 3
Workforce Safety and Wellness	Ch. 4

EMS Research	Ch. 5
Public Health	Ch. 6
Medical/Legal Aspects of Prehospital Care	Ch. 7
Ethics in Paramedicine	Ch. 8
EMS System Communications	Ch. 9
Documentation	Ch. 10

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program handbook.

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

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This code will serve as the guideline for case where cheating, plagiarism or academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

    a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

    b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc. (http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 210 - Pre-hospital Pharmacology I

Number of credits: 2 credits

Course Description: This course introduces the paramedic student to medications used in the pre-hospital setting that are focused on mechanism of action, indications, contraindications, dosing and correct administration are discussed in this class. This course also introduces the paramedic student to the proper techniques of preparing for, starting and managing and IV site, drug dose calculations and IV therapy. Students will be introduced to the autonomic nervous system and its functions.

Pre-/Co-requisites: None.

Course Objectives: To integrate complex knowledge of medications and drug calculations. To understand indications, contraindications, side effects, and dosage and routes of emergency medications for patients of all ages. To understand IV therapy and the types of fluids and how they play a role in maintaining a fluid balance in the human body. To understanding aseptic techniques, how IV equipment works and proper application and fluid administration. To understand the anatomy and physiology of the autonomic nervous system, comparing its actions.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays from 6:15 – 10:15 pm and two-day weekend lab session. See class schedule.

Textbook(s): Bledsoe, B., Clayden, D. (2012). Prehospital Emergency Pharmacology 7th Edition. Upper Saddle River, NJ: Brady Books. Ogden, S., Fluharty, L. (2012). Calculations of Drug Dosages 9th Edition. St. Louis, MO: Elsevier/Mosby Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be work 40%, additional, tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique.

Tentative Course Outline: Prehospital Emergency Pharmacology: Ch. 1-6.

TOPIC - CLASSROOM

General Information	Ch. 1
Pharmacokinetics and Pharmacodynamics	Ch. 2
Administration of Medications	Ch. 3
Medication Dosage Calculation	Ch. 4
Fluids, Electrolytes, and Intravenous Therapy	Ch. 5
The Autonomic Nervous System	Ch. 6

TOPIC – LAB

Inhaled Medication Administration – Skill Lab
Intravenous Therapy – Skill Lab
Intravenous Piggyback Infusion – Skill Lab
Intravenous Bolus Medication Administration – Skill Lab
Intraosseous Infusion – Skill Lab
Intranasal Medication Administration – Skill Lab
Intramuscular and subcutaneous Medication Administration – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 211 - Pre-hospital Pharmacology II

Number of credits: 2 credit

Course Description: This course introduces the paramedic student to specific medications used in the pre-hospital setting that are focused on respiratory emergencies. Mechanism of action, indications, contraindications, dosing and correct administration are discussed in this class.

Pre-/Co-requisites: EMS 210 - Pharmacology I

Course Objectives: Integrates complex knowledge of medications associated with respiratory emergencies and rapid sequence intubation. Understand the indications, contraindications, side effects, and dosage of emergency medications for patients of all ages.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays from 6:15-10:15 pm. See class schedule.

Textbook(s): Bledsoe, B., Clayden, D. (2012). Prehospital Emergency Pharmacology 7th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be work 40%, additional, tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Prehospital Emergency Pharmacology 7th Edition, Ch. 8, 9, 16.

TOPIC – CLASSROOM	
Medications Used in the Treatment of Respiratory Emergencies	Ch. 8
Medications Used in the Treatment of Allergic Reactions/Anaphylaxis	Ch. 9
Sedation and Pain Management	Ch. 16

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau – paramedic program handbook.

Student Email Policy: Dakota College at Bottineau is increasingly dependent on email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for offi8cial mailings. The liability for missing or not acting upon important information conveyed via campus email rest with the student.

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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 212 - Pre-hospital Pharmacology III

Number of credits: 1 credit

Course Description: This course introduces the paramedic student to specific medications used in the pre-hospital setting that are focused on cardiac and shock emergencies, mechanism of action, indications, contraindications, dosing and correct administration are discussed in this class.

Pre-/Co-requisites: Pharmacology I EMS 210/Pharmacology II EMS 211

Course Objectives: To integrate complex knowledge of medications associated with cardiac and shock emergencies. To understand indications, contraindications, side effects, and dosages of emergency medications for patients of all ages.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays from 6:15 – 10:15 pm. See class schedule.

Textbook(s): Bledsoe, B., Clayden, D. (2012). Prehospital Emergency Pharmacology 7th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be work 40%, additional, tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Prehospital Emergency Pharmacology 7th Edition, Ch. 7

TOPIC – CLASSROOM

Medications Used in the Treatment of Cardiovascular Emergencies Ch. 7

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

Student Email Policy: Dakota College at Bottineau is increasingly dependent on email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for offi8cial mailings. The liability for missing or not acting upon important information conveyed via campus email rest with the student.

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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 213 - Pre-hospital Pharmacology IV

Number of credits: 2 credits

Course Description: This course introduces the paramedic student to specific medications used in the pre-hospital setting that are focused on medical emergencies, mechanism of action, indications, contraindications, dosing and correct administration are discussed in this class.

Pre-/Co-requisites: Pharmacology I EMS 210/Pharmacology II EMS 211/Pharmacology III EMS 212

Course Objectives: To integrate complex knowledge of medications associated with medical emergencies. To understand indications, contraindications, side effects, and dosage of emergency medications for patients of all ages.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays from 6:15 – 10:15 pm. See class schedule.

Textbook(s): Bledsoe, B., Clayden, D. (2012). Prehospital Emergency Pharmacology 7th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be work 40%, additional, tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Prehospital Emergency Pharmacology 7th Edition, Chs. 10 – 17

TOPIC – CLASSROOM	
Medications Used in the Treatment of Metabolic-Endocrine Emergencies	Ch. 10
Medications Used in the Treatment of Neurological Emergencies	Ch. 11
Medications Used in the Treatment of Obstetrical/Gynecological Emergencies	Ch. 12
Medications used in Toxicological Emergencies	Ch. 13
Medications used in the Treatment of Behavioral Emergencies	Ch. 14
Medications Used in the Treatment of Gastrointestinal Emergencies	Ch. 15
Sedation and Pain Management	Ch. 16

Weapons of Mass Destruction Ch. 17

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 214 - Pre-hospital Patient Assessment

Number of credits: 2 credits

Course Description: This course introduces the paramedic student to a comprehensive physical examination and assessment, which includes history taking, clinical decision making, communications, and documentation. This course will also build on the students EMT knowledge of scene safety and keeping themselves, their crew and the patient safe while completing an assessment.

Pre-/Co-requisites: none.

Course Objectives: To integrate knowledge of scene safety practices and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays 6:15–10:15pm, one didactic weekend day session, two weekend day lab sessions. See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Vol. 2, Chapters 1-7

TOPIC – CLASSROOM	
Scene Size-up	Ch. 1
Primary Assessment	Ch. 2
Therapeutic Communications	Ch. 3
History Taking	Ch. 4

Secondary Assessment	Ch. 5
Patient Monitoring Technology	Ch. 6
Patient Assessment in the Field	Ch. 7

TOPIC – LAB

Patient Assessment & Simulation Lab
- Glucometer – Skill Lab
- Hemorrhage Control – Skill Lab
- Obtain a Patient History from an Alert & Oriented Patient – Skill Lab
- Trauma Adult Physical Assessment – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau - paramedic program guide.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 215 – Airway Management

Number of credits: 2 credit

Course Description: This course provides the paramedic student with critical airway management skills that will be the most critical steps in the initial assessment of every patient. The student will be proficient in both basic and advanced airway maneuvers, equipment and skills. This course consists of 4 four-hour lectures and 3 eight-hour lab sessions which include low fidelity endotracheal intubations, ventilations, supraglottic airway placements prior to the start of the operating room portion of EMS 240.

Pre-/Co-requisites: None.

Course Objectives: To integrate didactic and psychomotor skills to teach the student basic and advanced airway techniques set in the EMS standard instructional guidelines. To integrate comprehensive knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of ensuring a patent airway, adequate mechanical ventilation and respiration for patients of all ages.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays from 6:15-10:15 pm/Lab (2) Saturday and (1) Sunday from 8:00 am to 5:00 pm. See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Vol. 1, Ch. 15

TOPIC-CLASSROOM	**READING**
Airway Management and Ventilation	Ch. 15

TOPIC-LAB

Direct Orotracheal Intubation Adult – Skill Lab
Direct Orotracheal Intubation Pediatric – Skill Lab
Nasotracheal Intubation Adult – Skill Lab
Needle Cricothyrotomy (Percutaneous Translaryngeal Ventilation – Skill Lab
Pleural Decompression (Needle Thoracostomy) – Skill Lab
Supraglottic Airway Device Adult – Skill Lab
Trauma Endotracheal Intubation Adult – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

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Classroom Policies: Dakota College at Bottineau-paramedic program guide.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 216 - Trauma Management

Number of credits: 2 credits

Course Description: This course prepares the student to identify, assess, manage, and treat various types of trauma emergencies. Topics include trauma systems, mechanism of injury, soft-tissue trauma, burns, head and face trauma, spinal trauma, thoracic trauma, abdominal trauma, and musculoskeletal trauma. Skills include, but are not limited to, assessment, splinting, bandaging, spinal immobilization, IV therapy, chest decompression, and associated pharmacological interventions.

Pre-/Co-requisites: None.

Course Objectives: To describe epidemiology of trauma in general and the role of a paramedic caring for a patient with non-life-threatening injuries to caring for a patient with life-threatening injuries. To understand kinetics and mechanisms of injury and associate these findings to the patients' potential for blunt, soft- tissue, orthopedic and penetrating injuries. To understand the pathophysiology of hemorrhage and shock and their management. To integrate knowledge to assess and provide management of patients with burns, thoracic, abdominal, head, face neck and spinal trauma.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies presentations, discussion, critical thinking exercises, labs and class activities.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays for 6:15-10:15 pm. *Lab* See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2013). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Vol. 4, Chs. 1-13.

TOPIC – CLASSROOM

Trauma and Trauma Systems	Ch. 1

Mechanism of Injury	Ch. 2
Hemorrhage and Shock	Ch. 3
Soft-Tissue Trauma	Ch. 4
Burns	Ch. 5
Head, Neck and Spinal Trauma	Ch. 6
Chest Trauma	Ch. 7
Abdominal Trauma	Ch. 8
Orthopedic Trauma	Ch. 9
Environmental Trauma	Ch. 10
Special Considerations in Trauma	Ch. 11

TOPIC-LAB

Joint Splinting – Skill Lab
Long Bone Splinting – Skill Lab
Tractor Splinting – Skill Lab
Spinal Immobilization Adult (Seated Patient) – Skill Lab
Spinal Immobilization Adult (Supine Patient) – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau - paramedic program guide.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 218 - Respiratory Emergencies

Number of credits: 1 credit

Course Description: This course prepares the student to assess, manage and treat various respiratory emergencies. Respiratory emergencies are some of the most common conditions EMS personnel encounter. This course will focus on the most frequently encountered respiratory emergencies and prepare the student for prompt management.

Pre-/Co-requisites: None.

Course Objectives: The paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with respiratory emergencies using basic and advanced life support interventions.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays from 6:15-10:15 pm. See class Schedule.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books.

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Vol. 3, Ch. 1

TOPIC – CLASSROOM

Pulmonology Ch. 1

TOPIC – LAB

CPAP and PEEP – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.
Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau Paramedic Program Guide.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 220 - Cardiac Emergencies I

Number of credits: 2 credits

Course Description: This course prepares the student to distinguish between the electrical and mechanical function of the heart and understand how cardiac impulses are formed. Also understand the heart's electrical conduction system and what influences the rate of the cardiac impulse formation. Identify single and multi-lead cardiac rhythms.

Pre-/Co-requisites: None.

Course Objectives: To integrate anatomy, pathophysiology, electrophysiology, and rhythm recognition into the patient assessment.

Instructor: Wayne Fahy, Mary Jund and Karen Fritel

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu
Karen Fritel ---kena@midstatetel.com

Lecture/Lab Schedule: Mondays and Thursdays from 6:15-10:15 pm and 1 Saturday class session. See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books. Walraven, G., (2011). Basic Arrhythmias 7th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition, Vol. 3, Ch. 2 and Basic Arrhythmias 7th Edition, Chapters 1-9.

TOPIC – CLASSROOM

Cardiology	Ch. 2

Basic Arrhythmias 7th Edition, Ch. 1-9.

Electrophysiology	Ch. 1
Waves and Measurements	Ch. 2

Analyzing EKG Rhythm Strips	Ch. 3
Sinus Rhythms	Ch. 4
Atrial Rhythms	Ch. 5
Junctional Rhythms	Ch. 6
Heart Blocks	Ch. 7
Ventricular Rhythms	Ch. 8
Practice Rhythms	Ch. 9
Basic Arrhythmias Class	Review

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

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Classroom Policies: Dakota College at Bottineau - paramedic program guides.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 221 - Cardiac Emergencies II

Number of credits: 2 credits

Course Description: This course prepares the student to identify single and multi-lead cardiac rhythms (12 lead interpretation) and treat those rhythms considered to be life threatening.

Pre-/Co-requisites: EMS 221- Cardiac Emergencies I

Course Objectives: To integrate patient assessment findings, patient history, knowledge of anatomy, physiology, pathophysiology, electrophysiology and basic and advanced life support interventions to recognize and manage patient with cardiac disorders.

Instructor: Wayne Fahy, Mary Jund & Karen Fritel

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu
Karen Fritel –kena@midstatetel.com

Lecture/Lab Schedule: Mondays and Thursdays from 6:15-10:15 pm and 2 weekend day sessions (1 lab). See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Vol.4, Ch. 2

TOPIC – CLASSROOM

Cardiology	Ch. 2
12 Lead class	

TOPIC – LAB

12 Lead ECG – Skill Lab
12 Lead pad placement, acquisition, interpretation & transmission
Defibrillation (Unwitnessed Arrest) – Skill Lab

Synchronized Cardioversion – Skill Lab
Transcutaneous Pacing – Skill Lab
Medical and Cardiac Scenario Assessment – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau – paramedic program guide.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 222 - Medical Emergencies

Number of credits: 2 credits

Course Description: This course prepares the Paramedic student to identify, assess, manage, and treat various emergencies. Topics include neurology, endocrinology, allergies and anaphylaxis, respiratory, gastroenterology, urology, toxicology, environmental conditions, infectious and communicable diseases, behavioral and psychiatric disorders, gynecological and obstetrical emergencies, and associated pharmacological intervention.

Pre-/Co-requisites: None.

Course Objectives: Integrate patient assessment findings, history and knowledge of anatomy, physiology, pathophysiology and basic and advanced life support interventions to recognize and manage patients with various medical conditions.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays for 6:15-10:15 pm. See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Vol. 3, Chs. 3-13.

TOPIC – CLASSROOM	
Neurology	Ch. 3
Endocrinology	Ch. 4
Immunology	Ch. 5
Gastroenterology	Ch. 6
Urology and Nephrology	Ch. 7
Toxicology and Substance Abuse	Ch. 8
Hematology	Ch. 9

Infectious Diseases and Sepsis	Ch. 10
Psychiatric and Behavioral Disorders	Ch. 11
Diseases of the Eyes, Ears, Nose and Throat	Ch. 12
Non-traumatic Musculoskeletal Disorders	Ch. 13

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau – paramedic program guide.

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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 224 - Special Considerations

Number of credits: 2 credit

Course Description: This course prepares the Paramedic student to identify, assess, manage, and treat age-related emergencies and other special challenges. The student will also be introduced to the concept of assessment based management. Topics include neonatology, pediatrics, geriatrics, abuse and assault, patients with special challenges, acute interventions for the chronic care patient, assessment-based management, and associated pharmacological interventions.

Pre-/Co-requisites: None.

Course Objectives: To integrate assessment findings, history and knowledge of anatomy, physiology, and pathophysiology to recognize and manage patients with various special conditions as mentioned above in the course description.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays 6:15 – 10:15pm and 2 weekend day didactic/lab sessions. See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Vol. 5, Chs. 1-8

TOPIC – CLASSROOM	
Gynecology	Ch. 1
Obstetrics	Ch. 2
Neonatology	Ch. 3
Pediatrics	Ch. 4
Geriatrics	Ch. 5
Abuse, Neglect and Assault	Ch. 6

The Challenged Patient	Ch. 7
Acute Interventions for the Chronic Care Patient	Ch. 8

TOPIC – LAB

Normal Delivery with Newborn Care – Skill Lab
Comprehensive Normal Pediatric Physical Assessment Techniques – Skill Lab
Abnormal Delivery with Newborn Care – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 230 - Advanced Cardiac Life Support (ACLS)

Number of credits: 1 credit

Course Description: This course covers all aspects of treating cardiac patients at the advanced level. Completion of this course will result in the awarding of Advanced Cardiac Life Support Certification for the period of two years from the American Heart Association.

Pre-/Co-requisites: None

Course Objectives: To integrate knowledge of the AHA ACLS primary and secondary surveys, algorithms and systematic team approach into the assessment and treatments of patients with almost any cardiac conditions and electrical disturbance.

Instructor: Karen Fritel

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Karen Fritel---kena@midstatetel.com

Lecture/Lab Schedule: Two 8 hour weekend days. See class schedule.

Textbook(s): American Heart Association ACLS Provider Manual (Current)

Course Requirements: Students are required to complete a course pre-test prior to the beginning of class. This website and password are found in the front cover of the AHA manual. Attendance is required for the complete course, student must pass the written exam with a score of 84% or better and pass mega mode practical testing.

Tentative Course Outline: Course outline will be handed out and discussed at the beginning of the first day of class.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau paramedic program guide.

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

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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 231 - PALS (Pediatric Advanced Life Support)

Number of credits: 1 credit

Course Description: This course covers all aspects of treating a pediatric cardiac patient at the advanced level. This course results in the awarding of a Pediatric Advanced Life Support certification from the American Academy of Pediatrics and the American Heart Association.

Pre-/Co-requisites: None.

Course Objectives: To integrate knowledge of the AHA PALS pediatric patient assessment, algorithms and systematic team approach into the assessment and treatments of pediatric patients with almost any pediatric cardiac conditions and electrical disturbance.

Instructor: Karen Fritel

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Karen Fritel---kena@midstatetel.com

Lecture/Lab Schedule: Two 8 hour weekend days. See class schedule.

Textbook(s): American Heart Association PALS Provider Manual (Current)

Course Requirements: Students are required to complete a course pre-test prior to the beginning of class. This website and password are found in the front cover of the AHA manual. Attendance is required for the complete course, student must pass the written exam with a score of 84% or better and pass a mega code practical testing.

Tentative Course Outline: Course outline will be handed out and discussed at the beginning of the first day of class.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to utilizing the latest technology in a hands-on learning environment and field and hospital experiences in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 232 - PHTLS (Pre-hospital Trauma Life Support)

Number of credits: 1 credit

Course Description: Topics include, but are not limited to kinematics, trauma airway management, thoracic trauma, extremity trauma, thermal trauma, shock and fluid resuscitation, head trauma, spinal trauma, and musculoskeletal trauma. This course will award a certification in Pre-hospital Trauma Life Support good for a period of three years.

Pre-/Co-requisites: None.

Course Objectives: To teach knowledge that includes an understanding of anatomy and physiology, patient care skills and the limitations of time and blood loss, and the need for rapid transport to the nearest appropriate facility. This requires the use of critical thinking and decision making to improve the survival of the trauma patient.

Instructor: Tami Petersen and Wayne Fahy

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Tami Petersen--- tami.petersen@trinityhealth.org
Wayne Fahy---wayne.fahy@dakotacollege.edu

Lecture/Lab Schedule: A portion of the class will be independent study on-line and the lab portion will be done during one 8 hour weekend day. See class schedule.

Textbook(s): Mosby PHTLS 8th edition (2016) or current edition.

Course Requirements: Students will be required to complete reading assignments and exams on-line and attend the entire lab day.

Tentative Course Outline: NAEMT 2 day PHTLS class schedule.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and uses field and hospital experiences in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 235 - EMS Operations

Number of credits: 2 credits

Course Description: This course introduces the paramedic student to the concepts of multiple-casualty incidents and incident command, air and ground ambulance and rescue operations, hazardous materials, rural EMS, terrorist a and crime scene awareness.

Course Objectives: To understand the standards and guidelines that help ensure safe and effective ground and air medical transport. To have awareness of the hazard of working at a crime scene or at a violent situation and how to operate safely during those situations. To evaluate hazardous materials emergencies, the different work zones of those sites and the appropriate resources to contact. To integrate the principles of general incident management and MCI management techniques in order to function effectively. To integrate the principles of rescue awareness and operations to safely rescue a patient from water, hazardous atmospheres, roadways and hazardous terrain.

Pre-/Co-requisites: None.

Instructor: Wayne Fahy and Mary Jund

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays 6:15 – 10:15pm

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4th Edition. Upper Saddle River, NJ: Brady Books.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Vol. 5, Chs. 9-16

TOPIC – CLASSROOM	READING
Ground Ambulance Operations	Ch. 9
Air Medical Operations	Ch. 10
Multiple-Casualty Incidents and Incident Management	Ch. 11
Rescue Awareness and Operations	Ch. 12
Hazardous Materials	Ch. 13
Crime Scene Awareness	Ch. 14

Rural EMS	Ch. 15
Responding to Terrorist Acts	Ch. 16

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and uses field and hospital experiences in emergency medical services as common instructional techniques.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 240 - Hospital Clinical I

Number of credits: 2 credits

Course Description: This course allows the paramedic student to apply learned classroom skills and knowledge in clinical settings such as laboratory, respiratory therapy, emergency trauma center, anesthesia, and triage. The student will function under the direction of a preceptor. The student will input patient contact information into the FISDAP Internet data collection system.

Pre-/Co-requisites: None

Course Objectives: Integrates comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of Lab, respiratory, emergency trauma center and the anesthesia departments of the hospital, which is intended to improve the knowledge of EMS personnel.

Instructor: Tami Petersen

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment

Email: tami.petersen@trinityhealth.org

Lecture/Lab Schedule: By arrangement

Textbook(s): Emergency and Critical Care Pocket Guide 8th Edition-Publisher Informed Publishing
ISBN: 978-1-284-02370-1

Course Requirements: Students will be required to attend class and complete clinicals as assigned, students must also complete all paperwork required and input data into FISDAP.

Tentative Course Outline: Refer to EMS National Standards instructional guidelines

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau - paramedic program guide

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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 250 - Hospital Clinical II

Number of credits: 2 credits

Course Description: This course allows the Paramedic student to apply learned classroom skills and knowledge in clinical settings such as anesthesia, emergency trauma center, psychiatric unit, addiction services, labor & delivery, cardiac cath lab, telemetry and the intensive care unit. The student will function under the direction of a preceptor. The student will input patient contact information into the FISDAP Internet data collection system.

Pre-/Co-requisites: EMS 240 Hospital Clinical I

Course Objectives: Integrates comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of the anesthesia, psychiatric, addiction services, labor and delivery, cardiac cath lab, telemetry and the intensive care departments of the hospital, which is intended to improve the knowledge of EMS personnel.

Instructor: Tami Petersen

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment

Email: tami.petersen@trinityhealth.org

Lecture/Lab Schedule: By arrangement

Textbook(s): Emergency and Critical Care Pocket Guide 8th Edition-Publisher Informed Publishing ISBN: 978-1-284-02370-1

Course Requirements: Students will be required to attend class and complete clinical as assigned, students must also complete all paperwork required and input data into FISDAP.

Tentative Course Outline: See course objectives for specific topics to be covered according to the EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. Paramedic degree programs are fulfilling an emerging need in the health care industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau paramedic program guide.

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

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 260 - Hospital Clinical III

Number of credits: 2 credits

Course Description: This course allows the Paramedic student to apply learned classroom skills and knowledge in clinical settings such as pediatrics, neonatal intensive care, and emergency trauma center. The student will function under the direction of a preceptor. The student will input patient contact information into the FISDAP Internet data collection system.

Pre-/Co-requisites: EMS 250 – Hospital Clinical II

Course Objectives: Integrates comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of: Pediatric, neonatal intensive care, emergency trauma center of the hospital, which is intended to improve the knowledge of EMS personnel.

Instructor: Tami Petersen

Office: 1900 8th Ave SE Minot ND

Office Hours: By arrangement

Email: tami.petersen@trinityhealth.org

Lecture/Lab Schedule: By arrangement

Textbook(s): Emergency and Critical Care Pocket Guide 8th Edition-Publisher Informed Publishing ISBN: 978-1-284-02370-1

Course Requirements: Attendance and completion of required assignments at one of the consortium members EMS classroom

Tentative Course Outline: By arrangement

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the paramedic program is to prepare professionals to work in the EMT – paramedic industry and provide an educational continuum for degree advancement. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and uses field and hospital experiences in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

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Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 275 - Field Clinical I

Number of credits: 2 credits

Course Description: This course is designed to introduce the paramedic student to BLS and ALS prehospital operations. The student will become familiar with basic ambulance operations, equipment and how an EMS system works. The student will also become familiar with procedures and care provided by paramedics in the field and function as the team leader on BLS calls. The student will function under the direction of a preceptor. The student will input patient contact information into the FISDAP Internet data collection system. The student will also gain knowledge of how the 911 system works by observing at Minot Central Dispatch and the City Police Department.

Pre-/Co-requisites: None

Course Objectives: To integrate comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of an advanced level ambulance service, which is intended to improve the knowledge of EMS personnel. The student will also gain knowledge of the 911 system.

Instructor: Tami Petersen

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment

Email: tami.petersen@trinityhealth.org

Lecture/Lab Schedule: By arrangement

Textbook(s): Emergency and Critical Care Pocket Guide 8th Edition-Publisher Informed Publishing ISBN: 978-1-284-02370-1

Course Requirements: Students will be required to attend class and complete field clinicals, students must also complete all required paperwork and input data into FISDAP.

Tentative Course Outline: Refer to EMS National Standards instructional guidelines

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau-paramedic program guide.

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    b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc. (http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 276 - Field Clinical II

Number of credits: 3 credits

Course Description: This course allows the Paramedic student to apply learned classroom skills and knowledge under the direction of a preceptor in a pre-hospital setting. The student will be stationed with a license ALS ambulance service. The student will input patient contact information into the FISDAP data collection system.

Pre-requisites: EMS 275 – Field Clinical I

Course Objectives: This course integrates comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of an advanced level ambulance service, which is intended to improve the knowledge of EMS personnel.

Instructor: Tami Petersen

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment

Email: tami.petersen@trinityhealth.org

Lecture/Lab Schedule: By arrangement

Textbook(s): Emergency and Critical Care Pocket Guide 8th Edition-Publisher Informed Publishing ISBN: 978-1-284-02370-1

Course Requirements: Students will be required to attend class and complete field clinical, students must also complete all required paperwork and input data into FISDAP.

Tentative Course Outline: Refer to EMS National Standards instructional guidelines.

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. Paramedic degree programs are fulfilling an emerging need in the health care industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau paramedic program guide

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

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

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately this code will serve as the guideline for cease where cheating, plagiarism or academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

    a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

    b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc. (http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 277 - Field Internship

Number of credits: 3 credits

Course Description: This course allows the paramedic student to apply learned classroom and field skills and knowledge as a team leader in the pre-hospital setting. The student will function under the direction of a preceptor. The student will input patient contact information into the FISDAP Internet data collection system

Pre-/Co-requisites: None

Course Objectives: Integrate comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of an advanced level ambulance service, which is intended to improve the knowledge of EMS personnel. Students must complete 50 Advanced Level Team Leads with an approved ALS ambulance service.

Instructor: Tami Petersen

Office: 1900 8th Ave SE Minot ND

Office Hours: By arrangement

Email: tami.petersen@trinityhealth.org

Lecture/Lab Schedule: By arrangement

Textbook(s): Emergency and Critical Care Pocket Guide 8th Edition-Publisher Informed Publishing
ISBN: 978-1-284-02370-1

Course Requirements: Students will be required to attend class and complete field clinicals, students must also complete all required paperwork and input data into FISDAP.

Tentative Course Outline: By arrangement

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the paramedic program is to prepare professionals to work in the EMT – paramedic industry and provide an educational continuum for degree advancement. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and uses field and hospital experiences in care giving settings as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

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

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

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately this code will serve as the guideline for cease where cheating, plagiarism or academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

    a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

    b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc. (http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 297 – Field Internship

Number of Credits: 4 credits

Course Description: This course allows the paramedic student to apply learned classroom and field skills and knowledge as a team leader in the pre-hospital setting. The student will function under the direction of a preceptor but without prompting. The student will input patient contact information into the FISDAP Internet data collection system.

Pre-/Co-requisites: Successful completion of the majority of the didactic portion of the program.

Course Objectives: To integrate comprehensive knowledge of patient assessment, provide ALS skills and call management into the field clinical setting of an advanced level ambulance service. This is intended to allow, under supervision, the student to operate as an entry level paramedic and improve their knowledge and skills as EMS personnel. Students my complete 25 advanced level team leads with an approved ALS ambulance service.

Instructor: Tami Petersen

Office: 1900 8th Ave SE Minot ND

Office Hours: By arrangement

Email: tami.petersen@trinityhealth.com

Lecture/Lab Schedule: By arrangement

Textbook(s): Emergency and Critical Care Pocket Guide 8th Edition-Publisher informed Publishing

ISBN: 978-1-284-02370-1

Course Requirements: Students will be required to complete the required hours functioning with the skills of a competent ALS provider, complete all required paperwork and input data into FISDAP.

Tentative Course Outline: By arrangement

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the paramedic program is to prepare professionals to work in the EMT–Paramedic industry and provide an educational continuum for degree advancement. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and used field experiences in care giving settings as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau – paramedic program guide.

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

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs either inadvertently or deliberately. This code will serve as the guideline for cease where cheating, plagiarism or academic improprieties have occurred.

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    a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
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Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

ENGL 110 Composition 1

Course Description:

Guided practice in college-level reading, writing, and critical thinking

Instructor:

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

1-2 Monday, Wednesday, and Friday

Phone:

701-228-5602

Email:

Please send email to gary.albrightson@dakotacollege.edu and use your Dakota College at Bottineau account for all email for this course.

Lecture/Lab Schedule:

On campus in an IVN enabled classroom with work to be submitted by email.

Final exam to be given last two class periods

Textbook(s):

Axelrod and Cooper. *St. Martin's Guide to Writing*. 9th ed. Bedford St. Martin's, 2010

Kolln, Martha and Loretta Gray. *Rhetorical Grammar* 7th e.

Strong, William. *Sentence Combining*. 3rd ed. 1994

Wardle and Downs. *Writing about Writing*. 1st ed. Bedford St. Martin's, 2011

Classroom Policies:

Students should post or email responses to all discussion topics, read the assignments, submit all the essays and revisions, and take the daily quizzes given during class sessions. Late work earns no credit. Work submitted to this class should be written for this class this semester. Plagiarized work of the sort described in the section below "Academic Integrity" will earn zero points, and the student will be required to do additional work to demonstrate understanding of plagiarism.

Policy on Devices and Class Participation

So that everyone enrolled in the course may learn, students should attend class, on time, and focus on the topic of each class period. Class meetings will use active learning to meet the class learning objectives. Active learning means interaction between students and the instructor but also interaction among students. Most class periods, classroom assessment techniques will be used to gauge student understanding of daily learning. This means brief in-class quizzes of different types: multiple choice, true/false, written response, or graded notes.

➔If a student misses class for any reason and does not earn points for in-class work, this work can be made up by writing a paper of one hundred words for each in-class assignment missed. The final draft should meet the instructor's criteria for the paper written to replace the in-class work missed. The paper to earn replacement credit for the first eight weeks should be submitted before midterm grades are due. The paper to earn replacement credit for the second eight weeks should be submitted before the last day of final examinations.

Course Requirements:

Students will read assignments in the *St Martins Guide*, *Rhetorical Grammar, Sentence Combining,* and *Writing about Writing,* will write on reading assignments and discussion topics from the textbook, and will write paragraphs and essays on assigned topics.

Tentative Course Outline

Reading Academic Writing
Plagiarism
Explanatory Strategies
Cueing Techniques
Prewriting
Revision
Editing

General Education Objectives
The following competencies reflect the contribution of College Composition I to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

Competency:
Students will be able to write in different essay types or genres (such as memoir, letter, proposal, exam essay) for a variety of audiences and in a variety of contexts. Students will be aware of and will practice inventing, planning, drafting, and revising.

Sub-competencies:
• Use the stages of the writing process to develop, organize, and present ideas in writing.

• Analyze the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
• Demonstrate competent academic writing through finished writing that includes a clear, original idea, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.
• Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Competency:
Read at a level that allows students to participate in collegiate studies and chosen careers

Sub-competencies:
• Anticipate and understand the structure and organization of written work.
• Recognize an author's purpose and forms of support.
• Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
• Demonstrate awareness of the connection that style and language have to an author's topic, audience, context, and purpose.
• Assimilate and connect information and ideas from multiple written sources.

Relationship to Campus Theme:

For one of the assignments, students will define a concept or explain a process relevant to the campus theme: nature, technology, and beyond.

Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators.

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

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

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

Most current discussions of plagiarism fail to distinguish between:

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

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

be considered to have failed to cite and document sources appropriately." (http://www.wpacouncil.org/node/9)

Disabilities and Special Needs:

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

English 110 College Composition I
Spring 2017

Instructor: Damon Schneider
E-mail: damon.schneider@dakotacollege.edu
Phone: 920-203-2452

"The boundaries of my language are the boundaries of my world." ~ Ludwig Wittgenstein

Course Objectives:
English Composition develops a process approach to writing, which includes planning, researching, drafting, revising, and proofreading and editing, to produce documents. Various writing assignments help the learner analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter, content, and reader needs. Students learn how to avoid plagiarism and how to cite sources properly, using MLA (Modern Language Association) and APA (American Psychological Association) documentation style. The course also develops critical reading and thinking skills through group work and projects. As time is available, attention will be paid to sentence structure, grammar, and punctuation.
Note: Basic skills with Microsoft Word and Internet access either at home or school are required.

Textbook and Additional Required Materials:
Required Textbook – *The St. Martin's Guide to Writing*, 9th Edition, Axelrod, Cooper.
978-0-312-53612-1

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

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

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

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

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

Email: In an effort to acquaint you with appropriate business practices, I will teach you the proper format for sending an email to me. I will only answer email that is sent to me with an appropriate salutation, that uses formal language, and that ends with a formal ending (Sincerely, Joe Smith). Also, I will not answer e-mails written in "text speak" or shorthand. Further, note that I may not get back to you immediately

with a response to your email as the latest that I will check email is 8 pm. Do not email me in the middle of the night and expect a response the next morning.

Workshops/Revisions: Peer-review is an important aspect in any composition course (an Accountant I knew once put it this way, "it's a lot easier to spot errors in someone else's taxes than it is to spot errors in your own"). Therefore, there will be four workshops throughout the course and each workshop will be conducted before the final draft of the paper is due. During these workshops you will be required to review two other students' rough drafts. This will be accomplished via "workshop worksheets" – you will be required to fill out one "workshop worksheet" for each student you review, hence every time we have workshop you will be completing two "workshop worksheets." Please note – I WILL BE GRADING THESE WORKSHOP WORKSHEETS – at the end of the semester I will look at all of your workshop worksheets and giving you a grade as to how much effort I believe you put into your reviews. Simple "no," and "yes" responses to the workshop questions will result in a very poor grade; to get a good grade, then, each question should be answered with a two-three sentence response. The workshop worksheets will be placed on Moodle on Mondays and you will be required to e-mail your answers to the "workshop worksheets" to your instructor. Thus, in the "TO:" prompt of the e-mail you will type my e-mail address and then the first student you reviewed; after sending that e-mail go ahead and do the same thing for the second student you reviewed. If you, the student, do not receive a review for your own paper then contact me via e-mail as soon as possible so as I can contact the peer who was supposed to review your paper.

Computer Use

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

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

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

Grading (on a 100 point scale):

Paper 1 = 10 points or 10%
Paper 2 = 15 points or 15%
Paper 3 = 20 points or 20%
Paper 4 (Research Paper) = 25 points or 25%
Narration Assignment = 5 points or 5%
Scavenger Hunt = 3 points or 3%
Workshop Reviews = 10 points or 10%
Primer Worksheet #1 = 2 points or 2%
Primer Worksheet #2 = 3 points or 3%
Primer Worksheet #3 = 3 points or 3%
Primer Worksheet #4 = 4 points or 4%

A 93 and above

B 80-92
C 70-79
D 60-69
F Below 60%

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

Course Withdrawal Deadline
April 8th is the last day to withdraw from the course.

Writing Assessment Criteria

Criteria	Performance Measurement Indicators
Audience and Purpose	Clearly defines topic and purpose (inform, describe, persuade, etc.). Demonstrates understanding of the information needs and interests of the audience.
Structure	Adheres to organizational pattern and structure of required rhetorical mode (Narration, Description, Comparison and Contrast, Argument, Process Analysis, Classification and Division, Research Report, etc.).
Title and Introduction	Connects with audience using interest-generating forecasting title. Introduction utilizes an effective opening strategy appropriate to the subject (i.e.; question, anecdote, startling statistic, example, story, quotation, etc.). Includes a clearly written thesis statement that effectively identifies topic and author's focus.
Body	Supporting paragraphs are organized logically and effectively in spatial, emphasis, or chronological order. Each supporting paragraph contains a focused topic sentence that supports the thesis. Each paragraph is unified; all sentences support the topic sentence, using concrete evidence and details. Paragraphs are coherent; ideas flow logically through the paragraph. Appropriate transitional words or phrases signal changes in support or content. Transitions make logical connections (items in a series, result or cause, summary, etc.), spatial connections (directions, proximity, distance), or chronological connections (frequency, duration, sequence of events).
Conclusion	Conclusion utilizes effective closing strategy without introducing new ideas. Offers sense of completeness. Reinforces thesis statement. Concludes with summary, recommendation, call to action, comment on broader implications, or prediction.
Word Choice, Tone, and Style	Word choice is varied, imaginative, precise, & appropriate to topic and audience. Phrasing is concise and fluent. Avoids clichés, triteness, overstatement, and inaccurate or shallow vocabulary. Sentences are varied in length and type. Uses consistent tense. Words clearly convey intended meaning. Tone is appropriate to topic, purpose, and audience. Makes appropriate use of 1st person conversational writing style for informal or narrative writing, or appropriately uses 3rd person for formal writing.
Grammar and Mechanics	Adheres to conventions for standard grammar. Sentences are correctly structured, clear, concise, and logically organized. No errors in spelling, punctuation, or usage.
Document	Document meets all formatting requirements for margins, type style, white space,

Format and MLA Style	headings, illustrations, and layout. If APA style is used, document meets all MLA formatting and style requirements.
Research, Content, Insight, and Analysis	Demonstrates adequate level of research utilizing credible sources. Presents researched information by utilizing appropriate paraphrasing or quotations. Synthesizes information obtained from research. Provides new and useful information, insight, and thoughtful analysis of the topic. Claims are supported with facts & credible evidence.
MLA References and Citations	Identifies and correctly integrates all sources of information. Cites all sources with correctly formatted MLA in-text citations. Provides properly formatted MLA references for all research sources. References listed in alphabetical order.

Spring 2017 Schedule

Week	**Reading Assignment**	**Writing Assignment**
Week 1 – beginning Jan. 9	Chapter 1	Paper 1 assigned
Week 2 – beginning Jan. 16	Chapter 2	Primer Worksheet 1 due
Week 3 – beginning Jan. 23	Chapter 3	Workshop 1
Week 4 – beginning Jan. 30	Chapter 19	Paper 1 due + Paper 2 assigned
Week 5 – beginning Feb. 6	Chapter 4	Primer Worksheet 2 due
Week 6 – beginning Feb. 13	Chapter 5	Workshop 2
Week 7 – beginning Feb. 20	**Moodle Handouts** + Chapter 14	Paper 2 due + Narration Assignment assigned
Week 8 – beginning Feb. 27	**Moodle Handouts** + Chapter 14	Work on Narration Assignment + Paper 3 assigned
Week 9 – beginning March 6	Chapter 6	Narration Assignment Due
Week 10 - **Spring break March 13 – March 17**	**Spring break March 13 – March 17**	**Spring break March 13 – March 17**
Week 11- beginning March 20	Chapter 7	Primer Worksheet 3 due
Week 12 – beginning March 27	Chapter 9	Workshop 3
Week 13 – beginning April 3	Chapter 10	Paper 3 due + Scavenger Hunt assigned
Week 14 – beginning April 10	Chapter 11	Scavenger Hunt due + Paper 4 assigned
Week 15 – beginning April 17	Chapter 12	Primer Worksheet 4 due
Week 16 – beginning April 24	Chapter 13	Workshop 4
Week 17 – May 1 Submit Missing assignments deadline is Monday, May 1.	Pages 764-785	Paper 4 due by Friday, May 5.
Week 18 – May 8	None (I will be grading your Paper 4)	

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

Dakota College at Bottineau Course Syllabus
College Composition I: English 110

Course Prefix/Number/Title:

College Composition I: English 110
3 Credits

Course Description:

Composition 110 is a writing course that allows students write about a variety of topics while considering and evaluating the writing of others.

Pre-/Co-requisites:

ASC 87 or score of 14 on ACT

Course Objectives:

To identify and evaluate the thesis and supporting details in others' writing.
To use writing and revising strategies to produce short essays.
To cite sources accurately according to MLA guidelines.
To edit all final drafts, eliminating all grammatical and typing errors.
To identify important concepts in reading and discuss them.
To examine nature, technology, and beyond as they relate to *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness* and *The Things They Carried.*

Instructor:

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

Office Hours:

Tuesday, Thursday: 9:00 to 10:00
Monday, Wednesday, Friday: 2:00 to 3:00

Lecture/Lab Schedule:

Monday, Wednesday, Friday: 11:00-11:50

Textbooks:

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

Course Requirements:

Course requirements consist of written revised essays, short written works, class discussion, quizzes, peer revision, major tests. Grading will be based on a combination of written work, quizzes, class activities, midterm test and final test. Students must have a grade average of 60% and satisfactorily complete the three formal papers to receive credit.

General Education Goals/Objectives:

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

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

Objective 4: Works collaboratively with others

Relationship to Campus Theme:

Students will read and discuss as *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness* as it relates to nature, technology, and humanity.

Classroom Policies: Grading:

1/3 revised essays
1/3 quizzes, short written pieces, other activities or assignments
1/3 midterm and final

Academic Integrity:

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

Campus Email Policy

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

Disabilities and Special Needs:

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

Tentative Course Outline: Composition 110: Spring 2017

January 11
Introduce course
The St. Martin's Guide to Writing: Chapter 1: Why Writing is Important pp. 1-12
Overview of the writing process; Basic sentence structure
Pretest mechanics

January 13
Chapter 11: Catalogue of Invention Strategies pp. 562-574
Worksheet: Sentence structure works due
Sentence types

January 18
The St. Martin's Guide to Writing: Chapter 13: Cueing the Readers pp. 600-614
The St. Martin's Guide to Writing: Chapter 19: Arguing pp. 659-668
Worksheet: Sentence types due
Assign Persuasive Paragraph
Deeply Rooted; Introduction pp. 1-5; "Sulfur Springs, Texas"; Chapter 1; pp 9-24

January 20
Persuasive paragraph due
Sentence Boundaries pp. H5-H10 Power points Sentence Fragment; Comma Splices
Deeply Rooted; "Sulfur Springs, Texas"; Chapter 2; pp 25-37; Chapter 3; pp 39-47

January 23
The St. Martin's Guide to Writing: Chapter 15: Describing pp. 628-638
Worksheet: Sentence Boundaries due.
Deeply Rooted; "Sulfur Springs, Texas"; Chapter 4; pp 49-63; *Deeply Rooted*; "Sulfur Springs, Texas"; Chapter 5; pp 65-75; Chapter 6; pp 77-87
Pronouns and Antecedents

January 25
Descriptive paragraph due
Pronouns and Antecedents worksheet due
Pronoun case
Deeply Rooted; "Sulfur Springs, Texas"; Chapter 7; pp 89-99*; Deeply Rooted* ; "Abiquiu, New Mexico"; Chapter 1; pp 103-114; Chapter 2; pp 115-120

January 27
The St. Martin's Guide to Writing: Chapter 18: Comparing and Contrasting pp. 653-658
Introduce first paper; Chapter 19: Arguing: Asserting a Thesis pp. 659-662
Pronoun case worksheet due
Deeply Rooted; "Abiquiu, New Mexico"; Chapter 3; pp 121-137; Chapter 4; pp 137-150;

January 30
The St. Martin's Guide to Writing: pp. H11-H29 Power point Grammatical Sentences: Pronouns
Deeply Rooted; "Abiquiu, New Mexico"; Chapter 5; pp 151-163

February 1
Worksheet Grammatical sentences: Pronouns due
Verbs: Tense and mood
Finish developing thesis statements
The St. Martin's Guide to Writing : Outlines : pp. 566-568
Deeply Rooted; "Abiquiu, New Mexico"; Chapter 6; pp 165-182; "Abiquiu, New Mexico"; Chapter 7; pp 183-191

February 3
Verbs: Tense and mood worksheet due
Verbs: Active and passive voice
Deeply Rooted; Chapter 8; pp 193-209

February 6
Verbs: active and passive voice worksheet due
Deeply Rooted; "LaMoure, North Dakota"; Chapter 1; pp 213-224; Chapter 2; pp 225-235;

February 8
The St. Martin's Guide to Writing: pp. H11-H29 Power point Grammatical Sentences: Verbs, adjectives and Adverbs
Deeply Rooted; "LaMoure, North Dakota"; Chapter 3; pp 237-247; Chapter 4; pp 249-259

February 10
Worksheet: Grammatical Sentences: Verbs, adjectives and Adverbs due
First draft due, and Formal Outline due
Revise in class

February 13
Writing Conferences

February 15
Effective sentences: *The St. Martin's Guide to Writing*: Effective Sentences pp H30-H44 Power points: Missing Words; Misplaced Modifiers

February 17
Effective sentences worksheet due
Final Draft: First Essay
Introduce the second paper and Select Topics
The St. Martin's Guide to Writing: Justifying an Evaluation pp.384-387
Readings pp. 389-418; Basic Features: Evaluations pp. 387-389

February 22
The St. Martin's Guide to Writing: Guide to Writing pp. 419-426 ; Planning and Drafting pp. 427-431
Prewriting and Introduce Thesis
Deeply Rooted; "LaMoure, North Dakota"; Chapter 5; pp 261-281

February 24
Tentative thesis and outline due
The St. Martin's Guide to Writing: Planning and Drafting pp. 431-437; Chapter 26: Essay Examinations pp. 814-831
Deeply Rooted; "LaMoure, North Dakota"; Chapter 6; pp 283-296; Chapter 7; pp 297-309

February 27
Midterm

March 1
Midterm

March 3
The Things They Carried: "The Things They Carried," pp. 1-26
The St. Martin's Guide to Writing: Chapter 17: Classifying 647-652

March 6
Classification paragraph due
The Things They Carried: "Love," pp. 27-30; "Spin," pp. 31-38
The St. Martin's Guide to Writing: Effective Sentences pp H44-H46 PowerPoint: Sentence Style and Coordination
The St. Martin's Guide to Writing: Critical Reading Guide pp. 436-437; Revising pp. 437-441; Editing and Proofreading pp. 441-442

March 8
First Draft: Revise in Class

March 10
Writing Conferences

March 20
The St. Martin's Guide to Writing: Word Choice pp H47-H56 Power point: Concise Writing

March 22
The Things They Carried: "On the Rainy River," pp. 39-61

March 24
Concise Writing Worksheet due
Final Draft second paper due:
The Things They Carried: "Enemies," pp. 62-64; "friends," pp. 65-66.
The Things They Carried: "How to Tell a True War Story," pp. 67-85; "The Dentist," pp.86-88.

March 27
Introduce Third Paper
The St. Martin's Guide to Writing: Chapter 4: Explain a Concept pp. 126-129; Basic Features pp 129-131; Readings pp. 131-148; Guide to Writing pp. 160-166
Select topics

March 29
The St. Martin's Guide to Writing: Guide to Writing pp. 166-172
The St. Martin's Guide to Writing: Chapter 22: Field Research pp. 716-727
The Things They Carried: "Sweetheart of Song Tra Bong," pp.88-116.
Commas: introductory elements

March 31
Thesis and working outline due
The St. Martin's Guide to Writing: Chapter 24: Using and Acknowledging Sources: Using Sources pp. 755-764.
The Things They Carried: "Stockings,"pp.116-118 and
"Church," pp.119-123.
Commas: introductory elements worksheet due
Commas: items in a series, coordinate adjectives

April 3
The Things They Carried: "The Man I Killed," pp.124-130 and "Ambush," pp.131-134
Commas: items in a series, coordinate adjectives worksheet due

April 5
The St. Martin's Guide to Writing: Punctuation: commas pp. H57-H69; H70-H87
The St. Martin's Guide to Writing: Drafting pp. 170-172

April 7
The St. Martin's Guide to Writing: Chapter 24: Using and Acknowledging Sources: Acknowledging Sources pp. 764-778
Commas Worksheet due

April 10
The St. Martin's Guide to Writing: Critical Reading Guide pp.173-174; Revising pp. 174-180; Editing and Proofreading 180-181
Final thesis statement and outline
First Draft: Peer Review

April 12
Writing Conferences

April 19
The St. Martin's Guide to Writing: Word Choice pp H47-H56 Power point: Diction

April 21
The Things They Carried: "Speaking of Courage," pp.137-154, and "Notes," pp.155-161.
Diction Worksheet Due

April 24
The Things They Carried: "Style," pp.135-136
Final Paper due
Posttest

April 26
The Things They Carried: "In the Field," pp.162-178.

April 28
The Things They Carried: "Good Form," and "Field Trip," pp.179-188.
The Things They Carried: "The Ghost Soldiers," pp.189-218.

May 1
The Things They Carried: "Night Life," pp.219-224 and
"The Lives of the Dead," pp.225-246.

May 3
Final Examination

May 5
Final Examination

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

ENGL 120 Composition 2

Course Description:

Advanced practice in college-level writing from sources and in applying rhetorical strategies.

Instructor:

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

M-F 10-11:00 and by appointment too

Phone:

701-228-5602

Email:

gary.albrightson@dakotacollege.edu

Lecture/Lab Schedule:

Face to face in classroom with work submitted to a class LMS—Moodle.

Textbook(s):

Axelrod and Cooper. *St. Martin's Guide to Writing*. 9th ed. Bedford St. Martin's, 2010

Wardle and Downs. *Writing about Writing*. 1st ed. Bedford St. Martin's, 2011

Kolln and Gray. *Rhetorical Grammar*. 6th ed. Pearson, 2010.

Lisa M. Hamilton. *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness.* Counterpoint, 2010.

Classroom Policies:

Students should come to every scheduled class on time and prepared to participate in the class session's activities. Most class sessions will include a brief quiz on the day's lesson. Students should post responses to all online discussion topics, read the assignments, and submit all the process work for the essays as well as the essays, both draft and final. Late work earns half credit and earns nothing if seven or more days late. Work submitted to this class should be written for this class this semester. Plagiarized work of the sort described in the section below "Academic Integrity" will be failed.

➔If a student misses class, or a significant portion of any class, for any reason and does not earn points for in-class work, this work can be made up by writing a paper of one hundred words for each ten points of in-class assignment that earned a zero. The final draft should meet the instructor's criteria for the paper written to replace the in-class work missed. The paper to earn replacement credit for the first eight weeks should be submitted before midterm grades are due. The paper to earn replacement credit for the second eight weeks should be submitted before the last day of final examinations.

Course Requirements:

Students will read assignments in the course's textbooks and in articles to be assigned in the library's Online Library Resources, will write weekly on reading assignments and discussion topics based on the readings mentioned above, and will write paragraphs and essays on assigned topics. Weekly work on syntax and word choice will be given, and issues in punctuation will be analyzed and illustrated from the readings for the course.

Tentative Course Outline

Week 1-2 writing for college: argumentation and writing with sources

Week 3-7 essay summarizing first brown bag presentation

Week 8-12 essay summarizing second brown bag presentation; paper categorizing sources in a research report

Week 13-16 essay summarizing third brown bag presentation; paper reporting antithetical writing

Week 17 Final essay synthesizing Hamilton's *Deeply Rooted* and the three presentations

Students' final grades will be calculated on the total points earned for class participation activities, process work, first drafts, final drafts, midterm, and final examination. These points are listed below

400 – quizzes in class to assess development of reading and writing

200 – an essay reporting the pros and cons of factory farming

200 – highest score from among the three summaries below

xxx -- Summary of brown bag presentation 1 – flow and final draft

xxx -- Summary of brown bag presentation 2 – flow and final draft

xxx -- Summary of brown bag presentation 3 – flow and final draft

200 – Paper categorizing sources in a research report

200 – Paper on antithetical writing

200 -- essay synthesizing Hamilton and brown bag presentations 1-3

200 -- midterm examination

400 – final examination

Course Objectives/Competencies

The following competencies reflect the contribution of College Composition II to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

• Students will be able to write academic essays or other genres with clarity and accuracy after learning and practicing the stages of writing.
• Students will read closely and analyze and appreciate what is read.
• Students will learn to find and evaluate sources, then integrate and acknowledge sources in their writing.
• Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

Express ideas through effective writing
Sub-competencies:
• Use the stages of a writing process to develop, organize, and present ideas in writing.
• Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task with clarity, understanding, and sensitivity.
• Demonstrate competent college-level writing through finished written texts that typically include a clear, original idea, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.
• Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Read at a level that allows students to participate in collegiate studies and chosen careers
Sub-competencies:
• Anticipate and understand the structure and organization of written work.

• Recognize the purpose of a written text, and understand the rhetorical strategies used in a text to convey meaning.
• Relate the students' own life experiences to the information in literary, public, scholarly or professional texts.
• Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
• Demonstrate awareness of the connection that style and language have to an author's topic, audience, and purpose.
• Assimilate and connect information and ideas from multiple written sources.

Use information resources effectively
Sub-competencies:
• Find, consult, and use a variety of information resources.
• Evaluate the relevance and reliability of sources.
• Use information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field.
• Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others
Sub-competencies:
• Participate in class discussions and in any group projects or activities.
• Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

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

Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity

Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience

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

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

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

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

Skill 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation

Skill 4: Demonstrates awareness of the connection that style and language have to an author's topic, audience, context, and purpose

Skill 5: Assimilates and connects information and ideas from multiple written sources

Objective 3: Uses information resources effectively

Skill 1: Finds, consults, and uses a variety of information resources

Skill 2: Evaluates the relevance and reliability of sources

Skill 3: Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field

Skill 4: Integrates source material smoothly and clearly into the student's own text

Objective 4: Works collaboratively with others

Skill 1: Participates in class discussions and in any group projects or activities

Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

Relationship to Campus Theme:

All assignments in this class focus on the title chosen for the campus book read, a book that addresses the three aspects of DCB's campus theme: nature, technology, and beyond.

Academic Integrity:

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

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

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

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

Most current discussions of plagiarism fail to distinguish between:

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

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

Disabilities and Special Needs:

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

English 120: College Composition II
Spring 2017

Instructor: Damon Schneider
E-mail: damon.schneider@dakotacollege.edu
Phone: 920-203-2452

"The boundaries of my language are the boundaries of my world." ~ Ludwig Wittgenstein

Course Objectives:

Rhetorical Knowledge

Audience

- ✓ Understand and use formal academic tone with a clear understanding of audience and purpose
- ✓ Independently adapt a self-generated text's content, form, and style to a particular writing task defined by audience and purpose

Rhetorical Situation and Purpose

- ✓ Respond appropriately to different kinds of reading and writing situations
- ✓ Use conventions of format and structure appropriate to different kinds of reading and writing situations

Form

- ✓ Articulate how disciplinary and generic conventions shape the form of a text
- ✓ Read and write different kinds of texts

Knowledge of Conventions

- ✓ Demonstrate a command of standard written English, academic writing conventions, and make appropriate decisions about grammar, language usage, punctuation, word choice, and style
- ✓ Understand and avoid plagiarism or the appearance of plagiarism
- ✓ Cite research in an established documentation style

Critical Thinking, Reading, Writing, and Research

Thinking

- ✓ Use writing and reading for inquiry, learning, thinking, and communicating
- ✓ Understand the relationships among language, knowledge, and power
- ✓ Consider multiple perspectives and identify bias
- ✓ Understand and evaluate logical reasoning and evidence

Reading

- ✓ Understand data, its origins, and its inferences
- ✓ Identify the controlling idea of a text
- ✓ Grapple with and analyze complex, nuanced arguments and texts
- ✓ Paraphrase and summarize complex, sophisticated source material
- ✓ Analyze and evaluate the content, organization, and rhetorical appeals of an argument

Writing

- ✓ Identify, narrow, and develop a topic appropriate to an assignment
- ✓ Construct a logical, well-supported argument
- ✓ Identify, generate, and refute counterarguments
- ✓ Distinguish between "reporting on" or regurgitating information and taking a position and supporting it using source material
- ✓ Synthesize and integrate source material
- ✓ Support a thesis using credible, appropriate, accurate, and sufficient source material

Research

- ✓ Demonstrate a command of the research process including but not limited to:
    - Generate and develop a research question and thesis
    - Locate, evaluate, and synthesize secondary source material
    - Distinguish between primary and secondary sources and primary and secondary research
    - Effectively use the scholarly online databases, online library catalog, and other library resources

Processes

- ✓ Demonstrate a command of multiple drafts to create and complete a successful text
- ✓ Develop successful strategies for generating, revising, editing, and proofreading
- ✓ Demonstrate the recursive writing process that permits writers to use later invention and rethinking to revise work
- ✓ Understand the collaborative and social aspects of writing processes
- ✓ Critique their own and others' works
- ✓ Learn to balance the advantages of relying on others with the responsibility of doing their part

Textbook and Additional Required Materials:

Required Textbook – *The St. Martin's Guide to Writing*, 9th Edition, Axelrod, Cooper.
978-0-312-53612-1

Accommodations

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

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

Discussion Topics: Each week you will be required to participate in a Discussion Topic (these are posted in Moodle under the Announcements). There are 16 total Discussion Topics and each one is worth .5 points (for a total of 8 points or 8% of your final grade). In order to get credit you must respond to the Discussion Topic by the end of the week (i.e., you must post to the thread before midnight on Sundays).

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

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

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

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

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

Workshops/Revisions: Peer-review is an important aspect in any composition course (an Accountant I knew once put it this way, "it's a lot easier to spot errors in someone else's taxes than it is to spot errors in your own"). Therefore, there will be four workshops throughout the course and each workshop will be conducted before the final draft of the paper is due. During these workshops you will be required to review two other students' rough drafts. This will be accomplished via "workshop worksheets" – you will be required to fill out one "workshop worksheet" for each student you review, hence every time we have workshop you will be completing two "workshop worksheets." Please note – I WILL BE GRADING THESE WORKSHOP WORKSHEETS – at the end of the semester I will look at all of your workshop worksheets and giving you a grade as to how much effort I believe you put into your reviews. Simple "no," and "yes" responses to the workshop questions will result in a very poor grade; to get a good grade, then, each question should be answered with a two-three sentence response. The workshop worksheets will be placed on Moodle on Mondays and you will be required to e-mail your answers to the "workshop worksheets" to your instructor. If you, the student, do not receive a review for your own paper then contact me via e-mail as soon as possible so as I can contact the peer who was supposed to review your paper.

Computer Use

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

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

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

Grading (on a 100 point scale):

Paper 1 = 10 points or 10%
Paper 2 = 15 points or 15%
Paper 3 = 20 points or 20%
Paper 4 (Research Paper) = 20 points or 20%
Workshop Reviews = 10 points or 10%
Discussion Topics = 8 points or 8% (each DT is worth .5 points)
Research Journal = 4 points or 4%
Primer Worksheet #1 = 3 points or 3%
Primer Worksheet #2 = 3 points or 3%
MLA Worksheet #3 = 3 points or 3%
Background Paragraph = 2 points or 2%
Scavenger Hunt = 2 points or 2%

A 93 and above
B 80-92
C 70-79

D 60-69

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

Course Withdrawal Deadline
April 8th is the last day to withdraw from the course.

Writing Assessment Criteria

Criteria	Performance Measurement Indicators
Audience and Purpose	Clearly defines topic and purpose (inform, describe, persuade, etc.). Demonstrates understanding of the information needs and interests of the audience.
Structure	Adheres to organizational pattern and structure of required rhetorical mode (Narration, Description, Comparison and Contrast, Argument, Process Analysis, Classification and Division, Research Report, etc.).
Title and Introduction	Connects with audience using interest-generating forecasting title. Introduction utilizes an effective opening strategy appropriate to the subject (i.e.; question, anecdote, startling statistic, example, story, quotation, etc.). Includes a clearly written thesis statement that effectively identifies topic and author's focus.
Body	Supporting paragraphs are organized logically and effectively in spatial, emphasis, or chronological order. Each supporting paragraph contains a focused topic sentence that supports the thesis. Each paragraph is unified; all sentences support the topic sentence, using concrete evidence and details. Paragraphs are coherent; ideas flow logically through the paragraph. Appropriate transitional words or phrases signal changes in support or content. Transitions make logical connections (items in a series, result or cause, summary, etc.), spatial connections (directions, proximity, distance), or chronological connections (frequency, duration, sequence of events).
Conclusion	Conclusion utilizes effective closing strategy without introducing new ideas. Offers sense of completeness. Reinforces thesis statement. Concludes with summary, recommendation, call to action, comment on broader implications, or prediction.
Word Choice, Tone, and Style	Word choice is varied, imaginative, precise, & appropriate to topic and audience. Phrasing is concise and fluent. Avoids clichés, triteness, overstatement, and inaccurate or shallow vocabulary. Sentences are varied in length and type. Uses consistent tense. Words clearly convey intended meaning. Tone is appropriate to topic, purpose, and audience. Makes appropriate use of 1st person conversational writing style for informal or narrative writing, or appropriately uses 3rd person for formal writing.
Grammar and Mechanics	Adheres to conventions for standard grammar. Sentences are correctly structured, clear, concise, and logically organized. No errors in spelling, punctuation, or usage.
Document Format and MLA Style	Document meets all formatting requirements for margins, type style, white space, headings, illustrations, and layout. If MLA style is used, document meets all MLA formatting and style requirements.
Research,	Demonstrates adequate level of research utilizing credible sources. Presents researched

Content, Insight, and Analysis	information by utilizing appropriate paraphrasing or quotations. Synthesizes information obtained from research. Provides new and useful information, insight, and thoughtful analysis of the topic. Claims are supported with facts & credible evidence.
MLA References and Citations	Identifies and correctly integrates all sources of information. Cites all sources with correctly formatted MLA in-text citations. Provides properly formatted MLA references for all research sources. References listed in alphabetical order.

Spring 2017 Schedule

Week	Reading Assignment	Writing Assignment
Week 1 – beginning Jan. 9	Chapter 15	Paper 1 assigned
Week 2 – beginning Jan. 16	Watch the film: The Truth About Wikipedia online	Scavenger Hunt Activity
Week 3 – beginning Jan. 23	Chapter 16	Scavenger Hunt due Workshop 1
Week 4 – beginning Jan. 30	Chapter 17	Paper 1 due + Paper 2 assigned + Background Paragraph assigned
Week 5 – beginning Feb. 6	Chapter 18	Background Paragraph due
Week 6 – beginning Feb. 13	Chapter 20	Workshop 2
Week 7 – beginning Feb. 20	Chapter 21	Paper 2 due + MLA worksheet Assigned
Week 8 – beginning Feb. 27	Chapter 22	MLA Worksheet due + Paper 3 Assigned
Week 9 – beginning March 6	Chapter 23	Primer 1: Identify main points of "The Power of Context" Applying Logos, Ethos, Pathos to "The Power of Context" assigned
Week 10 - **Spring break March 13 – March 17**	**Spring break March 13 – March 17**	**Spring break March 13 – March 17**
Week 11- beginning March 20	Pages 755-763	Primer 1 due Primer 2: Identify main points of "Where Have all the Criminals Gone?" Assigned
Week 12 – beginning March 27	Chapter 24	Primer 2 Due
Week 13 – beginning April 3	Chapter 25	Workshop 3
Week 14 – beginning April 10	Chapter 26	Paper 3 due + Research Journal assigned
Week 15 – beginning April 17	Chapter 27	Paper 4 assigned + Research Journal Part A Due
Week 16 – beginning April 24	Chapter 28	Research Journal Due Part B Due
Week 17 – May 1	Chapter 29	Workshop 4

Submit Missing assignments deadline is Monday, May 1.		
Week 18 – May 8	None (I will be grading your Paper 4)	Paper 4 due Thursday, May 11 by 4pm.

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

College Composition II: English 120
3 credits

Pre-/Co-requisites:

Composition I: English 110

Course Description:

An advanced writing course critically considering a wide range of issues and dealing with a variety of writing styles but concentrating on research-based writing, revision, and documentation.

Course Objectives:

To utilize a variety of sources to create research-based formal papers
To cite sources according to MLA guidelines
To explore various styles of writing, concentrating on clarity of ideas
To analyze and critically discuss important issues including:
- Humans and nature
- Humans' use of science and technology
- Diversity and its affect on language and attitudes

Instructor:

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

Office Hours:

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

Lecture/Lab Schedule:

Monday, Wednesday, Friday: 10:00-1:50
Monday, Wednesday, Friday: 1:00-1:50

Textbooks:

Cohen Samuel. *50 Essays: A Portable Anthology*. 2nd ed. Boston: Bedford/St. Martins, 2007.
Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9th ed. Boston: Bedford/St. Martin, 2010.

Course Requirements:

Three formal research papers
Daily reading assignments
Daily quizzes
Assorted short writing assignments

General Education Goals/Objectives:

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing
Objective 2: Reads at a level that allows participation in collegiate studies and chosen careers
Objective 3: Uses information resources effectively
Objective 4: Works collaboratively with others

Relationship to Campus Theme:

Students will read about and discuss human nature as it relates to communication and diversity.
Students will read about and discuss the relationship between science and nature.

Classroom Policies:

Students are expected to read the material, complete assignments in a timely fashion, and attend class. Class discussion is an important part of the class experience. To insure quality class discussion, students need to express opinions and respect the views of others. Students are to turn off cell phones and computers and refrain from texting. Students must have an average of 60% and satisfactorily complete all three formal papers to receive credit for the class.

Grading:

One-third: formal research papers
One third: daily quizzes, assignments and activities
One third: midterm and final

Academic Integrity:

All assignments, tests and quizzes will meet the standards of accepted academic integrity.

Campus Email Policy

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

Disabilities and Special Needs:

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

Tentative Course Outline:

Syllabus 120: Spring 2017

January 11
Introduce Class
The process of writing a research paper
Introduce the first paper: *The St Martin's Guide to Writing*: Starting Points: Speculating about Causes p. 480; Background pp. 446-449; Basic Features pp. 449-451

January 13
The St Martin's Guide to Writing: Readings pp. 451-471; Guide to Writing pp.479-486

January 18
Select a tentative topic for the first paper.
The St Martin's Guide to Writing: Arguing: Asserting a Thesis pp. 659-661; Outlining pp.564-568; Formulating a Thesis; p. 487; Planning and Drafting pp. 487-489

January 20
Thesis statement and working outline due
The St Martin's Guide to Writing: Field Research pp. 716-727: Library and Internet Research pp. 728-754
PowerPoint Lecture: Annotated Bibliography

January 23
Library Worksheet due
Lecture: Who owns information? Ethical use of information; Plagiarism: Accidental vs. deliberate: Online Writing Lab Purdue University

January 25
Lecture: Avoiding plagiarism and note taking
The St Martin's Guide to Writing: Using Sources pp. 755-764
Paraphrase worksheet

January 27
Annotated Bibliography due
50 Essays: a Portable anthology: David Sedaris, *Me Talk Pretty One Day* pp. 378-382; Mike Rose, "I Just Wanna Be Average" pp. 350-363
Citation, and paraphrase with the original text due
Paraphrase worksheet due

January 30
50 Essays: a Portable anthology: Malcolm X, "Learning to Read" pp. 281-290; Frederick Douglass, "Learning to Read and Write" pp. 144-149

February 1
Research notes due:
Internal documentation.
The St Martin's Guide to Writing: Documenting Sources pp. 764-769; Works cited page *The St Martin's Guide to Writing*: Documenting Sources pp. 769-786
Review Outlining pp.564-568 and 488-489; Planning and Drafting pp. 489-492

February 3
Lecture: Types of Support
The St Martin's Guide to Writing: Giving reasons and Support; pp. 662-671

February 6
The St Martin's Guide to Writing: Critical Reading Guide pp. 493-494 Revising pp. 494-498; Editing and Proofreading pp. 498-499
Formal outline and First draft of first paper due
Revise in class.

February 8
Writing Conferences

February 10
Writing Conferences

February 13
50 Essays: A Portable Anthology: Gloria Anzaldua, "How to Tame a Wild Tongue" pp. 43-54; Richard Rodriquez, "Aria Memoir of a Bi Lingual Childhood" pp. 326-350; Amy Tan, "Mother Tongue" pp. 417-424

February 15
Final draft due
Introduce second paper
The St Martin's Guide to Writing: Proposing a Solution pp.320-323; Basic Features: Proposing solutions pp. 323-325; Readings pp. 326-346

February 17
Select topics for Second paper
The St Martin's Guide to Writing: Guide to Writing pp. 356-366
50 Essays: a Portable anthology: Vicki Hearne, "What's Wrong with Animal Rights" pp. 192-202; Peter Singer, "Animal Liberation" pp. 384-399

February 22
Topic selected
Work on Thesis and scratch outline
50 Essays: A Portable Anthology: Bernard Cooper, "A clack of Tiny Sparks: Remembrances of a Gay Boyhood" pp. 120-129

February 24
Annotated Bibliography due
Midterm

February 27
Midterm

March 1
50 Essays: A Portable Anthology: Plato, "Crito" pp. 310-325; Thomas Jefferson, " The Declaration of Independence" pp. 211-219

March 3
50 Essays: A Portable Anthology: Jonathan Swift "A Modest Proposal" pp. 408-416

March 6
Research notes Due
Review: Outlines
50 Essays: A Portable Anthology: George Orwell, "Shooting an Elephant" pp. 302-309; Edward Said, "Clashing Civilizations" pp. 365-368;

March 8
50 Essays: A Portable Anthology: Martin Luther King Jr. "Letter from the Birmingham Jail" pp. 220-237

March 10
The St Martin's Guide to Writing: Outlining pp.564-568; Planning and Drafting pp. 368-369
50 Essays: A Portable Anthology: James Baldwin, *Notes of a Native Son* pp. 60-81

March 20
50 Essays: A Portable Anthology: Zora Neale Hurston, "How It Feels to be colored Like Me" pp. 206-210; Brent Staples, "Just Walk on By: Black Men and Public Space" pp. 404-407

March 22
The St Martin's Guide to Writing: Critical Reading Guide pp. 373-374; Revising pp. 374-377; editing and Proofreading pp. 377-379
First Draft due
Formal outline due
Revise in class

March 24
Writing Conferences

March 27
Writing Conferences

March 29
Final Draft
Introduce third paper
The St Martin's Guide to Writing: Chapter 6: Arguing a Position: Introduction pp. 264-267; Basic Features: Arguing a Position pp. 267-269; Readings pp. 270-285

March 31
The St Martin's Guide to Writing: Guide to Writing pp. 293-298;
Select Topics
50 Essays: A Portable Anthology: N. Scott Momaday, "The Way to Rainy Mountain" pp. 291-297

April 3
Thesis and scratch outline
The St Martin's Guide to Writing: Developing your Argument pp. 299-302;
50 Essays: A Portable Anthology: Annie Dillard, "Death of a Moth" pp. 139-142; Virginia Woolf, "The Death of the Moth" pp. 467-470

April 5
Thesis statement and scratch outline for final paper due
Annotated Bibliography due
William Cronon**, "**The Trouble with Wilderness; or, Getting Back to the Wrong Nature"
http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html

April 7
Research notes Due
Review outlines and first draft; *The St Martin's Guide to Writing* Planning and Drafting pp. 302-308; Outlining pp.564-566
50 Essays: A Portable Anthology: Scott Russell Sanders, "The Inheritance of Tools" pp. 369-377; Sarah Vowell, "Shooting Dad" pp. 433-440

April 10
Lecture: Fallacies used in persuasion *The St Martin's Guide to Writing*: pp. 671-672

April 12
Lecture: Fallacies used in persuasion *The St Martin's Guide to Writing*: pp. 671-672
Revising; *The St Martin's Guide to Writing*: Critical Reading Guide pp. 308-309; Revising pp. 309-312; Editing and Proofreading pp. 312-314
50 Essays: A Portable Anthology: Eric Liu, "Notes of a Native Speaker" pp. 251-266; Bharati Mukherjee, "Two Ways to Belong in America" pp. 298-301

April 19
First draft: revise in class

April 21
Writing Conferences

April 24
Writing Conferences

April 26
50 Essays: A Portable Anthology: Natalie Angier, "Men, Women, Sex and Darwin" pp. 29-42; Stephen Jay Gould, "Women's Brains" pp. pp. 184-190;

April 28
50 Essays: A Portable Anthology: Elizabeth Cady Stanton “Declaration of Sentiments” pp. 400-403; Sojourner Truth, “Ain’t I a Woman?” p. 431; Dave Barry “Lost in the Kitchen” pp. 82-84; Susan Bordo, “Never Just Pictures” pp. 85-92
Final Draft of paper

May 1
50 Essays: A Portable Anthology: Maxine Hong Kingston, “No Name Woman” pp. 238-250; Judith Ortiz Cofer, “The Myth of the Latin Woman: I just Met a Girl Name Maria” pp. 112-118;

May 3
50 Essays: A Portable Anthology: Barbara Lazear Ascher, “On compassion” pp. 56-58; Barbara Ehrenreich, “Serving in Florida” pp. 151-160;

May 5
50 Essays: A Portable Anthology: Lars Eighner, “On Dumpster Diving” pp. 161-173; Nancy Mairs, “On Being a Cripple” pp. 267-279

Final Examination:
10:00 Class: Tuesday: May 9: 9:00-11:00 A. M.
1:00 Class: Wednesday: May 10: 3:00-5:00 P.M.

Dakota College at Bottineau

Introduction to Professional Writing ENGL 125 (Online)

Course Syllabus

Spring 2017 (2nd 8 Weeks) – March 20th – May 12th

Instructor/Contact Information:

Instructor: John Hansen
Office: Virtual
Office Phone: 319-572-6744
E-mail: john.p.hansen@dakotacollege.edu

The best way to contact me is through e-mail at john.p.hansen@dakotacollege.edu. I check my e-mail several times throughout the day. If you do not receive a response within 24-48 hours, please resend your e-mail. You may also call me at 319-572-6744 -- please feel free to leave a voicemail if I do not answer and I will promptly return your call.

Course Prefix/Number/Title:

Introduction to Professional Writing: English 125 (online 2nd 8-week course)

Three credit hours (3)

Course Description:

This course is designed for students in all areas of study. Students will utilize critical thinking skills to apply their knowledge of the technical writing style, format, and strategy to various professional writing tasks. These tasks include correspondences, memos, and job application materials (resume, cover letter, etc.), to name a few.

Course Policies and Procedures:

This class is not a self-directed class or an independent study.

It will follow a strict calendar. *You should access each week's information early in the week, beginning Sundays, in order for you to have enough time to do the required assignments for the week.*

General Instructional/Specific Learning Outcomes:

After completion of the course, students will be able to do the following:

1. Demonstrate understanding of the writing purposes, audiences, ethical and legal challenges, and collaborative writing situations faced by workplace writers.
2. Demonstrate understanding of outlines, headings; primary and secondary sources; reader-oriented sentences, paragraphs, and language; principles of document design; effective visuals; and front and back matter.
3. Demonstrate understanding of reader-oriented proposals and informal and formal reports, user-oriented instructions, manuals, web sites, and oral presentations.
4. Demonstrate understanding of business letters, memos, e-mail, netiquette, and job correspondence(s).

Textbook:

Markel, Mike. Technical Communication 10th edition (Bedford St. Martins, 2012).
ISBN-10: 0-312-67948-3 ISBN-13: 978-0-312-67948-4 Paper Text, 832 pages.

Additional Supplies: Memory stick or flash drive (highly recommended) to save your documents.

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

Participation: Participation is a significant part of your grade, and if you are not "present," then you obviously cannot participate. To be a successful college student, consistent and constructive participation each week of class is essential and expected. Habitual negligence of your coursework can result in a significant negative impact on your overall grade and financial aid status, and **if there has been a significant lack of participation or submissions for two weeks or more, you should not expect to pass the course and may be asked to withdraw.**

Late Work Policy: All assignments are due as stated on the course calendar (schedule) or as announced via Moodle. **Late work is not accepted -- no exceptions.** *All unit assignments are due by 11:55 p.m. on Sunday, unless otherwise noted.*

A few things on this topic: You should not wait until Sunday night to begin the week's work nor ask for extra time because your computer or internet connection went out. I will have no way to verify such occurrences. Lastly, students are responsible for meeting all specified deadlines -- no exceptions.

Professionalism: In this class, you are a professional-in-training and as such will act like one. Remember that professionals are people who earn and give respect based on their actions. I insist on a class that maintains respect regarding others' ideas, thoughts, and perspectives. At any time, if I feel students are not respecting each other or me, I will deal with the situation accordingly. This may require removing the disrespectful student(s) from the class altogether, in which case those students will be required to receive administrative consent before returning.

Threaded Discussions: To receive full credit for a discussion post, a student will do the following: Respond and fully address the initial question; reply with a substantive post to two or more peers and follows up on questions asked of you while the discussion is current according to the weekly schedule. **Note:** A substantive reply is one that acknowledges what peers have said, expands on what was said, asks questions, or otherwise re-engages and expands the discussion.

Formatting Assignments: The body text of all assignments will be formatted in double-spaced, Times New Roman, 12-point font, on a page setup with one inch margins on every side. Always include your name, my name, assignment name, and due date in the upper left hand corner. If you make your fonts or your margins bigger, I can tell. Don't do it -- it makes you look lazy and silly.

Netiquette: Communication in an online environment can be tricky because physical cues and auditory cues like intonation and loudness to help us decipher the communicator's meaning and intent are absent. Violation(s) of the netiquette policy may result in being removed from the course. Given that we only have the written word to determine a communicator's intent, here are some guidelines to keep in mind when communicating with the instructor or other students (such as posts on the discussion board):

- When you are posting comments on the discussion board, remember that you are addressing the class as a whole, not just the instructor, so do not say anything that you would not say publicly.
- Read your messages before you send them.
- Avoid using ALL CAPITAL LETTERS BECAUSE MOST PEOPLE INTERPRET ALL CAPITAL LETTERS AS SHOUTING.
- Online discussions can be rather informal, but try to express yourself using proper spelling, capitalization, grammar, and punctuation so that your message can be clearly understood.
- Do not use text and chat abbreviations (e.g., OMG, BTW) because not everyone will know these abbreviations.
- Always respond to other people respectfully; do not attack.
- Avoid offensive language because as a college student you should be learning to express yourself more eloquently than the average person.
- Do not make discriminatory or hurtful comments about anyone based upon race, sex, gender identity, disability, religion, and sexual orientation. Remember, we live in a world that has a lot of diversity of beliefs and customs.
- Be careful when using humor and sarcasm because humor is highly subjective. Consider using emoticons {e.g., :) ;-) :-0 } if you are not sure whether the reader will know you are making a joke. Humorous comments are a great way to help people get to know you, but again, carefully scrutinize the comments you make; many psychologists argue that most humor is a form of aggression because there is typically a victim in a joke. (If you doubt this viewpoint, watch a stand-up comedian on TV or the internet and you will notice that there is typically a victim, i.e. a blonde, redneck, etc., in the jokes; sometimes the victim is the comedian him-/herself.)
- When you send an e-mail message, make sure that the subject line accurately describes what the message is about.

Academic Integrity and Conduct: Academic dishonesty, including but not limited to the following below shall be subject to disciplinary procedures:

- cheating
- plagiarism
- knowingly furnishing false information to the college
- forgery
- alteration or misuse of college documents or records
- dual submission

The integrity of the academic program and degree rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement(s). Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, examinations, and other work. Violations of academic integrity include various types of plagiarism and cheating.

Plagiarism (including self-plagiarism): Plagiarism is presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. Plagiarism can result in failure of the course or suspension from the college. See the college's policies for more information. Please let me know if you have any questions or concerns about these issues.

ADA Statement: In accordance with the Americans with Disabilities Act, students with documented disabilities can pursue accommodations as needed. To assure that accommodations and or modifications will be available when classes start, students are encouraged to make request as soon as possible. Students who require some modifications of seating, testing, or other course requirements, should contact the Dean of Students or academic adviser.

Nondiscrimination in Education: It is the policy of Dakota College at Bottineau not to discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by state and federal law.

Evaluation:

1) Eight Threaded Discussions over assigned readings (*remember to respond to others -- it is part of your grade!*) – 25 points each (200 points)
2) Seven Reading Quizzes – 25 points each (175 points)
3) Seven Writing Assignments – 25 points each (175 points)
4) Four Projects – 100 points each (400 points)
5) Personal Reflection – 50 points

Total possible points for the course: 1000

Grading Scale: Grades are assigned based on the following percentages: 100%-93% = A; 92%-90% = A-; 89%-87% = B+; 86%-83% = B; 82%-80% = B-; 79%-77% = C+; 76%-73% = C; 72%-70% = C-; 69%-67% = D+; 66%-63% = D; 62%-60% = D-; 59%-0% = F.

Disclaimer: The instructor reserves the right to change these policies and the schedule of assignments as conditions and ongoing review of the course indicate would be appropriate.

Class Schedule:

Spring 2017 (2nd 8 Weeks) – March 20th – May 12th

Class Schedule (Tentative): Unit assignments will be due at 11:55 p.m. Sunday (no exceptions, unless otherwise noted.) You must double check that you have correctly submitted your assignment to the appropriate dropbox by the listed due date. This is not a valid excuse. Late work is not accepted.

Understanding the Technical Communication Environment

Unit 1 assignments due at 11:55 p.m. Sunday, March 26th: Class Introductions (discussion board); Read Chapters 1-3; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment.

Planning the Document

Unit 2 assignments due at 11:55 p.m. Sunday, April 2nd: Read Chapters 5 and 7; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment.

Developing and Testing the Verbal and Visual Information

Unit 3 assignments due at 11:55 p.m. Sunday, April 9th: Read Chapters 8 and 10; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

Unit 4 assignments due at 11:55 p.m. Sunday, April 16th: Read Chapters 11-13; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

Learning Important Applications in the Workplace

Unit 5 assignments due at 11:55 p.m. Sunday, April 23rd: Read Chapters 14 and 15; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

Unit 6 assignments due at 11:55 p.m. Sunday, April 30th: Read Chapters 16 and 17 (review Chapter 15); Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

Unit 7 assignments due at 11:55 p.m. Friday, May 12th: Read Chapters 21 and 22; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Personal Reflection.

Dakota College at Bottineau

Course Syllabus

Course Prefix/Number/Title

ENGL 211 Introduction to Creative Writing (3CR); Prerequisite: ENGL 110

Course Description

Guided practice of writing skills related to the imaginative uses of language.

Course Objectives

Students will learn to find and develop ideas and images to start written works of poetry, fiction, creative nonfiction, and plays.

Students will learn to recognize linguistic variety in English.

Students will learn revision techniques to revise and complete short forms of poetry, fiction, creative nonfiction, and plays.

Students will learn to read and analyze published poetry, fiction, creative nonfiction, and plays to continue lifelong learning.

Instructor

Gary Albrightson

Office:

Thatcher Hall 2208

Office Hours:

M-F 10-11 and by appointment

Phone:

701-228-5602

Email:

gary.albrightson@dakotacollege.edu

Lecture/Lab Schedule:

MWF 9:00-9:50

Thatcher Addition 2211

Textbook(s):

The Practice of Creative Writing 2nd ed Heather Sellers
Rhetorical Grammar 6th ed. Martha Kolln and Loretta Gray
To Kill a Mockingbird Harper Lee

Course Requirements:

Students will read assignments in the textbooks, will participate in classroom exercises to start imaginative writing, and work exercises and problems in grammar. The final grade in this class is based upon classroom exercises and a portfolio of creative work that includes poetry, a short fiction, a creative non fiction, a short play, and an analytical essay comparing the formal elements of To Kill a Mockingbird and a work the student chooses. The textbooks chosen for this class explain these formal elements.

Tentative Course Outline

Week 1 – 4 the role of reading in imaginative writing

Week 5 – 8 starting imaginative works

Week 9 - 12 revising imaginative works

Week 13 - 16 editing imaginative works and sharing them with others

General Education Goals/Objectives

Express ideas through effective writing
Sub-competencies:
• Use the stages of a writing process to develop, organize, and present ideas in writing.
• Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task with clarity, understanding, and sensitivity.
• Demonstrate competent college-level writing through finished written texts that typically include a clear, original idea, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.
• Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Read at a level that allows students to participate in collegiate studies and chosen careers
Sub-competencies:
• Anticipate and understand the structure and organization of written work.
• Recognize the purpose of a written text, and understand the rhetorical strategies used in a text

to convey meaning.
• Relate the students' own life experiences to the information in literary, public, scholarly or professional texts.
• Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
• Demonstrate awareness of the connection that style and language have to an author's topic, audience, and purpose.
• Assimilate and connect information and ideas from multiple written sources.

Use information resources effectively
Sub-competencies:
• Find, consult, and use a variety of information resources.
• Evaluate the relevance and reliability of sources.
• Use information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field.
• Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others
Sub-competencies:
• Participate in class discussions and in any group projects or activities.
• Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

Relationship to Campus Theme:

Students in ENGL 211 will read, analyze, and respond to imaginative works written about or in response to nature, technology, or beyond.

Classroom Policies:

Students should attend class, do all of the quizzes and tests, and do all the reading and writing assignments. Late work earns half credit and work later than one week earns nothing. Plagiarized work will be failed. All work submitted for this class should be written for this class this semester. For more on the topic of plagiarism see the section below.

Academic Integrity:

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

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

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

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

Most current discussions of plagiarism fail to distinguish between:

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

Such discussions conflate *plagiarism* with the *misuse of sources.*

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

Disabilities and Special Needs:

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

Dakota College at Bottineau

Introduction to Literature (online)
Course Syllabus
Spring 2017 – January 9th – May 12th

Course Prefix/Number/Title:

Introduction to Literature (online): English 220
Three credit hours (3)

Course Description:

English 220: Introduction to Literature is a course which includes reading and discussion of representative examples of poetry, drama, and fiction, with emphasis on the use of common literary terminology. In the process, we will write well-constructed, sound, analytical essays about literature.

Course Objectives:

- To read, study, evaluate, and appreciate literature (literary criticism)
- To analyze genres of fiction, drama, and poetry by examining their basic elements
- To analyze literature using a variety of critical approaches/lenses
- To discuss the interpretations of literature with others in various written formats
- To examine human diversity as presented in literature

Instructor/Contact Information:

Instructor: John Hansen
Office: Virtual; by appointment
Office Phone: 319-572-6744
E-mail: john.p.hansen@dakotacollege.edu

The best way to contact me is through e-mail at john.p.hansen@dakotacollege.edu. I check my e-mail several times throughout the day. If you do not receive a response within 24 hours, please resend your e-mail. You may also call me at 319-572-6744 -- please feel free to leave a voicemail if I do not answer and I will promptly return your call.

Textbook:

Kennedy, X.J. and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. 12th Portable Edition. New York: Pearson, 2012.

Additional Supplies: Memory stick or flash drive (highly recommended) to save your documents.

General Education Goals/Objectives:

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

Objective 1: Creates art

Skill 1: Demonstrates knowledge of fundamentals of genres

Objective 2: Analyzes art

Skill 1: Possesses a base knowledge of art forms

Skill 2: Uses base knowledge to critique art works

Objective 3: Evaluates aesthetics

Skill 1: Demonstrates knowledge of systems of aesthetics as those vary through time and among cultures

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

Objective 4: Synthesizes interrelationships among arts, languages the humanities, and societies

Skill 1: Demonstrates knowledge of art forms in cultures

Skill 2: Evaluates the impact of art on individuals and society

Relationship to Campus/Online Theme: Students will read, discuss, and apply human nature and culture as it is revealed in works of different genres of literature (fiction, poetry, and drama, to name a few).

Course Policies and Procedures: This class is not a self-directed class or an independent study. It will follow a strict calendar. *You should access each week's information early in the week, beginning Sundays, in order for you to have enough time to do the required assignments for the week.*

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

There will be **three major essays**, all of which *must* be submitted to the correct dropbox. All major papers must be *saved and submitted as a Microsoft Word document or saved in a RTF format.* If you're unsure how to do this, please make accommodations in order to learn how. *Failure to submit*

in the proper format will result in a failure for the assignment. **Please save copies of every assignment or project that you submit to the dropbox or e-mail me -- this is for your own records.**

Participation: Participation is a significant part of your grade, and if you are not "present," then you obviously cannot participate. To be a successful college student, consistent and constructive participation each week of class is essential and expected. Habitual negligence of your coursework can result in a significant negative impact on your overall grade and financial aid status, and **if there has been a significant lack of participation or submissions for two weeks or more, you should not expect to pass the course and may be asked to withdraw.**

Late Work Policy: All assignments are due as stated on the course calendar (schedule) or as announced via Moodle. **Late work is not accepted -- no exceptions.** *All unit assignments are due by 11:55 p.m. on Sunday.*

A few things on this topic: You should not wait until Sunday night to begin the week's work nor ask for extra time because your computer or internet connection went out. I will have no way to verify such occurrences. Lastly, students are responsible for meeting all specified deadlines -- no exceptions.

Professionalism: In this class, you are a professional-in-training and as such will act like one. Remember that professionals are people who earn and give respect based on their actions. I insist on a class that maintains respect regarding others' ideas, thoughts, and perspectives. At any time, if I feel students are not respecting each other or me, I will deal with the situation accordingly. This may require removing the disrespectful student(s) from the class altogether, in which case those students will be required to receive administrative consent before returning.

Threaded Discussions: To receive full credit for a discussion post, a student will do the following: Respond and fully address the initial question; reply with a substantive post to two or more peers and follows up on questions asked of you while the discussion is current according to the weekly schedule. **Note:** A substantive reply is one that acknowledges what peers have said, expands on what was said, asks questions, or otherwise re-engages and expands the discussion.

Formatting Assignments: The body text of all assignments will be formatted in double-spaced, Times New Roman, 12-point font, on a page setup with one inch margins on every side. Always include your name, my name, assignment name, and due date in the upper left hand corner. If you make your fonts or your margins bigger, I can tell. Don't do it -- it makes you look lazy and silly. I don't accept .pages assignments.

Netiquette: Communication in an online environment can be tricky because physical cues and auditory cues like intonation and loudness to help us decipher the communicator's meaning and intent are absent. Violation(s) of netiquette can result in removal from class. Given that we only have the written word to determine a communicator's intent, here are some guidelines to keep in mind when communicating with the instructor or other students (such as posts on the discussion board):

- When you are posting comments on the discussion board, remember that you are addressing the class as a whole, not just the instructor, so do not say anything that you would not say publicly.
- Read your messages before you send them.
- Avoid using ALL CAPITAL LETTERS BECAUSE MOST PEOPLE INTERPRET ALL CAPITAL LETTERS AS SHOUTING.
- Online discussions can be rather informal, but try to express yourself using proper spelling, capitalization, grammar, and punctuation so that your message can be clearly understood.
- Do not use text and chat abbreviations (e.g., OMG, BTW) because not everyone will know these abbreviations.
- Always respond to other people respectfully; do not attack.
- Avoid offensive language because as a college student you should be learning to express yourself more eloquently than the average person.
- Do not make discriminatory or hurtful comments about anyone based upon race, sex, gender identity, disability, religion, and sexual orientation. Remember, we live in a world that has a lot of diversity of beliefs and customs.
- Be careful when using humor and sarcasm because humor is highly subjective. Consider using emoticons {e.g., :) ;-) :-0 } if you are not sure whether the reader will know you are making a joke. Humorous comments are a great way to help people get to know you, but again, carefully scrutinize the comments you make; many psychologists argue that most humor is a form of aggression because there is typically a victim in a joke. (If you doubt this viewpoint, watch a stand-up comedian on TV or the internet and you will notice that there is typically a victim, i.e. a blonde, redneck, etc., in the jokes; sometimes the victim is the comedian him-/herself.)
- When you send an e-mail message, make sure that the subject line accurately describes what the message is about.

Academic Integrity and Conduct: Academic dishonesty, including but not limited to the following below shall be subject to disciplinary procedures:

- cheating
- plagiarism
- knowingly furnishing false information to the college
- forgery
- alteration or misuse of college documents or records
- dual submission

The integrity of the academic program and degree rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement(s). Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, examinations, and other work. Violations of academic integrity include various types of plagiarism and cheating.

Plagiarism (including self-plagiarism): Plagiarism is presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources.

The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. Plagiarism can result in failure of the course or suspension from the college. See the college's policies for more information. Please let me know if you have any questions or concerns about these issues.

ADA Statement: In accordance with the Americans with Disabilities Act, students with documented disabilities can pursue accommodations as needed. To assure that accommodations and or modifications will be available when classes start, students are encouraged to make request as soon as possible. Students, who require some modifications of seating, testing, or other course requirements, should contact the Dean of Students or academic adviser.

Nondiscrimination in Education: It is the policy of Dakota College at Bottineau not to discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by state and federal law.

Evaluation:

1) Eight Weekly Threaded Discussion over assigned readings (*remember to respond to others -- it is part of your grade!*) – 25 points each (200 points)
2) Eight Weekly Reading Quizzes – 25 points each (200 points)
3) 16 Weekly Assignments (response papers -- two each week) – 25 points each (400 points)
4) Three Essays – 100 points each (300 points)
5) A Final Exam – 100 points

Total possible points for course: 1200
Directions about the above assignments will be posted in the course.

Grading Scale: Grades are assigned based on the following percentages: 100%-93% = A; 92%-90% = A-; 89%-87% = B+; 86%-83% = B; 82%-80% = B-; 79%-77% = C+; 76%-73% = C; 72%-70% = C-; 69%-67% = D+; 66%-63% = D; 62%-60% = D-; 59%-0% = F.

Help Desk (Technical Issues): The North Dakota University System Help Desk is open 24 hours, 7 days a week and provides technical support for the following systems and applications:

- NDUS Account IDs and passwords
- ConnectND applications, including Campus Solution/Campus Connection, Financials, and HRMS
- ALT applications of Moodle, Wimba Classroom, Wimba Voice Tools, and Blackboard IM
- Office 365:
    - Password changes
    - 'How To' support for Exchange Email & Calendar
    - Lync Chat
    - Support for SharePoint, Lync Video, Unified Communication and Presenter, or creating new resources or distribution lists is currently not provided
- Live@EDU--Best effort 'How To' support

Please visit the following link if you have issues with any of the above:
https://helpdesk.ndus.edu/

Disclaimer: The instructor reserves the right to change these policies and the schedule of assignments as conditions and ongoing review of the course indicate would be appropriate.

Class Schedule (Tentative): Unit assignments will be due at 11:55 p.m. Sunday (no exceptions, unless otherwise noted.) You have 2 weeks to complete each unit's assignments. You must double-check that you have correctly submitted your assignment(s) to the appropriate dropbox by the listed due date. This is not a valid excuse. Late work is not accepted.

Fiction

Unit 1 assignments due at 11:55 p.m. Sunday, January 22nd: Introductions; Read Chapters 1 and 2: pp. 5-82; Chapter 42: pp. 1928-1932 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz.

Unit 2 assignments due at 11:55 p.m. Sunday, February 5th: Read Chapters 3 and 4: pp. 83-162; Chapter 42: pp. 1908-1932 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz. **Paper 1 assigned.**

Unit 3 assignments due at 11:55 p.m. Sunday, February 19th: Read Chapters 7 and 11: pp. 239-274; 472-507 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz.

Poetry

Unit 4 assignments due at 11:55 p.m. Sunday, March 5th: Read Chapter 13: pp. 673-686; Read Chapter 14: pp. 687-691, 699-704; Chapter 15: pp. 716-723, 729-730; Chapter 18: 770-790; Chapter 21: pp. 829-841; Chapter 43: pp. 1933-1954 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz. **Paper 1 due in dropbox. Paper 2 assigned.**

Unit 5 assignments due at 11:55 p.m. Sunday, March 19th: Read Chapter 23: pp. 870-880; Chapter 30: pp. 996-999; Chapter 31: pp. 1000-1035; Chapter 33: pp. 1078-1089, 1111-1114, 1120-1126, 1131-1136 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz.

Drama

Unit 6 assignments due at 11:55 p.m. Sunday, April 2nd: Read p. 1150; Chapter 34: pp. 1151-1175; Chapter 35: pp. 1176-1198; Chapter 36: pp. 1199-1244; Chapter 44: pp. 1955-1965 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz. **Paper 2 due in dropbox. Paper 3 assigned.**

Unit 7 assignments due at 11:55 p.m. Sunday, April 16th: Read Chapter 36 (play) and Chapter 37: pp. 1245-1273; 1284-1392 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz.

Unit 8 assignments due at 11:55 p.m. Friday, May 12th: Read Chapter 38: pp. 1595-1652, 1729-1734; Chapter 39: pp. 1735-1737 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz. **Paper 3 due in dropbox. Final Exam.**

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

Introduction to Literature: English 220
Three credits

Pre-/Co-requisites:

None

Course Description:

English 220: Introduction to Literature is a course which includes reading and discussion of representative examples of poetry, drama, and fiction, with emphasis on the use of common literary terminology.

Course Objectives:

To read and appreciate literature
To analyze genres of fiction, drama and poetry by examining their basic elements
To analyze literature using a variety of critical approaches
To discuss interpretations in class and in written essays
To examine human diversity as presented in literature

Instructor:

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

Office Hours:

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

Lecture/Lab Schedule:

Monday, Wednesday, Friday: 9:00-9:50

Textbooks:

DiYanni, Robert. *Literature: Reading Fiction, Poetry and Drama*. 6th edition. Boston: McGraw Hill, 2007. Print
Melville, Herman, *Bartleby the Scrivener and Benito Cereno.* New York: Dover Publications, Inc, 1990. Print

Course Requirements:

Daily reading assignments
Class discussions
Two three to five page essays

General Education Goals/Objectives:

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

Relationship to Campus Theme:

Students will read about and discuss human nature as it is revealed in works of literature.

Classroom Policies: Grading

1/3 daily quizzes, assignments and activities
1/3 two essays
1/3 midterm and final

Academic Integrity:

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

Campus Email Policy

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

Disabilities and Special Needs:

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

Tentative Course Outline:

Syllabus: Introduction to Literature

Spring 2017

January 11
Introduce class: Discuss literature and genre

January 13
Chapter 1: Reading stories pp.27-42; Chapter 2: Types of short fiction pp. 43-48

January 18
Chapter 3: Elements of Fiction: Plot and Structure pp.49-51 "Guests of the Nation" pp. 51-59; Elements of Fiction: Character pp.59-62 "Astronomer's Wife" pp. 62-66

January 20
Elements of Fiction: Setting pp.66-67 "Shiloh" pp. 67-77 Elements of Fiction: Point of View pp. 77-78 ; "A Rose for Emily" pp. 79-84 Language and style, pp. 85-86

January 23
Video of "Rose for Emily"

January 25
"Araby" pp. 86-90; Elements of Fiction: Theme pp. 90-91 "A Worn Path" pp. 91-97

January 27
Elements of Fiction: Irony and symbol pp. 97-99 "The Rocking-Horse Winner" 100-110; Porter "The Jilting of Granny Weatherall" pp. 712-717

January 30
Reading Poems pp. 763-774; Types of Poetry pp. 775-778; "Edward, Edward" pp.1057-1059

February 1
Elements of Poetry: Voice: Speaker and Tone 779-783 "Naming of Parts" pp.785-786

February 3
Writing about Fiction pp.111-129; Writing About Poetry pp. 843-861; Assign the First Paper

February 6
Elements of Poetry: Diction pp. 787-791; Elements of Poetry: Imagery pp. 793-796 "Heat"pp.797-798; Elements of Poetry: Syntax pp.810-815

February 8

Elements of Poetry: Figures of speech pp.799-804; Elements of Poetry: Sound Effects pp.817-824; Poe “The Raven” pp. 1173-1175

February 10

Elements of Poetry: Symbolism and Allegory pp. 804-810; Elements of Poetry: Theme pp. 841-842

February 13

Elements of Poetry: Rhythm and Meter pp. 824-832; Elements of Poetry: Structure pp. 832-837; Pope “Sound and Sense” pp. 821-822; Frost “Acquainted with The Night” p. 972; Milton “When I Consider How my Light is Spent” p. 1161

February 15

Edgar Allan Poe pp. 132-136 “The Black Cat” pp. 137-143; “ The Fall of The House of Usher” pp. 149-161; “The Purloined Letter” pp. 162-174 “On ‘The Fall of the House of Usher’” pp. 181-183

February 17

First paper due

Flannery O,Connor Introduction pp.184-187 “Good Country People” pp.188-201 “A good Man is hard to find” pp.201-212; “Everything that Rises must Converge” pp. 213-222 Critics on O’Connor pp. 235-237

February 22

Review for the midterm

Sandra Cisneros Introduction pp.238-240 “Eleven” pp. 241-242 “Barbie-Q” pp.243-244 “There Was a Man, There Was a Woman” pp. 245-256 “Woman Hollering Creek” pp. 246-253 “Cisneros on Herself” pp. 254-257 Critics on Cisneros pp. 257-259

February 24

Midterm

February 27

Midterm

March 1

Types of Drama pp. 1265-1267; Elements of Drama pp.1268-1283; The Greek Theater: Sophocles in Context pp. 1302-1307

March 3

Antigone pp.1348-1377 “Six Elements of Tragedy” pp. 1378-1379 “Simple and Complex Plots” pp.1379-1380; Principal Constants of Conflict in *Antigone* p.1386

March 6

The Elizabethan Theater: Shakespeare in Context pp. 1386-1391

March 8

The Tragedy of Othello pp. 1455-1542

March 10

"The Modern Realistic Theater" pp. 1663-1664; "Envisioning Drama: Williams and Miller in Performance" pp.1717-1722

March 20

The Glass Menagerie pp. 1722-1777, or *Death of a Salesman* pp. 1777-1847

March 22

Joyce "The Boarding House" pp.579-583; Chekov "The Lady with the Dog" pp. 466-476

March 24

Critical Theory: Reading for Analysis; The Canon and the Curriculum; What we Read; Why We Read; How We Read pp.2153-2160; Introduce second paper; Formalist Perspectives pp. 2161-2163

March 27

Critical Theory: Biographical Perspective pp. 2164-2165; Historical Perspectives pp. 2166-2168; Dickinson " Some Keep the Sabbath going to Church" p. 921; Browning "How Do I Love Thee? Let Me Count the Ways" 1080; Blake "The Chimney Sweeper" pp. 887-888; Owen "Dulce et Decorum Est pp. 1166-1167; Joyce "The Dead" pp. 584-610

March 29

Critical Theory: Psychological Perspectives pp.2169-2171; Critical Theory: Mythological Perspective pp.2180-2183; O'Connor "My Oedipus Complex" pp. 697-704; Hawthorne "Young Goodman Brown" pp.553-562; Thomas "Fern Hill" pp.1198-1199; Yeats "The Second Coming" p. 1219

March 31

Critical Theory: Sociological Perspectives pp. 2172-2174; Critical Theory: Feminist Critical Perspectives pp.2174-2176; Olsen "I stand Here Ironing" pp.705-710; Olds "35/10" p.1165

April 3

Gilman "The Yellow Wallpaper" pp. 541-552; Kincaid "Girl pp. 397-398; Clifton "Homage to My Hips" p. 1084

April 5

Critical Theory: Reader Response pp.2176-2180; Jackson “The Lottery” pp. 575-578; Atwood “Happy Endings” pp.424-426; Dickinson “The Bustle in the House” p. 936; Cummings “anyone lived in a pretty how town” pp. 1094-1095

April 7

Critical Theory: Structuralist Perspectives pp.2183-2186; Deconstructive Perspectives pp. 2186-2189; Dickinson “I’m Wife—I’ve Finished That” p. 916; Marquez “A Very Old Man with Enormous Wings” pp.399-403; Borges “The Garden of Forking Paths” pp. 378-384

April 10

Critical Theory: Cultural Perspectives pp. 2189-2191; Critical Theory: Using Critical Perspectives as Heuristics pp. 2192-2193; Achebe “Marriage Is a Private Affair” pp. 373-377; Jin “Taking a Husband” pp. 385-396; Singer “Gimpel the Fool” pp. 404-414

April 12

Ellison “Battle Royal” pp.504-513; Baldwin “Sonny’s Blues” pp. 433-454; Hughes “Dream Deferred” p.994; “The Negro Speaks of Rivers” p. 995

April 19

Walker “Everyday Use” pp.743-749; Bambara “The Lesson” pp. 427-432; Cullen “Incident” p. 1094

April 21

Silko “Yellow Woman” pp. 718-725; Alexie “Indian Education” pp. 320-324; Erdrich “Indian Boarding School” p.106

April 24

Tan “Rules of the Game” pp. 734-742; Song “Lost Sister” pp. 1188-1190; Basho “Three Haiku” p.1046

April 26

Final paper
Forster “The Celestial Omnibus”

April 28

Hemingway “Hills Like White Elephants” pp. 563-567; Fitzgerald “Babylon Revisited” pp. 527-540

May 1

Melville “Bartleby ” pp.3-34

May 3

Melville “Benito Cereno” pp.37-104

May 5

Finish; Melville “Benito Cereno” pp.37-104

May 8

Final Examination: 9:00 -11:00:

Course Prefix/Number/Title:

ENGL 238 Children’s Literature

Number of credits:

3

Course Description:

ENGL 238 Children's Literature

The study of texts suitable for reading by elementary-age school children, with emphasis on the analysis of literary characteristics which determine age-appropriateness

Pre-/Co-requisites:

none

Course Objectives: Upon completing this class, students will be able to

- Identify literary characteristics of children’s books to determine age-appropriateness
- Identify genres of children’s literature
- Discuss, analyze, and write about children books with the concepts and terminology used by professionals who study, create, catalog, or review children’s literature
- Use MLA guidelines accurately to cite sources.

Instructor:

Gary Albrightson

Office:

Thatcher Addition 2207

Office Hours:

10:00 Mon, Wed, Friday

Phone:

701 228 5602

Email:

gary.albrightson@dakotacollege.edu

Lecture/Lab Schedule:

On campus and IVN with an online moodle shell

Textbook(s):

A Critical Handbook of Children's Literature by Rebecca J. Lukens

Norton Anthology of Children's Literature edited by Jack Zipes and others

Charlotte's Web by E. B. White

Narratology: Introduction to the Theory of Narrative by Mieke Bal 3E

Rhetorical Grammar Kolln/Gray 7E

Course Requirements:

- Midterm essay to be written in class doing comparative analysis of a recent Caldecott winner, Charlotte's Web, and readings from Zipes's anthology
- Final essay to be written in class doing comparative analysis of a recent Newbery winner, Charlotte's Web, and readings from Zipes's anthology
- In class essays on terms and concepts
- In class essays on nature, technology, and beyond in children's books
- Learn to use a composing process to read college-level textbooks
- Learn to do an introductory level stylistic analysis.

Tentative Course Outline:

- Children and their literature
- Reading and literature
- Fairy tales
- Poetry
- Religion: Judeo-Christian stories
- Picture books
- Nonfiction: biography and informational books

General Education Goals/Objectives:

- Demonstrates effective communication

Relationship to Campus Theme:

Explore the DCB campus theme—nature, technology, and beyond—by identifying and annotating multicultural and international children's books as well as biography and informational books

Classroom Policies:

Late work submitted before next class begins earns half credit. Late work submitted after next class begins earns no credit.

Academic Integrity:

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

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

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

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

Most current discussions of plagiarism fail to distinguish between:

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

2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

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

Disabilities and Special Needs:

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

Dakota College at Bottineau Syllabus
Online

Course Prefix/Number/Title: ENGL238/Children's Literature

Number of Credits: 3

Course Description: This course helps students who are preparing for an Elementary Education/Early Childhood program. Topics covered are Developmental Characteristics of Children, Literature and Teaching of Reading, Criteria for evaluation and selection of books for children. The following types of literature are covered:: Poetry and plays, picture books, traditional literature, modern fantasy, realistic and historical fiction, biography and informational books, and literature for a diverse society. Also covered is the Presentation of Literature in the Classroom.

Pre-/Co-requisites: None

Course Objectives: Students completing the course should:

Find pleasure and enjoyment in children's literature through reading many children's books.

Show familiarity with the various types of children's literature and learn how each might be integrated into the K-8 school curriculum.

Have read and appreciated some prose and poetry of all kinds and for all levels from preschool through eighth grade.

Know evaluation criteria for children's picture books, fiction, and nonfiction.

Know the elements of fiction, nonfiction, poetry, and illustration as they apply to evaluation and analysis of literature.

Understand developmental stages and types of books appropriate to use within each stage.

Be aware of First Amendment rights of children and how these rights pertain to offering children choice in their reading materials. Be familiar with the difference between selection and censorship. **(Gen Ed Goal #8)**

Be familiar with the historical development of the various genres of children's literature.

Be able to design, role play, and teach lessons which encompass a variety of literature-related activities and purposes, including nature and environmental concerns. **(Gen Ed Goal #5)**

Demonstrate an ability to read orally both prose and poetry in an entertaining fashion and to develop storytelling techniques. **(Gen Ed Goal #9)**

Be able to appreciate the aesthetic quality of illustrations in children's picture books; also

perceive the illustrations' contributions to the story.

Be aware of teaching strategies that promote culturally responsive instruction.

Show awareness of the way diverse cultures have been and are portrayed in children's literature. **(Gen Ed Goal #8)**

Be able to locate and use selection aids to identify books that meet the needs of children.

Have begun building a personal library of children's books and professional books in the field.

Be familiar with various Internet sites related to children's literature as well as other literature-related media such as CD-ROMs. DVDs, videotapes, audiotapes, and films. **(Gen Ed Goal #3)**

Be familiar with seminal research studies showing the benefits of reading literature aloud to children, teaching reading with literature (literature-based instruction), and using literature across the curriculum.

Instructor: Faye Bernstein
Office: Online
Office Hours: Use the eMail tool within the online course to communicate with the instructor. Course eMail messages will be checked daily. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5479 or 1-888-918-5623 (toll-free)
Email: Use online course eMail tool.
Class Schedule: Online

Textbook:
Title: Essentials of Children's Literature
Author: Lynch-Brown, C. & Tomlinson, C.M., 6th ed.
Publisher: Allyn and Bacon
Edition/Year: 2008
ISBN-13: 978-0-205-52032-9
Additional information : none
Type : **Required resource**

Title : Charlotte's Web & The Tale of Peter Rabbit
Author : E.B. White and Beatrix Potter
Publisher : Harper Collins and F.Warne & Co.
ISBN : 0-06-441093-5 0-7232-4770-6
Additional information : none
Type : **Required resource**

Title : Where the Wild Things Are
Author : Maurice Sendak
Publisher : Harper Trophy

ISBN : 13:-978-06-443178-1
Additional information : none
Type : **Required resource**

Course Requirements:
Complete weekly lessons**.**
Read a chapter a week and take Chapter Tests and some Open Book Tests.
Answer Essay Questions for some of the chapters.
Write 3 Essays (Based on the 3 children's books mentioned above.)
Complete all assignments by the dates listed.

Tentative Course Outline:
The topics presented will help students who plan to go into Education. The value of literature to children, different genres of literature, and strategies for instruction are covered.

General Education Goals/Objectives:

Through literature, children learn about other cultures. **(Gen Ed Goal #8)**
Being exposed to different types of literature can motivate children to enjoy reading. **(Gen Ed Goal #9)**
Through DVD books, e-books, and online literature, children benefit from the connections between technology and literature. **(Gen Ed Goal #3)**
Through literature, children can learn about nature and environmental concerns. **(Gen Ed Goal #5)**

Relationship to Campus Theme:

Reading and writing topics will include nature and environmental concerns.

Classroom Policies:

Regular participation is expected.
All quizzes and exams can be taken on any computer with Internet access.
Students should select an environment conducive for testing (distraction-free area at home, a computer lab at a library, etc.)
Students can take the tests at any time between the given dates and times.
Each test will be available for a limited period of time.

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

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

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

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

Disablilities and Special Needs:

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

Evaluation
Grading Method: Your final grade is determined by total points.

Grading: Grades will be calculated using the following criteria:

18 Tests-Some are timed; some are Open Book = 273 Pts.
13 Chapter Essay Questions: 20 pts. each = 260 Pts.
3 Writing Assignments: 100 Pts. each = 300 Pts.
Total Points for the Semester = 833

A=749-833 points (90-100%)
B=664-748 points (80-89%)
C=583-663 points (70-79%)
D=499-582 points (60-69%)
F=Below 499 Total Points

Section Instructor: Faye Bernstein
E-mail: gatsby@srt.net

Help Desk Phone Number: To better serve you, ALT has a single telephone number for all Wimba and Moodle help desk calls. The toll free number is **1-866-940-0065.**

E-Mail Help Desk: Also, users can open desk requests via email. For Wimba, submit help requests to technicalsupport@wimba.com; for Moodle, submit help requests to ndus.moodle.help@ndus.edu

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: ENVT 255- Introduction to GIS

Number of credits: 4

Course Description: Geographic Information Systems (GIS) is a system of hardware, software, and procedures designed to support the capture, management, manipulation, analysis, modeling and display of spatially referenced data for solving complex planning and management problems. GIS applications use both spatial information (maps) and databases to perform analytical studies. This course covers underlying geographic concepts including world coordinate systems and projections, vector map topology, tiled and layered maps, standard computer map file formats, urban applications, and emphasis will be given to natural resource applications. This course also provides computer lab tutorials and case studies using the GIS software, ArcGIS 10 from Environmental Systems Research Institute (ESRI).

Pre-/Co-requisites: None

Course Objectives: Successful completion of this course enables students to:
. Demonstrate ability to use ArcGIS 10 Software
. Demonstrate ability to project data in the form of a map or presentation quality
. Be able to understand and describe the range of applications of GIS
. Discuss what a GIS is in terms of its components and functionality
. Identify sources of spatial data
. Plan, prepare, and carry out a GIS based investigation

Instructor: Cody Clemenson

Office: At Request

Office Hours: At Request

Phone: 701-263-5772

Email: cody.s.clemenson@dakotacollege.edu

Lecture/Lab Schedule: 7:00-7:50 am MWF

Textbook(s):
1) Getting to Know ArcGIS 10 Desktop ISBN: 9781589482609 Software – ArcGIS 10 (included)
2) Geographic Information Systems Applications in Natural Resource Management. Second Edition. Michael Wing and Pete Bettinger. Oxford University Press. ISBN: 9780195426106

Course Requirements: Students are required to complete in class assignments, answer questions from the text, complete lab assignments where they develop maps and answer questions regarding GIS applications in the real world.

Grading Scale: The grading scale is listed below. Percentage Grade 90 - 100 A 80 - 89 B 70 - 79 C 60 - 69 D < 60 F
Tentative Grade Allocation:
Homework ~500
Projects ~400
Final Exam ~100

Relationship to Campus Theme:
This course addresses the campus theme by incorporating GIS computer technologies, applied natural resource management and GPS data collection technologies that are used to develop natural resource management plans.

Classroom Policies:
Be respectful of other students, technicians, instructors, and guests. Show up for class. Be involved in classroom discussions.

Student Email Policy:

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

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

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: ENVT 296 - Capstone: Environmental Technology

Number of Credits: 1 semester credit

Course Description:

A problem-based learning experience that focuses on a multi-disciplinary approach to solving real-world environmental problems**.**

Pre-/Co-requisite: Instructor approval and sophomore standing

Course Objectives:

1) To understand the scientific method of inquiry.
2) To gain the necessary background and experience to manage projects related to environmental issues.
3) To develop skills in database management.
4) To develop basic skills in scientific research and writing.

Instructor: Larry Brooks

Office: NSC 102

Office Hours: 9-10 AM M, W, & F and by appointment

Phone: (701) 228-5457

Email: larry.brooks@dakotacollege.edu

Lecture Schedule: 3:00 - 3:50 PM W in NSC 128

Textbook: None

Course Requirements:

Course requirements consist of completing the following elements of a group project:

1) Project planning
2) Project implementation
3) Project evaluation and troubleshooting
4) Project conclusion and summary

Grading is based on a standard college curve where students earn a grade based upon the percent of total possible points they obtain. Assignments leading up to and including the final group project will amount to 500 points.

Final letter grades are assigned based on the following criteria:

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

General Education (GE) Goal and Objectives: None. This course is not a general education class.

Relationship to Campus Theme: This course addresses the campus theme by working on environmental projects that assist natural resource agencies in performing management activities.

Classroom Policies

1) Cell phones and related devices are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone into the classroom or, at the very least, turn it off.
2) Food and beverages are permitted in accordance with IVN classroom policy.
3) Be respectful of other students, technicians, instructors, and guests.

Student Email Policy

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

Academic Integrity

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

Disabilities and Special Needs

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

FORS 263 URBAN FORESTRY MANAGEMENT

Credits : Three

Prerequisites: None

Instructor: Mr. Robert Underwood -

Office Hours: To be arranged

Cell Phone: 701-871-1041

E-Mail Address: Bob.Underwood@dakotacollege.edu

Class Hours: Online

Text: Miller, Robert W. 1996. *Urban Forestry: Planning and Managing Urban Greenspaces*. 2nd Edition Prentice - Hall, Inc., 490 pp.

Objectives: To explain the evolution of forestry in the urban environment and the changes in traditional forestry concepts toward management, measurements, silviculture, utilization and administration, which have been necessary to meet the unique conditions of this new forest. (addresses General Ed Goals # 7,8,9)

Description: After a brief historical overview of the field and a look at the social changes, which have driven it, we look at the functions which trees serve in the urban environment. We look at the basis and determination of the legal and economic values of trees, and learn the inventorying processes and techniques necessary to assess and describe the urban forests of our streets and parks. We then use this information to develop a plan for the management of the forest. The management plan covers ordinances, planting and maintenance.

The lab projects deal with mapping, surveying, aerial photo interpretation, evaluation of individual trees, inventory techniques, hazard tree recognition, public opinions, and sources of funding.

Work Expectations:

- All Lab assignments are graded.

- **Exams - Policies & Procedures:**All exams are taken online.
- Exams may be taken on any computer with Internet access. Hence, students need to set up or select an environment conducive to testing (e.g. distraction-free area at home, a computer lab in a library, etc.)
- Tests are not proctored. Students may use their books and/or notes while taking exams.
- Exams consist of multiple choice, short answer and essay type questions. Exams must be completed in sequence, and all tests must be completed within the timeframe of the class.

- There is no final comprehensive exam.

Delivery Method: Assignments submitted by mail or online by using e-mail or the course mail software. Students are not expected to come to campus at any time.

Grading:

Grading will be based on tests after each 1 or 2 Chapters. Grades will be figured as a percentage of the total possible points and letter grades assigned on a straight 90%-80%-70%-60% basis.

Lab grades will be determined by attendance and exercises assigned and turned in.

Attendance on Field Trips, Participation in Class, Interest in Current Events and other examples of interest and enthusiasm, while not assigned specific scores, will be noted and may accumulate "Brownie Points" influencing borderline letter grades.

CLASS SCHEDULE

SUBJECT ASSIGNMENT

Introduction and History Chap. 1

Benefits and Uses of Trees Chap. 2,3,4

Appraisals (Shade Tree, Shelterbelt and Parks) Chap. 5

Street Tree Inventories Chap. 6

Parks and Natural Resource Inventories Chap. 7

Planning Process and Urban Forestry Chap. 8

Ordinances, Laws, and Standards. (Quiz) Chap. 9

THE MANAGEMENT PLAN FOR STREET TREES Chap. 10-12

Planning, Planting and Maintenance

Park and Open Space Vegetation Management Chap. 13

Commercial and Utility Arborists (Quiz) Chap. 14

Administration, Management and Funding Chap. 15

Review

Final Exam Week EVERYTHING

Let's try to make this class both informative and fun. If there is a particular area you are more interested in, let me know and we can make the classes fit.

Good Luck

Last modified: Thursday, August 23, 2016

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: FWLD 122 – Wildlife & Fisheries Techniques

Course Description: Provide a basic understanding of the biological principles, field, and laboratory techniques involved in research and management of non-game and game wildlife and fish species and their habitat.

Course Objectives: A) To develop a basic methodology of providing sound management plans for a variety of birds, mammals, and fish species,

B) Community, habitat, and ecosystem management approach to integrated management plans,

C) Develop philosophies for seasonal requirements for resident and migratory species, and

D) Develop basic requirements for warm and cold water species of fish.

Instructor: Shubham Datta

Office: NSC 113

Office hours: M, W, F 11:00-12:50, and by appointment.

Office phone: 701-228-5463

E-mail: shubham.datta@dakotacollege.edu

Lecture/Lab Schedule: Tues, Thurs 9:00-9:50/ LAB: TH. 1-4:50 Labs in this course require some travel to field labs as outlined in the syllabus. These labs are required as part of the course and occur on a yearly basis with professionals in the field. The schedule of labs is subject to change as required by weather or other circumstances. To pass the course Lecture and Lab attendance are required.

Course Website: Moodle Website from DCB Online course site.

Textbook(s): 1. The Wildlife Techniques Manual: Volume 1: Research. Volume 2: Management, 7th Edition Johns Hopkins University Press ISBN: 978-1421401591. (Text is not required but recommended for Wildlife majors.)

Course Requirements:
2 Scientific Papers each 100 pts. The Final Paper is a requirement for the class. A passing grade cannot be achieved if the final paper is not handed in.

Weekly quizzes in Lecture and Lab each 50 pts.

2 laboratory practical quizzes each 100 pts.

Grading schedule:
90-100% = A
80-89% = B
70-79% = C
69-79% = D
<60% = F

Tentative Course Outline:

A. A brief history of wildlife management. Landmark legislation. Some successes in managing wildlife.
B. Population ecology. Food and cover. Animal behavior and wildlife management. Ecosystems and natural communities.
C. Wildlife diseases. Predators and predation. Ethics of hunting/trapping- a brief historical approach. Wildlife and water. Wetland classification.
D. Wildlife and soils. Wildlife and farmland. Wildlife and rangelands. Forest management practices.
E. Exotic wildlife – problems and prevention. Nongame and endangered wildlife. Economics of wildlife. Wildlife as a public trust.
F. Big game biology. Big game species and civilization.
G. Fisheries management. Freshwater ecology and physical parameters. Management techniques.
H. Law enforcement methodology and techniques.

Student E-mail Policy:

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

Classroom Policies:

All students will respect the classroom environment that which will allow for maximum interaction between students and the professor.

Lab policies: Labs in this class are a privilege. Violation of school procedures regarding student conduct will not be tolerated. Many of the labs are all day field trips and you will be exempt from other classes. However, this does not exempt you from the work that is missed for those classes. All missed work from classes missed because of FWLD 122 lab will be made up per arrangements with the other instructors. Students that violate this will miss out on future field trips. Labs are repeated around the same time each year.

Academic Integrity:

All students will do their own, original work on reports, laboratory assignments, and essays. Any student caught cheating on an exam or quiz will be reprimanded the first time. If it happens again, the student will drop the class.

Disabilities and Special Needs: Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which

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

Fish and Wildlife Law

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: FWLD 260 - Fish and Wildlife Law

Credits: 3

Course Description:

This course introduces students to laws that protect and conserve fish, wildlife, and natural resources including federal and state laws (primarily ND law). Included are other jurisdictional laws, such as tribal laws, and laws concerning border crossings. The course will discuss how laws are created and enforced. The course will also study court cases involving wildlife laws. Instructional methods include lecture, class discussion, and guest speakers.

Pre-/Co-requisites: FWLD 122, FWLD 122 or Instructor Consent

Course Objectives:

1) To understand and appreciate why there are laws concerning natural resources.
2) To learn the basic concept of how laws are created and enforced.
3) To understand the difference between state laws and federal laws.
4) To study and discuss state and federal legislation and case law effecting fisheries and wildlife laws.
5) To understand the types of jurisdictions and how each has different laws and regulations
6) To understand public rights and processes law enforcement uses to uphold those rights.
7) To apply laws and procedures to everyday life as a game warden/conservation officer
8) To understand a person's rights, procedures for search and seizure, evidence collection, chain of custody, and use of evidence in court.
9) To understand each state, federal, and other wildlife enforcement entities and what the differences between them.

Instructor: Jonathan Tofteland

Office: TBA

Office Hours: Please contact for appointment

Phone: (701) 720-5871

Email: jonathan.tofteland@dakotacollege.edu

Lecture Schedule: Tuesdays and Thursdays 10 A.M. – 11:15 AM

Text Book: *Wildlife Law:* A Primer, Eric T. Freyfogle and Dale D Goble, ISBN-13: 978-1559639767, Island Press

Course Requirements:

The course will consist of approximately 450 points:
Weekly 10 point quiz - 100 points
Reflection Paper - 50 points
Midterm - 100 points
Research Paper - 100 points
Final Exam - 100 points
Points may be subject to change by instructor. Possible Bonus points may be earned.

Final letter grades are assigned based on the following criteria:
A = 89.5 - 100% of the total points
B = 79.5 - <89.5% of the total points
C = 69.5 - <79.5% of the total points
D = 59.5 - <69.5% of the total points
F = <59.5% of the total points

Tentative Course outline:

1. History of fish and wildlife law enforcement
2. How laws are made - state and federal legislation laws and proclamation laws
3. Tribal and sovereign lands
4. Public rights, search and seizure, evidence collection and use in court
5. Federal laws- guest speakers
6. ND state laws
7. Law enforcement tactics and procedures

General Education Goals/Objectives:

This not a general education course.

Relationship to Campus Theme:

This course is designed to assist in the conservation and protection of fish, wildlife and other natural resources through knowledge and awareness of state and federal laws.

Classroom Policies:

The classroom is a learning environment and anything that disrupts the class from learning will not be tolerated. Cell phones, tablets, and computers will only be allowed for taking notes, or research of topics if allowed by instructor. Any disrespecting of classmates, instructor, or guests will not be tolerated.

Student Email Policy:

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

Academic integrity:

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom with assignments, quizzes and exams is a serious offense and is subject to disciplinary

action by the instructor and college administration. For more information, refer to the Student Handbook.

Disabilities and Special Needs:

If you have a disability for which you need an accommodation, contact me within the first week of the semester. The Student Success Center provided disability support services and can be contacted by calling (701) 228-5477 or toll-free 1-888-918-5623.

Dakota College Course Syllabus

Course Prefix/Number/Title:

GEOG 161 – World Regional Geography

Course Description:

In this class the student will study geographic processes shaping major world regions and inter-relationships in the global village; geographic bases and implications of current events. The course involves a geographic survey of major world regions, with emphasis on location, component countries, world role, distinctive physical and cultural characteristics, relations to other world areas and major problems. The principal objective is to help alleviate the serious geographic illiteracy that many Americans have concerning the world in which we live.

Pre/Co-requisites:

none

Course Objectives:

Upon successful completion of this course, the student will have an understanding of the physical geography of the world – as well as the social, religious, economic, and diplomatic issues contained within major regions. A relation to both historical underpinnings and current events will also allow the student to better understand the world outside the United States, a very important task in today's global constructs.

Instructor:

Steven J. Sathre

Office:

Thatcher Hall 2206

Office Hours:

MWF 9:00-10:00

Phone:

701-228-5456

Email:

steve.sathre@dakotacollege.edu

Lecture/Lab Schedule:

MWF 2:00-2:50
Arntzen 1

Textbook(s):

Diversity Amid Globalization: World Regions, Environment, Development, Rowntree, Lewis, Price, Wychoff, 4th Edition, 2009.

Various Handouts

Course Requirements:

The formula for grades is as follows.

6 exams (non-cumulative), 25 pts. each = 150 pts.
10 quizzes, 2 pts. each = 20 pts.
1 essay (details to follow) = 30 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A
80-90% - 160-179pts. = B
70-80% - 140-159pts. = C
60-70% - 120-139pts. = D
<59% - <119pts. = F

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes.

Dakota College at Bottineau institutes a policy of not allowing final exams to be taken early. Therefore, it is not an option – don't ask.

Quizzes will be 2 questions and given randomly. They cannot be made up under *any* circumstances. They cover material in that week's reading and are short answer in form.

The essay is thesis-based, 1800 words at minimum and written in *Chicago Style* format.

Tentative Course Outline:

Week 1
Introduction to Geography as a Social Science

Week 2
Diversity Amid Globalization

Week 3
Diversity Amid Globalization Part 2
Test #1

Week 4
The Changing Global Climate

Week 5
The Changing Global Climate Part 2
Exam #2

Week 6
North America

Week 7
Latin America

Week 8
The Caribbean
Exam #3

Week 9
Sub-Saharan Africa

Week 10
Spring Break

Week 11
Southwest Asia and North Africa
Exam #4

Week 12
Europe

Week 13
The Russian Domain
Exam #5

Week 14
Central Asia

Week 15
East Asia

Week 16
South and Southeast Asia
Essay due May 5

Week 17
Australia and Oceania

Final Exam:
Tuesday, May 9, 3:00

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity
Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the politcal process of the United States and reflecting on how future events hinge on current decisions.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, or texting. Turn all electronic junk off. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: GEOL 105, Physical Geology

Number of credits: 4 Credits

Course Description: The purpose of this course is to present the various aspects of physical geology. Geology, the study of Earth, benefits everyone who lives on the planet.

Pre-/Co-requisites: none

Course Objectives: By the end of the course, you should be able to: 1)Understand the relationship of our Earth with the rest of the universe. 2) understand how the Earth works 3)understand how and why different kinds of substances are distributed on and in our Earth 4) Know how rocks and minerals are identified 5) be familiar with different geologic structures and how they are formed 6) understand that intelligently searching for metals, sources of energy, and gems is our responsibility. In addition we will work toward the regard of the environment and understanding of geologic hazards. Travel may be necessary to understand the role of Geology in everyday life.

Instructor: Angela Bartholomay

Phone: 228-5471

Email: angela.bartholomay@dakotacollege.edu

Textbook(s): Physical Geology by Plummer & Carlson 12th Ed.

Course Requirements:

Grades will be based on total points using the following percentage system:
100-90, A; 89-80,B; 79-70,C; 69-60,D; <60%F.

Assessment methods- measurement of the expected general education outcomes will be achieved through exams, quizzes, laboratory exercises and a final project.

Exams- There will be 5 exams during the course of the semester. All exams will be worth 100 points. If you are going to miss an exam, you are expected to make it up ahead of time. Make up exams will be different and will be worth 70%, which must be made up within a week following the original exam.

Lecture- Lecture outlines are available from the moodle shell. The outlines can be used to guide you in the understanding of the material and assist in note taking. Be prepared and have the outlines ready for class.

Quizzes- There will be 10-12 quizzes due each Wednesday available on the moodle shell.

Laboratory- The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities. There will be no make-ups for labs unless prior arrangements are made and the lab write-ups are due during the next lab period. No credit will be given for dry labs!

Final lab project- This scavenger hunt allows you to demonstrate what you have learned Throughout the semester.

Lecture Schedule		Reading assignment	Lab schedule
Week 1	Chapter #1	p. 3-25	No Lab
	Chapter #2	p. 29-41	
Week 2	Jan 16th Martin Luther King Day- No Class		
	Chapter #2	p. 41-51	Mineral identification
Week 3	Chapter #3	p. 55-76	
Week4	Chapter #4	p. 83-109	Igneous Rock identification
	Exam #1	**Chapters #1-4**	
Week 5	Chapter #5	p. 113-133	Soil lab
Week 6	**Feb 20th President's Day – No Class**		
	Chapter # 6	p. 137-165	Sedimentary rock identification
Week 7	Chapter #7	p. 169-190	Metamorphic rock identification
Week 8	Chapter #8	p. 193-216	Geologic time
	Exam #2	**Chapters #5-8**	Fossil Lab
Week 9	Chapter # 9	p. 221-244	
	Chapter #10	p. 247-280	
Spring break- March 13-17		**No Class**	
Week 10	chapter #11	p. 283-303	Ground water
Week 11	chapter #12	p. 307-335	
	Exam #3	**Chapters #9-12**	
Week 12	Chapter #15	p. 383-403	
Week 13	Chapter #16		
Easter Break March 25-28		**No Class**	
Week 14	Chapter #19	p. 407-438	Earthquake location lab
Week 15	chapter #20	p. 491-522	
	Chapter #21	p. 527-548	
Week 16	chapter #22	p. 551-579	Final Lab presentations
	Exam #4	**Chapters 15,16, 19-22**	
	Final lab project	**Due April 26th**	
Week 17	**Final Exam**	**May 5th**	

General Education Goals/Objectives: **1) For a student to have a greater appreciation and understanding of the Earth on which they live and depend. 2) For each student to be able to use the knowledge they obtained in their future.**

Relationship to Campus Theme: **A greater understanding of the Earth, Earth's resources and its companions in the solar system will lead to a greater respect for the environment. components of technology will lead to this understanding. Students will explore career options for their future.**

Classroom Policies: **Attendance in class is expected at every lecture and laboratory period. If you are absent, please find another student to obtain the notes. For an exam, if you know you will be absent from class or if you are ill, please notify me, prior to the exam, so that the exam can be rescheduled. If I am not notified your test will be worth 70%. Quizzes cannot be made up unless prior approval has been made. All make-up work must be completed within one week.**

Academic Integrity: **Academic honesty is expected, any violations is sufficient grounds for immediate failure and removal from class. Cell phones must be turned off during class time.**

Disabilities and Special Needs: **Any student who has a disability that may prevent them from fully demonstrating their abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate his or her educational opportunities.**

Course Syllabus

Name of Instructor: Jim Holben, LCSW, CTRS, CPRP
Course Number and Title: ***GERO 256*** **Development of Social Welfare**
Credits: 3

Prerequisite: None

Course Description: The course provides an introduction to the history, value, political and economic goals of Social welfare. While examining philosophy based assumptions, and conditions which influence the development and implementation of social welfare services for individuals, families, groups and communities. Lastly this course explores the variety of organizations that provide social welfare services at the micro, mezzo, and macro level of practice.

Required Textbook:*Understanding Social Welfare:A Search for Social Justice 9th* Ed, R. Dolgoff and D. Feldstein, Pearson Education; 2013, ISBN-13:978-0-205-17970-1

Recommended Resources:
Understanding Social Welfare:A Search for Social Justice7th Ed, R. Dolgoff and D. Feldstein, Pearson Education; 2007, ISBN # 0-205-47806-9
Worlds Apart: Why Poverty Persists in Rural America, Cynthia M. Duncan, Yale University Press; 1999, ISBN # 0-300-08456-0
American Social Welfare Policy: A Pluralist Approach 4th Ed. Howard Jacob Karger, David Stoesz, Allyn and Bacon 2002, ISBN # 0-8013-3311-3
The Reluctant Welfare State 4th Ed, Bruce S. Jansson, Brooks,Cole-Thomson Learning; 2001, ISBN # 0-534-36551-5
Becoming an Effective Policy Advocate: From Policy Practice to Social Justice 4th Ed, Bruce S. Jansson, Brooks,Cole-Thomson Learning; 2003, ISBN # 0-534-52770-1
A New History of Social Welfare 5th Ed, Phyllis J. Day, Allyn and Bacon 2006, ISBN # 0-205-43703-6

Course Outcomes: Students will

1. Develop an awareness of the history, value, political and economic goals of Social welfare.
2. Develop an awareness of the social work profession and its influence on modern structure, issues, and programs.
3. Identify, describe and examine basic knowledge of philosophy based assumptions, and conditions which influence the development and implementation of social welfare services for individuals, families, groups and communities.
4. Discuss the impact of the variety of organizations that provide social welfare services at the micro, mezzo, and macro level of practice.
5. Discuss the impact of cultural diversity and the practitioner's need to develop ethnic and gender competencies especially the Northern Great Plains Region.

Course Content:

- History, value, political and economic goals of Social welfare.
- Philosophy based assumptions and conditions
- Impact of philosophy based assumptions and conditions.
- Social welfare services for individuals, families, groups and communities.
- Social work profession and its influence on modern structure, issues, and programs.
- Variety of organizations that provide social welfare services at all levels of practice.
- Cultural diversity
- Ethnic and gender competencies

Course Requirements and Evaluation:

- Students must read assigned chapters from the textbook and other resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be 3 tests, a comprehensive final, as well as 10 quizzes, 4 discussion board questions, 1 policy research analysis paper, 1 presentation and 1 reaction paper. Your final grade is determined by dividing total points earned by total points possible. There are a total of 650 points possible for this course.

- Policy Research Analysis Paper (150 Points)
- 4 Discussion Board Questions (25 points each for a total of 100 points)
- 3 Tests (50 points each for a total of 150 points)
- Test 1 Ch. 1-3
- Test 2 Ch. 4-6
- Test 3 Ch. 7-10
- Comprehensive Final (100 Points) Ch. 1-10 and 11-15.
- 10 Quizzes (5 points each for a total of 50 points)
- On-line Policy Research Analysis Presentation through common chat room in class or Power Point Presentation. Time and date to be arranged. (50 points)
- 1 Reaction Paper (50 Points)
- Grades will be calculated using the following criteria:

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

Final Comments:

The recommended Resources do not need to be purchased, however were utilized in the development of this course and will be referenced in the lecture presentation, discussions board questions, quizzes, exams, reaction papers, policy research analysis paper, and presentation policy research analysis paper. Your final grade is determined by dividing total points earned by total points possible. There are a total of 650 points possible for this course.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: GEO 285 Home Health Management

Number of credits: 1 Semester Hour Credit

Course Description: The course covers the financial practices of individuals providing home health care/home and community based services in an agency or privately as a Qualified Service Provider (QSP), as well as, the maintaining of financial records and necessary skills in managing a business. This course explores the advantages and disadvantages of being self- employed and being an employee of an agency that provides home health service/home and community based services. The course also discusses grant funded government programs, a working knowledge of the disciplines and agencies involved in the screening and assessment process for services. Lastly the course covers waived services, difference between Medicaid and Medicare and private insurance providers.

Pre-/Co-requisites: None

Course Objectives:

- Critically analyze financial practices of self-employment and agency employment.
- Analyze the skills necessary in managing a business.
- Describe how grand funded program, waived services, government and private health insurance make up the health care delivery payment system.
- Describe and evaluate self-employment and agency employment.
- Define the disciplines and agencies involved in the assessment and screening process for services.

Instructor: James (Jim) Holben LCSW,CTRS/CPRP

Office: Can be reach through course e-mail or through Dakota College e-mail

Office Hours: The course is checked daily throughout the semester and will answer questions at that time.

Phone: None

Email: James.Holben@dakotacollege.edu

Lecture/Lab Schedule: Follow course calendar and weekly schedule posted in the course

Textbook(s): None

Course Requirements: Students must have access to a computer with specific versions of Internet Explorer or Netscape. To see which versions are compatible, please refer to our pages.

Tentative Course Outline: This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are

expected to complete the course in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

Students must read the assigned lecture note and review other resources identified in the course complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be a mid –term exam and a final exam , as well as 10 quizzes, 10 discussion board/forum questions, and one case study paper.

Week1: Business Structure, Quiz 1

Week 2: Financial/Income Statements, Forum 1

Week 3: Budgeting, Income and Expense Reporting to the IRS, Quiz 2, Forum 2

Week 4: Reimbursement and Reimbursement Language, Quiz 3, Forum3

Week 5: Insurance, Quiz 4, Forum 4

Week 6: Fee Schedules and Billing, Quiz 5, Forum 5

Week 7: Home Health Prospective Payment System, Quiz 6, Forum 6

Week 8: Mid Term Exam

Week 9: Provider Information and Forms, Quiz 7, Forum 7

Week 10: Government Sponsored Programs Medicaid, Quiz 8, Forum 8

Week 11: Government Sponsored Programs Medicare, Quiz 9, Forum 9

Week 12: Retirement Planning

Week 13: Qualified Service Providers, Forum 10

Week 14: Assessments/Screenings, Quiz 10

Week 15: Case Study

Week 16: Final

Relationship to Campus Theme:

Home Health Management course provides an introduction to the financial practices of individuals providing home health care/home and community based services in an agency or privately as a Qualified Service Provider (QSP), as well as, the importance of maintaining financial records and necessary skills in managing a business. This course explores self-employment and being an employee of an agency that provides home health service/home and community based services. The course also discusses government programs, working knowledge of the disciplines and agencies involved in the screening and assessment process for services. Waived services, difference between Medicaid and Medicare and private insurance providers. Then through class assignments the student demonstrates knowledge and application of technology as it applies to Home Health management, along with demonstrating effective communication skills

Classroom Policies:

•Regular participation in the class is expected.
•Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
•All quizzes and exams can be taken on any computer with Internet access.
•Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
•Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
•Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.
•Each quiz/test will be available for a 3-5 day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5 day period.
•Quizzes and test are given for a limited time only.
•Each quiz/test will be available for a limited period of time (15-90 minutes) depending upon the number of questions.
•Expectations: There are ten quizzes, a mid-term and final that is given during the course of the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay and matching.
•Tests are comprised primarily of multiple choice, true/false, fill in the blank and matching. Quizzes have approximately 5 questions each and mid- term exam and final have around 50 questions each.

Evaluation

Your final grade is determined by dividing total points earned by total points possible. There are a total of 350 points possible for this course.

- •Case Study Paper (50 Points)
- •10 Forum/ Discussion Board Questions (5 points each for a total of 50 points)
- •Mid-Term and Final (100 points each for a total of 200 points)
- 10 Quizzes (5 points each for a total of 50 points)

Grades will be calculated using the following criteria:

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

Academic Integrity:

All submitted work is to be your own.

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

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

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

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

Syllabus

Dakota College Course Syllabus

Course Title: HIST 104 - U.S. History Since 1877, Spring 2017

Instructor: Aimee Duchsherer Williamson

Email: aimee.duchsherer@dakotacollege.edu
Please use iMail as your primary means of contacting me.

Credits: 3

Course Description:
This course offers students an introduction to the History of the United States from post-Civil War Reconstruction through the 1990s. This course will follow major social movements such as Prohibition, Women's Suffrage, Civil Rights, and the organization of labor and agriculture. The semester will follow the continuing development of America as a nation, advances in technology, the varied means by which Americans met social and economic challenges, and the responses Americans had to their changing role in the world. Students will be introduced to key events, people, and trends fundamental to any course in American History. Within and beyond these key events, this course allows students significant freedom to explore those areas of American History of greatest interest to them.

Course Objectives:
This course has three objectives. First, students will be able to identify key historical events and people and the forces surrounding them. In other words, students will have a grasp of the basic elements of early American History. Second, students will take from this course the many skills that the study of History provides. Students will learn how to evaluate sources and how to cite them. Students will learn how to craft a thesis and support it. Third, students will take from this course the unique preparation a digital course offers for a digital age. More and more work is done online, and this requires a new kind of professionalism. The ability to assert one's position in a credible and collegial manner is crucial to communication through electronic media. Proper grammar is of the utmost importance in establishing one's credibility in a world where the written word is the primary means of communication as is the case in digital communication. Particularly in the online world, the written word represents people. This course is designed to prepare students for working in a digital community.

Texts:
- Ayers, Gould, Oshinsky, Soderlund, *American Passages: A History of the United States*, Vol. 2: Since 1865, 4th Edition, Wadsworth Publishing, 2009. ISBN-13: 978-0-547-16635-3.
- Free supplemental and primary source materials via the course site.

Course Requirements and Grading:

Testing:

- 4 quizzes (non-cumulative), 50 points each = 200 points
- 1 final exam (cumulative) = 100 points
- Total: 300 Points

Quizzes are non-cumulative and multiple choice. The final exam is cumulative and multiple choice.

Discussion:

- 16 Weekly Discussions, 25 points each = 400 points
- Chicago Citation Exercise = 25 points
- Primary Source Exercise = 25 points
- Structuring an Argument Exercise =25 points
- Crafting a Thesis Exercise = 25 points
- Total: 500 Points

The heart of this course is participation. The weekly discussion fora have four purposes:

- To explore and analyze the readings.
- To build the skills required to craft and support an argument.
- To build writing skills.
- To teach students how to thrive in a professional digital community.

Because you will write 500 - 1,000 words each week in discussion posts, there are only 2 papers of 1,000 words each. In this class you will learn how to argue logically, with proper grammar and source citation to ensure your credibility.

Papers:

- 2 essays, 100 points each = 200 points
- Total: 200 points

Optional Extra Credit Paper (details to follow) = 50 points.

Essays are thesis-based, 1,000 words at minimum and written in Chicago Style format. Students will provide papers that are polished and free of typos and grammatical errors. There will be abundant opportunity in the Weekly Discussion Boards to fix grammatical problems. Students will select one of the available topic options and will use primary source evidence and the text book to support an argument.

Total points available = 1,000 points
90-100% = 900-1,000 points = A
80-90% = 800-899 points = B
70-80% = 700-799 points = C
60-70% = 600-699 points = D
<59% = <599 points = F
No Incompletes will be given.

Due Date Policies

This course is very busy at the beginning of the semester and slows down as the semester progresses. **Due dates are firm**. Students may work ahead as far and as quickly as they would like; they may set their own pace. Students should be aware that hastily written posts and papers at the last minute will result in poor grades. Students should allow for plenty of time to receive and incorporate instructor feedback.

Submission of assignments after the due date are at the instructor's sole discretion. I will try to accommodate personal, academic, and professional issues that may affect a student's ability to complete an assignment on time but only if the student communicates with me. It is the student's responsibility to manage their time efficiently and contact me as soon as there is a problem. If you need an extension on a due date, you must contact me no later than the due date--there will be no exceptions to this policy.

Weekly discussions remain open for a week after the due date--you do not need an extension to submit during that time period.

Tentative Course Outline
Each week there are:

- Chapter Readings.
- Primary Source Readings.
- Weekly Discussions.

There are occasional supplemental readings. There are also four exercises to develop paper-writing skills. These exercises are to be accomplished in the early weeks of the course.

Week 1
Chapter 16: 1865-1877: Reconstruction: Its Rise and Fall
Citation Exercise

Week 2
Chapter 17: An Economy Transformed: The Rise of Big Business, 1877-1887
Primary, Secondary, Tertiary Sources Discussion
Crafting a Thesis Discussion

Week 3
Chapter 18: Urban Growth and Farm Protest, 1887-1893
Structuring an Argument Discussion

Week 4
Chapter 19: A Troubled Nation Expands Outward, 1893-1901
Quiz 1

Week 5
Chapter 20: Theodore Roosevelt and Progressive Reform, 1901-1909

Week 6
Chapter 21: Progressivism at High Tide, 1909-1914
Paper 1

Week 7
Chapter 22: Over There and Over Here: The Impact of World War I, 1914-1921

Week 8
Chapter 23: The Age of Jazz and Mass Culture, 1921-1927
Quiz 2

Week 9
Chapter 24: The Great Depression, 1927-1933

Week 10
Chapter 25: The New Deal, 1933-1939

Week 11
Chapter 26: The Second World War, 1939-1945

Week 12
Chapter 27: Postwar America, 1946-1952
Quiz 3

Week 13
Chapter 28: The Eisenhower Years, 1953-1960
Paper 2

Week 14
Chapter 29: The Turbulent Years, 1960-1968

Week 15
Chapter 30: Crisis of Confidence, 1969-1980

Week 16
Chapter 31: From Reagan to Clinton, 1981-1995
Optional Extra Credit Paper Due
Quiz 4

Week 17
Final Exam

Lecture/Lab Schedule: Online and asynchronous.

General Education Goal:

Beyond the standard goal of any History course that students will be able to identify key historical events and people and the forces surrounding those events, this course has the goal of educating students in credible written communication. History requires analysis and argument. Because this is an online course, all communication is written. Hence, students will have the opportunity to develop the following skills:

1. Uses the stages of the writing process to develop, organize, and present ideas in writing.
2. Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
3. Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.
4. Uses edited standard written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting.

Relationship to Campus Theme:
A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the political process of the United States and reflecting on how future events hinge on current decisions.

Classroom Policies:
Reading the assigned texts is the student's responsibility and is essential to success in this course. It is also the student's responsibility to manage their time efficiently and complete assignments in a timely manner. This academic environment is open and harassment free.

Academic Integrity:
Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party. It is your responsibility to learn and understand what plagiarism is. Please review the information regarding plagiarism provided on the course home page.

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

Dakota College Course Syllabus

Course Prefix/Number/Title:

HIST 104H – Honors Course/United States History from 1877

Number of Credits:

1 credit

Course Description:

This class explores the major themes in the political, social, technological and cultural development of the United States from the era just after the American Civil War, to the removal of U.S. armed forces from Vietnam. The student will study the time period of almost 100 years; as the United States would find itself becoming not only the main influence in the western hemisphere, but one of the two lone superpowers through the Cold War.

Pre-/Co-Requisites:

HIST 104 – United States History from 1877

Course Objectives:

First, the student will have an accurate understanding of the forces leading up to and results from this historical era. Secondly, the student will be able to identify the key figures and influential actions made. Finally, the student will also have a greater knowledge of not only this time period, but how the study of history is directly related to almost every other discipline within a college course catalog. History is truly a cornerstone of learning, and this course is essential to any college student, no matter the major.

Instructor:

Steven J. Sathre

Office:

Thatcher Hall 2206

Office Hours:

MWF 9:00-10:00

Phone:

701-228-5456

Email:

steve.sathre@dakotacollege.edu

Lecture/Lab Schedule:

1 hour weekly – will coordinate with registered students

Textbook(s):

American Passages: A History of the United States -Volume 2, Ayers, Gould, Oshinsky, Soderlund, 4th Edition

A People's History of the United States, Zinn, Howard

Thirteen Days, Kennedy, Robert F.

Various Weekly Handouts

Course Requirements:

The formula for grades is as follows.

4 exams (non-cumulative), 30 pts. each = 120 pts.
10 quizzes/class participation, 3 pts. each = 30 pts.
1 essay (details to follow) = 50 pts.

Total pts. available = 200 pts.

This Honors section is only available in an S/U grading format. Earning 70% of the available points is necessary for a passing grade.

70-100% - 140-200pts. = S
<69.99% - <139pts. = U

No Incompletes will be given.

Quizzes will be 3 questions and given randomly. They cannot be made up under ***any*** circumstances. They cover material in that week's reading and are short answer in form. Class discussions may also be counted as quiz points based on participation.

The essay is thesis-based, 3000 words at a minimum and written in Chicago Style format. These essays are longer than the standard HIST 104 requirements, but will be used in the grading formula for that class as well. Students may also opt to present a topic at the Honors Symposium to substitute for the longer essay.

This class meets only once per week, therefore it is highly recommended that the student finishes the reading assignment *before* that class meets, as well as keeping absences to a minimum.

Tentative Course Outline:

Week 1
Blood and Freedom, 1863-1867

Week 2
Reconstruction, 1867-1877

Week 3
The Rise of American Big Business, 1877-1887

Week 4
Urban Growth and Rural Problems, 1887-1893

Week 5
The Nation Expands to the West, 1893-1901

Week 6
The Progressive Era, 1901-1909
Exam #1

Week 7
The Progressive Era Continued

Week 8
WWI, 1914-1921

Week 9
The Roaring 20's, 1921-1927

Week 10
Spring Break

Week 11
The Great Depression, 1927-1933

Week 12
The New Deal, 1933-1939
Exam #2

Week 13
WWII, 1939-1945

Week 14
WWII Continued

Week 15
The Postwar World, 1946-1952

Week 16
The Eisenhower Era, 1952-1960
Essay Due May 3

Week 17
Kennedy to Withdrawl in Vietnam, 1960-1975
Thirteen Days

Finals
With normal HIST 103 section

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity
Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the politcal process of the United States and reflecting on how future events hinge on current decisions.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, or texting. Turn all electronic junk off. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College Course Syllabus

Course Prefix/Number/Title:

HIST 104 – United States History from 1877

Course Description:

This class explores the major themes in the political, social, technological and cultural development of the United States from the era just after the American Civil War, to the removal of U.S. armed forces from Vietnam. The student will study the time period of almost 100 years; as the United States would find itself becoming not only the main influence in the western hemisphere, but one of the two lone superpowers through the Cold War.

Pre/Co-requisite:

none

Course Objectives:

First, the student will have an accurate understanding of the forces leading up to and results from this historical era. Secondly, the student will be able to identify the key figures and influential actions made. Finally, the student will also have a greater knowledge of not only this time period, but how the study of history is directly related to almost every other discipline within a college course catalog. History is truly a cornerstone of learning, and this course is essential to any college student, no matter the major.

Instructor:

Steven J. Sathre

Office:

Thatcher Hall 2206

Office Hours:

MWF 9:00-10:00
T/Th 1:00-2:00

Phone:

701-228-5456

Email:

steve.sathre@dakotacollege.edu

Lecture/Lab Schedule:

MWF 10:00-10:50
2212 Thatcher Hall

Textbook(s):

American Passages: A History of the United States -Volume 2, Ayers, Gould, Oshinsky, Soderlund, 4th Edition

Various Handouts

Course Requirements:

The formula for grades is as follows.

4 exams (non-cumulative), 30 pts. each = 120 pts.
10 quizzes, 3 pts. each = 30 pts.
1 essay = 50 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A
80-90% - 160-179pts. = B
70-80% - 140-159pts. = C
60-70% - 120-139pts. = D
<59% - <119pts. = F

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes.

Dakota College at Bottineau's policy concerning final exams states that taking them early is not an option. Do not ask.

Quizzes will be 3 questions and given randomly. They cannot be made up under <u>*any*</u> circumstances. They cover material in that week's reading and are short answer in form.

The essay is thesis-based, 1800 words at minimum and written in *Chicago Style* format.

Tentative Course Outline:

Week 1
Blood and Freedom, 1863-1867

Week 2
Reconstruction, 1867-1877

Week 3
The Rise of American Big Business, 1877-1887

Week 4
Urban Growth and Rural Problems, 1887-1893
Exam #1

Week 5
The Nation Expands to the West, 1893-1901

Week 6
The Progressive Era, 1901-1909

Week 7
WWI, 1914-1921
Exam #2

Week 8
The Roaring 20's, 1921-1927

Week 9
Spring Break

Week 10
The Great Depression, 1927-1933

Week 11
The New Deal, 1933-1939

Week 12
WWII, 1939-1945

Week 13
WWII Continued
Exam #3

Week 14
The Postwar World, 1946-1952

Week 15
The Eisenhower Era, 1952-1960

Week 16
Kennedy to Withdrawl in Vietnam, 1960-1975

Week 17
The 1980's

Final Exam: Tuesday, May 9, 9:00AM

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity
Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the politcal process of the United States and reflecting on how future events hinge on current decisions.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture or discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, or texting. Turn all electronic junk off. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original

work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College Course Syllabus

Course Prefix/Number/Title:

HIST 212 – World Civilization since 1500

Course Description:

A study of the major political, economic, social and cultural developments of the human world from the 1500's to present day.

Pre/Co-requisite:

none

Course Objectives:

First, the student will have an accurate understanding of the forces leading up to and results from this historical era. Secondly, the student will be able to identify the key figures and influential actions made. Finally, the student will also have a greater knowledge of not only this time period, but how the study of history is directly related to almost every other discipline within a college course catalog. History is truly a cornerstone of learning, and this course is essential to any college student, no matter the major.

Instructor:

Steven J. Sathre

Office:

Thatcher Hall 2206

Office Hours:

MWF 9:00-10:00
T-Th 1:00-2:00

Phone:

701-228-5456

Email:

steve.sathre@dakotacollege.edu

Lecture/Lab Schedule:

MWF 8:00-8:50
1107 Thatcher Hall

Textbook(s):

World Civilization: The Global Experience, Volume 2 (6th Edition), Stearns, et al., 978-02005659593.

Various Handouts

Course Requirements:

The formula for grades is as follows.

4 exams (non-cumulative), 30 pts. each = 120 pts.
10 quizzes, 3 pts. each = 30 pts.
1 essay = 50 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A
80-90% - 160-179pts. = B
70-80% - 140-159pts. = C
60-70% - 120-139pts. = D
<59% - <119pts. = F

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes.

Dakota College at Bottineau has instituted a policy of not issuing final exams early, do not ask.

Quizzes will be 3 questions and given randomly. They cannot be made up under *any* circumstances. They cover material in that week's reading and are short answer in form. Missed quizzes due to DCB related events will be dropped from the point total for the semester.

The essay is thesis-based, 2000 words at minimum and written in *Chicago Style* format. Essay requirements and expectations will be discussed in class.

Tentative Course Outline:

Week 1
Western Civilization I Overview

Week 2
The World Economy, Chapter 21

Week 3
The Transformation of the West, 1450-1750, Chapter 22

Week 4
The Rise of Russia, Chapter 23
Latin America, Chapter 24

Week 5
Africa and Africans in the Age of the Atlantic Slave Trade, Chapter 25
Exam #1

Week 6
The Muslim Empires, Chapter 26.
Asian Transitions in the Age of Global Change, Chapter 27

Week 7
The Emergence of Industrial Society in the West, 1750-1914, Chapter 28

Week 8
The American Revolution/French Revolution – Handouts given

Week 9
Industrialization and Imperialism, Chapter 29
Exam #2

Week 10
Spring Break

Week 11
The Consolidation of Latin America, Chapter 30
The Ottoman Empire, Islamic Heartlands, and Qing China, Chapter 31

Week 12
Russia and Japan: Industrialization Outside the West, Chapter 32

Week 13
WWI, Chapter 33
The World between the Wars, Chapter 34

Week 14
WWII, Chapter 35
Exam #3

Week 15
The Cold War, Chapter 36
"Universal Declaration of Human Rights", Handout given.

Week 16
Africa, Asia, and the Middle East in the Era of Independence, Chapter 38.

Week 17
Power, Politics and Conflict in World History, 1990-2010, Chapter 39
Essay Due May 5

Week 18
Final Exam
TBA

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity
Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the politcal process of the United States and reflecting on how future events hinge on current decisions.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Dakota College at Bottineau will communicate directly with students via campus email addresses. Students will be responsible for any information distributed with this service. Please check your email regularly.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, or texting. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods unless an arrangement is made with the professor within the first week of class.

This academic environment is an open and harassment free one. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **HORT 145 Aquaponics Practicum I**

Number of credits: 1 TO 4 Credits

Course Description: Course provides students with hands-on experiences in a greenhouse environment. Students will apply concepts discussed in Production Aquaponics course. Students will work directly with fish stocking, sampling plans for fish weights and fish feed calculations, seed propagation and transplanting seedlings, plant identification, pest identification and scouting procedures and harvesting of produce, and safe working practices.

Pre-/Co-requisites: None

Course Objectives:

- Demonstrate the ability to monitor fish size and feeding requirements.
- Maintain schedules for water quality and greenhouse environment
- Develop live fish handling procedures.
- Understand the importance of proper bio-filter cleaning procedures.
- Sample and identify pests and diseases of fish and plants in aquaponics.
- Maintain equipment, operations and awareness in such a manner to provide safe working conditions.

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 1 PM to 3:30 PM – MWF or by appointment

Phone: 701-228-2160

Email: keith.knudson@dakotacollege.edu

Lecture/Lab Schedule: TBD – Aquaponics Greenhouse

Textbook(s): None

Course Requirements: Grading is based on student's ability to demonstrate practices relating to the course objectives.
The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% o < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline: The practicum demonstrates the below activities and skills.

- Monitor the following per an established schedule
    - Water
    - Pumps, pipe, tanks and valves
    - Aeration
    - Filtration – Mechanical and bio-filtration
    - Greenhouse environment
    - Supplemental lighting
- Increase feed consumption to fish and determine BSA to determine system accommodation to increased feed amounts
- Record daily schedule data
- Record fish weights and plant nutritional needs
- Participate in scheduling of plantings, harvest and customer quantity requirements
- Scheduling and planting calendar
- Field Trips

General Education Goals/Objectives: Students should follow the Aquaponics Program curriculum.

Relationship to Campus Theme: This course is part of our Aquaponics Production and Management program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technologies use are prohibited in the classroom unless otherwise instructed.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructor and guests.

Student Email Policy:

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

Academic Integrity: All students are expected to excel to the best of their ability. Students must adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

Disabilities and Special Needs: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **HORT 145 Aquaponics Practicum I**

Number of credits: 1 TO 4 Credits

Course Description: Course provides students with hands-on experiences in a greenhouse environment. Students will apply concepts discussed in Production Aquaponics course. Students will work directly with fish stocking, sampling plans for fish weights and fish feed calculations, seed propagation and transplanting seedlings, plant identification, pest identification and scouting procedures and harvesting of produce, and safe working practices.

Pre-/Co-requisites: None

Course Objectives:

- Demonstrate the ability to monitor fish size and feeding requirements.
- Maintain schedules for water quality and greenhouse environment
- Develop live fish handling procedures.
- Understand the importance of proper bio-filter cleaning procedures.
- Sample and identify pests and diseases of fish and plants in aquaponics.
- Maintain equipment, operations and awareness in such a manner to provide safe working conditions.

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 1 PM to 3:30 PM – MWF or by appointment

Phone: 701-228-2160

Email: keith.knudson@dakotacollege.edu

Lecture/Lab Schedule: TBD – Aquaponics Greenhouse

Textbook(s): None

Course Requirements: Grading is based on student's ability to demonstrate practices relating to the course objectives.
The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% o < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline: The practicum demonstrates the below activities and skills.

- Monitor the following per an established schedule
    - Water
    - Pumps, pipe, tanks and valves
    - Aeration
    - Filtration – Mechanical and bio-filtration
    - Greenhouse environment
    - Supplemental lighting
- Increase feed consumption to fish and determine BSA to determine system accommodation to increased feed amounts
- Record daily schedule data
- Record fish weights and plant nutritional needs
- Participate in scheduling of plantings, harvest and customer quantity requirements
- Scheduling and planting calendar
- Field Trips

General Education Goals/Objectives: Students should follow the Aquaponics Program curriculum.

Relationship to Campus Theme: This course is part of our Aquaponics Production and Management program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technologies use are prohibited in the classroom unless otherwise instructed.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructor and guests.

Student Email Policy:

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Academic Integrity: All students are expected to excel to the best of their ability. Students must adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

Disabilities and Special Needs: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **HORT 147 Aquaponics Practicum III**

Number of credits: 1 to 4

Course Description: Course provides students with hands-on experiences in a greenhouse environment. Students will work with daily operations of management techniques, water quality dynamics, greenhouse, and environmental controls, aquaponics start-up and operational costs, regulations, marketing and financial planning.

Pre-/Co-requisites: Practicum I and Practicum II

Course Objectives:

- Develop an understanding of issues relating to water quality for fish and plant life. Maintain parameters established for dissolved oxygen, ammonia, nitrite, carbonate, alkalinity, pH, water temperature, total dissolved solids and nutrient base.
- Monitor and adjust greenhouse environment on a daily basis to ensure maximum production needs of fish and plant life.
- Understand the importance of recordkeeping for food safety, financial and worker safety.
- Assist in scheduling of crop and fish rotations as determined by market demands.

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 11 AM to 4:50 PM – MWF or by appointment

Phone: 701-228-2160

Email: keith.knudson@dakotacollege.edu

Lecture/Lab Schedule: TBD – Aquaponics Greenhouse

Textbook(s): None

Course Requirements: Grading is based on student's ability to demonstrate practices relating to the course objectives.

The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% o < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline:

- Daily management of operations
- Supervisory responsibilities
- Maintaining environment requirements and understanding trends in environmental data
- Creating business planning expansion activities
- Maintaining records critical to the success of the business.
- Crop and fish production schedules and rotations
- Field trips

General Education Goals/Objectives: Students should follow the Aquaponics Program curriculum.

Relationship to Campus Theme: This course is part of our Aquaponics Production and Management program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technologies use are prohibited in the classroom unless otherwise instructed. It is recommended that you do not bring your internet/cellular device into the classroom if it interrupts you or your fellow student in the course that you have purchased, as you will not receive the value you should expect in order to excel in the area of study.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructor and guests.

Student Email Policy:

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disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

Disabilities and Special Needs: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **HORT 221 Aquaponics Management I**

Number of credits: 3

Course Description: Course provides an overview of aquaponics management for designing and managing an aquaponics system including fish to plant ratio, feed to biological surface area (BSA), water quality maintenance, integrated pest management and biosecurity.

Pre-/Co-requisites: HORT 141 Production Aquaponics

Course Objectives:

- Design an aquaponics system using one or more subsystems in combination or stand alone.
- Design an aquaponics system giving consideration to all of the following critical parameters;
    - Water
    - Pumps, pipe, tanks and valves
    - Aeration
    - Filtration – Mechanical and bio-filtration
    - Greenhouse environment
    - Supplemental lighting
- Understand and develop systems accommodating feed to plant to BSA ratios
- Develop a water quality maintenance program
- Provide measures necessary for monitoring, control, and assessing an integrated pest management system
- Understand the necessary precautions required to assure minimum biological risk to fish, plants, workers, beneficial insects, and the users of the produce.

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 11 AM to 4:50 PM – MWF or by appointment

Phone: 701-228-2160

Email: keith.knudson@dakotacollege.edu

Lecture/Lab Schedule: MWF 8:00 to 9:00 AM

Textbook(s): TBD

Course Requirements: Grading will be based on the following to obtain points. There will be 6 lecture quizzes each worth 40 points; 3 individual student led discussions each worth 80 points; and a final exam worth 100. Total possible points for the course are 580. The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% o < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline:

- System Designs
- Pump specifications vs system requirements
- Aerator specifications vs system requirements
- Bio-filters
- Greenhouse environment
- Lighting for workers, pollinators, beneficial insects, plants and fish
- Bio-security
- Field Trips

General Education Goals/Objectives: Students should follow the Aquaponics Program course curriculum.

Relationship to Campus Theme: This course is part of our Aquaponics Production and Management program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technologies use are prohibited in the classroom unless otherwise instructed.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructor and guests.

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Disabilities and Special Needs: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **HORT 222 Aquaponics Management II**

Number of credits: 3

Course Description: Course gives students the necessary business and financial tools to start, maintain, and expand an aquaponics business. The course will include instructions on writing a business plan, business setting, recordkeeping and accounting, business analysis, budgets, and financial needs planning.

Pre-/Co-requisites: HORT 221 Aquaponics Management I

Course Objectives:

- Create a business plan that includes clear and concise description of the following elements.
    - Executive Summary
    - Company Description
    - Product and Services
    - Actual Market Analysis
    - Strategy and Implementation
    - Management and Organization
    - Financial Plan and Projections
- Describe business goals and understand the need to make goals, reviews, and adjustments.
- Participate in the aquaponics recordkeeping system established for this program that includes data entry, validation, and accuracy.
- Develop a production program based on markets, best practices, efficiencies, profitability, and seasonal options.
- Participate in planning of future growth, production needs, schedules, and financial planning

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 11 AM to 4:50 PM – MWF or by appointment

Phone: 701-228-2160

Email: keith.knudson@dakotacollege.edu

Lecture/Lab Schedule: MWF 8:00 to 9:00 AM

Textbook(s): TBD

Course Requirements: Grading will be based on the following to obtain points. There will be 6 lecture quizzes each worth 40 points; 3 individual student led discussions each worth 80 points; and a final exam worth 100. Total possible points for the course are 580. The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% o < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline:

- Write a complete Business Plan
- Develop a plan to review business plan and yearly operations to assure business success
- Record data as necessary and monitor data entry of students in the first and secondary years to assure accuracy and relevance.
- Assist in maintaining financial records of Aspen Aquaponics.
- Participate in financial decision meetings
- Manage schedules based on consumer demand and seasonal expenses.
- Demonstrate customer service activities for retail and wholesale
- Research new aquaponics methods and recommend changes to current system
- Field trips

General Education Goals/Objectives: Students should follow the Aquaponics Program curriculum.

Relationship to Campus Theme: This course is part of our Aquaponics Production and Management program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technologies use are prohibited in the classroom unless otherwise instructed.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructor and guests.

Student Email Policy:

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

Academic Integrity: All students are expected to excel to the best of their ability. Students must adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

Disabilities and Special Needs: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester

Course Prefix/Number/Title: Good Agricultural Practices

Number of credits: 1 Semester Credit

Course Description: Good Agricultural Practices (GAP) prevents the public from illness and also protects farm businesses from the economic consequences of food contamination. Sanitary operational practices are necessary for the production of safe, wholesome vegetables. This course will discuss strategies that can be put in place to reduce the risk of microbial contamination on the farm.

Objectives:

1. To learn the basic principles of Good Agricultural Practices.
2. Understand and recognize the risks involved wherever water comes into contact with fresh produce and how its quality dictates the potential for pathogen contamination**.**
3. Create conditions that prevent food safety hazards instead of corrective actions taken after a risk has been identified.
4. Develop a food safety plan.

Pre-/Co-requisites: None

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, North Dakota 58318; Bottineau Tech. Center

Office Hours: 11 AM 4:50 PM – MWF or by appointment

Phone: 701-228-2160

Email: Keith A Knudson

Lecture/Lab Schedule: Two days – 8 hours each

Textbook(s):

"Guidance for Industry: Guide to Minimize Microbial Food Safety Hazards for Fresh Fruits and Vegetables". Office of Food Safety, Division of Plant and Dairy Food Safety (HFS-317), Center for Food Safety and Applied Nutrition (CFSAN), U.S. Food and Drug Administration, 5100 Paint Branch Parkway, College Park, Maryland 20740;

Course Requirements: Grading will be based on the following to obtain points. There will be 5 lecture quizzes each worth 30 points; food safety plan is worth 200 points and a final exam worth 150 points. Points for quizzes and final exam may be adjusted using a curve method. Total possible points for the course are 550. The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% to < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline:	Hours
- What are Good Agricultural Practices	(0.5)
- Review of Produce Safety Issues	(0.5)
- Marketing Issues	(0.5)
- Worker Training	(1.0)
- Speaker – First District Health Unit	(1.0)
- Water Management	(0.5)
- Composting Management	(1.0)
- Wildlife and Livestock Management	(0.5)
- Harvesting	(1.0)
- Wash and Pack	(1.0)
- Sanitation Pest Control	(0.5)
- Transportation	(0.5)
- Record Keeping and Traceability	(1.0)
- Crisis Management	(1.0)
- Wash and Pack Facility Floor Plans	(1.0)
- Crops grown and Farm Maps	(1.0)
- Develop a Farm Food Safety Plan	(3.0)
- Exam	(1.0)
- TOTAL	(16.5)

General Education Goals/Objectives

Not Applicable

Relationship to Campus Theme:

This course is part of our Sustainable Vegetable Production program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. GAP brings out the best in vegetables with safe and great tasting foods.

Classroom Policies:

1. Cell phones, iPods and related technology are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone into the classroom or, at the very least, turn it off.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructors and guests.

Student Email Policy:

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Academic Integrity:

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

Disabilities and Special Needs:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Jan Nahinurk in the Learning Center (701-228-5479) as early as possible during the beginning of the semester.

Course Prefix/Number/Title: HORT 245 – Safe Post-Harvest Handling

Number of credits: 1 Semester Credit

Course Description: Introduction to safe post-harvest handling or good handling practices (GHP)using appropriate production practices, careful harvesting, and proper packaging, storage, and transportation. Course covers practices suitable for small-scale operations, and points out the importance of production and harvesting techniques for improving quality and storability.

Pre-/Co-requisites: None

Objectives:

1. To learn about Marketing & Consumer Issues
2. Demonstrate the ability to follow Fruit and Vegetable Preparation Procedures
3. Explain the key factors involved in Product Quality
4. To understand the importance of Microbiology & Sanitation and concerns in fresh-cut products
5. Demonstrate Temperature Management Techniques

Instructor: Keith Knudson

Office: Molberg Center, Rm 26; 105 Simrall Blvd. Bottineau, North Dakota 58318

Office Hours: 11 AM to 4:50 PM – MWF or by appointment

Phone: 701-228-5489

Email: Keith A Knudson

Lecture/Lab Schedule: TBD

Textbook(s): None Required

Course Requirements: Grading will be based on the following to obtain points. There will be four lecture quizzes each worth 30 points; five individual student led discussions each worth 50 points; and a final exam worth 130 points. Total possible points for the course are 540. The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% o < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline:

Wk. 1 – Marketing & Consumer Issues
Wk. 2 – Product Biology
Wk. 3 – Student led discussion
Wk. 4 – Product Quality
Wk. 5 – Product Preparation
Wk. 6 – Student led discussion
Wk. 7 – Temperature Management
Wk. 8 – Microbiology & Sanitation
Wk. 9 – Student led discussion
Wk. 10 - Modified Atmospheres and Packaging
Wk. 11 – Tour local grocery store
Wk. 12 – Student led discussion
Wk. 13 – District Health Services speaker
Wk. 14 – Specific Fresh-cut Product Information
Wk. 15 – Student led discussion
Wk. 16 – Review and Final Exam

General Education Goals:

Not Applicable

Relationship to Campus Theme:

This course is part of our Sustainable Vegetable Production program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technology are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone into the classroom or, at the very least, turn it off.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructors and guests.

Student Email Policy:

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Academic Integrity:

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

Disabilities and Special Needs:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Jan Nahinurk in the Learning Center (701-228-5479) as early as possible during the beginning of the semester.

Communications:

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Course Prefix/Number/Title: HORT 246 - Compost Production and Use

Number of credits: 1 Semester Credit

Course Description: A study of basic principles of composting based upon a naturally occurring process of decay. This course includes the composting process, methods to assure safe use of materials, proper mixing procedures and a brief introduction to vermiculture. The course activity involves making of a compost pile and a returning a week later to examine the results.

Objectives:

1. To learn the basic principles of composting.
2. Be able to explain the difference between commercial fertilizers and compost.
3. To describe the benefits of composting.
4. To build a compost pile using methods learned.
5. To properly blend compost based on plant nutrient requirements.

Pre-/Co-requisites: None

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, North Dakota 58318 – Bottineau Technology Center

Office Hours: 11 – 12 AM – MWF or by appointment

Phone: 701-228-2160

Email: Keith A Knudson

Lecture/Lab Schedule: Two Thursdays – 8 hours each

Textbook(s): Compost Production and Utilization: A Growers' Guide by Mark Van Horn

Course Requirements: Grading will be based on the following to obtain points. There will be 4 lecture quizzes each worth 50 points, a student project worth 200 points and a final exam worth 150 points. Points for quizzes and final exam may be adjusted using a curve method. Total possible points for the course are 550. The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% to < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline:

	Hours
- Introduction to composting	(0.5)
- Speaker – Expert in Field	(2.0)
- Benefits of Composting	(1.0)
- Types of Material for composting	(1.0)
- 3 Phases of the Compost Process	(0.5)
- Compost Pile Management	(1.0)
- Methods of Composting	(1.0)
- Vermiculture	(1.5)
- Mixing Compost and Soil	(0.5)
- Hands on experience	(6.0)
- Exam	(1.0)
- TOTAL	(16.0)

General Education Goals/Objectives

Not Applicable

Relationship to Campus Theme:

This course is part of our Sustainable Vegetable Production program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. Composting is a natural occurring process that increases the benefits of quality and quantity in vegetable production.

Classroom Policies:

1. Cell phones, iPods and related technology are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone into the classroom or, at the very least, turn it off.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructors and guests.

Academic Integrity:

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Disabilities and Special Needs:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Jan Nahinurk in the Learning Center (701-228-5479) as early as possible during the beginning of the semester.

Course Prefix/Number/Title: HORT 248 – Greenhouse Structures

Number of credits: 1 Semester Credit

Course Description: This course identifies different greenhouse structures and will examine variables such as growing space desired, site architecture, available sites, and costs.

Objectives:

1. Learn and understand basic greenhouse structures.
2. Be able to discuss the pros and cons of each type of structure.
3. Create a layout plan describing structure type, ventilation, heating and cooling and watering systems.

Pre-/Co-requisites: None

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 11 – 12 AM – MWF or by appointment

Phone: 701-228-2160

Email: Keith A Knudson

Lecture/Lab Schedule: Two days – 8 hours each day.

Textbook(s): None

Course Requirements: Grading will be based on the following to obtain points. 100 points/day for participation, student project (greenhouse layout) for 150 points and This course is part of our Sustainable Vegetable Production program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. GAP brings out the best in vegetables with safe and great tasting foods.

A final exam is worth 100 points. The final grade is based on the following criteria:

A = 89.5% to 100% of the total points
B = 79.5% o < 89.5% of the total points
C = 68.5% to <79.5% of the total points
D = 59.6% to <69.5% of the total points
F = < 59.5% of the total points

Tentative Course Outline: Hours

- Introduction (0.5)
- Types of Greenhouses (1.0)
- Determine Location (1.0)
- Structural Materials and Coverings (1.0)
- Heating, Cooling and Air Circulation (1.0)
- Watering Systems (1.0)
- Tour ECH Facilities (1.5)
- Full day of Greenhouse Tours/building Greenhouse (8.0)
- Exam (1.0)
- TOTAL (16.0)

General Education Goals/Objectives

Goal: Not Applicable

Relationship to Campus Theme:

This course is part of our Sustainable Vegetable Production program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource.

Classroom Policies:

1. Cell phones, iPods and related technology are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone into the classroom or, at the very least, turn it off.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructors and guests.

Academic Integrity:

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

Disabilities and Special Needs:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Jan Nahinurk in the Learning Center (701-228-5479) as early as possible during the beginning of the semester.

SYLLABUS HPER 217 PERSONAL AND COMMUNITY HEALTH(ONLINE)

Course Prefix/Number/Title: HPER 217 ONLINE Personal and Community Health (3 Credits)

Course Description: This course is designed to acquaint the student with those principles and practices which will ensure the maintenance of conditions necessary for wholesome personal and community living. Economic, social, and legal aspects of health preservation and disease prevention will be emphasized.

Prerequisite classes: None

Course Objectives: 1. The student will understand that lifelong wellness is achieved and sustained through proper physical exercise and nutrition, that promotes lifelong learning skills for a healthier life. 2. Awareness that lifelong fitness includes developing muscular strength, endurance, flexibility and cardiovascular health. 3. Understanding the importance of team training to maintain a healthy lifestyle.

Instructor: Ken Keysor Phone: 701-385-3348 Email: Ken.Keysor@dakotacollege.edu

Lecture/Lab Schedule: ONLINE

Textbook(s): Health & Wellness, 9th or 10th Edition by Edlin and Golanty

Course Requirements: This class will be an online format with assignments using various technologies including the internet and outside readings. Class participation and attendance will be a must to be successful. Grading will be base on the following items being completed and turned in. 1. All web assignments 2. Grading Scale A:100-90 B:89-80 C:79-70 D:69-60 F: 59-Below

Tentative Course Outline: **NOTE** YOU WILL NEED TO STAY WITHIN ONE CHAPTER OF THE WEEK WE ARE ON. THIS WILL HELP YOU STAY ON TRACK AND NOT GET BEHIND IN THE CLASS.

Week 1 Chapter 1 Achieving Personal Health

Week 2 Chapter 2 Mind-Body Communications

Week 3 Chapter 3 Managing Stress

Week 4 Chapter 4 Mental Health/Illness

Week 5 Chapter 6 Managing a Healthy Weight

Week 6 Chapter 7 Physical Activity for Health/Well-Being

Week 7 Chapter 13 Cancer: Risks & Prevention

Week 8 Chapter 14 Cardiovascular Diseases

Week 9 Chapter 15 Heredity & Disease

Week 10 Chapter 16 Using Drugs Responsibly

Week 11 Chapter 17 Eliminating Tobacco Use

Week 12 Chapter 18 Using Alcohol Responsibly

Week 13 Chapter 20 Exploring Alternative Medicines

Week 14 Chapter 21 Accidents & Injuries

Week 15 Chapter 22 Understanding Aging & Dying

Week 16 Chapter 23 Violence in Our Society

General Education Goals/Objectives: Goal 5: Employs the principles of wellness Objective 1: Demonstrate healthy lifestyle and physical wellness. Objective 2: Demonstrate emotional and spiritual wellness. Goal 4: Demonstrate effective communication. Objective 4: Works collaboratively with others Objective 5: Demonstrates effective oral communication skills.

Relationship to Campus Theme: The students will identify differences between healthy life choices and what the consequences of negative life choices are. They will be able to recognize that there are many ways to maintain a healthy lifestyle and that health is more than just physical wellness it also includes emotional and spiritual wellness.

Classroom Policies: 1. The student will be required to look over the following items A: Read/look over each chapter.

B: Read the lecture outline and chapter summary.

C: If you are more of a auditory learner there is also a class lecture for each chapter. Please make sure to still look over the chapter as the lecture is not all inclusive with the information of the chapter.

D: If extra help is needed you may do the crossword puzzle. The crossword puzzle is a way for you to test your knowledge without being worried about how your grade might be affected.

E: For each chapter you MUST COMPLETE the Chapter Test. You will only get one opportunity to take each test. You may use your book for the tests. My belief is that if you are looking in your book you are getting familiar with some of the key concepts.

GRADING: After all assignments are completed the grading scale will be as follows. A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59-Below There will be no incompletes given. As an online student it is your responsibility to complete ALL assignments/quizzes. You may finish early if you wish. The outline gives you an idea on how we will move along in this class. You will be expected to always be within 1 chapter of the outline. Example: If we are in week 4 you would need to be at least working on Chapter 3. PLEASE DON'T GET BEHIND. Unless there are dire circumstances no late work (1 week late) will be accepted. Please keep me in the loop of any troubles you may have.

. Academic Integrity: Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and

representation of them as one's original work." There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 100, Concepts of Wellness and Fitness

Number of credits: 2

Course Description: HPER 100 is a course designed for students of all ages that teaches facts about exercise and physical activity. It is designed to teach students the role of physical activity in maintaining adequate health and improving quality of life. The course is designed to incorporate ideas through lectures and activity. You will not be forced to do anything you do not feel comfortable with while we are doing the Physical Activities.

Pre-/Co-requisites: None

Course Objectives: To educate and engage the student in activities that will enable him/her to make positive lifestyle choices, based on self-responsibility that will prepare the student to meet the demands of life. To have fun in a safe and caring learning environment.

Instructor: Dan Davis

Office: Thatcher Hall 123 (Under the Bleachers beside the team room.)

Office Hours: By Appointment or stop in (Outside of days I am out recruiting or performing Athletic Director duties, I am in the office from around 9 am thru 5 pm.

Phone: 701-228-5451

Email: danny.davis@dakotacollege.edu

Lecture/Lab Schedule: Tuesday and Thursday: 10 am – 10:50 am

Textbook(s): Fit & Well (Fahey, Insel, Roth), Eleventh Edition

Course Requirements:

- Textbook – Fit & Well (Fahey, Insel, Roth), NOT REQUIRED, BUT RECOMMENDED
- Attire – Proper clothing for activities
- Attendance Policy – grade is affected by attendance. Points will be given and not given depending on your appearance in class.
    1. You will be given 5 points a class period for attendance.
    2. Unexcused absences will result in that you will not receive any points for that day.
    3. **If you notify me beforehand about absences, that will benefit your attendance grade. If I am notified prior to class (at least ½ hour before class begins), you will still get 3 points for unexcused absences.**
    4. Excused absences (athletic events, field trips, etc.) will be counted neither for or against you, they will not factor into your attendance grade.
- Exams/Quizzes
- Course work and Lab activities

General Education Goals/Objectives:

Goal 1 – to develop the ability to communicate
Goal 6 – to promote the management and use of physical activity
Goal 9 – to develop lifelong learning skills

Relationship to Campus Theme: We will use modern technology in various fitness tests. We will also do some activities outside to encourage the Nature theme.

Classroom Policies: No cell phones will be on, please turn phones off. Participate in class discussions. Please attend all lectures and activities. Hand in all coursework and exams.

Academic Integrity: Please do your own work on tests, quizzes and assignments.

Disabilities and Special Needs: Please see Instructor if you have any disabilities and/or special needs. We try making arrangements so the whole class can participate in the activities we do.

Other: Please email, call, or stop by my office if you have any problems/questions with the class. I look forward to being your instructor. Any announcements about class will go through the Campus Student Email Policy.

Student Email Policy:

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

Schedule: Majority of time when a chapter is finished we will do a lab assignment. This schedule is subject to change and most likely will at some point.

Week 1: Introductions and Syllabus. (First week activities)

Week 2: Chapter 1

Week3: Chapter 2

Week 4: Chapter 2 and Chapter 3

Week 5: Chapter 3 and Chapter 4

Week 6: Activities

Week 7: Chapter 4

Week 8: Chapter 5

Week 9: Chapter 6

Week 10: Special Topics – Alcohol

Week 11: Chapter 7

Week 12: Chapter 8

Week 13: Chapter 8 and Activities

Week 14: Activities and Presentations

Week 15: Presentations and Special Topics

Week 16: Final Testing and Evaluation

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 100

Number of credits: 2

Course Description: HPER 100 is a course on general health and wellness. We will learn about physical fitness, nutrition, and wellness. We hope you take lessons learned in this class and use them for the rest of your life. You will learn how to asses, develop, and implement a complete lifetime fitness and wellness program and its components. The course is designed to incorporate the ideas through lectures and activity. You will not be forced to do anything you do not feel comfortable with while we are doing the Physical Activities.

Pre-/Co-requisites: None

Course Objectives: To educate and engage the student in activities that will enable him/her to make positive lifestyle choices, based on self-responsibility that will prepare the student to meet the demands of life. To have fun in a safe and caring learning environment.

Instructor: Dano Fagerlund

Office: Thatcher Hall Weight room

Office Hours: Monday-Friday – 9:00 AM – Noon; 1:00-5:00 By arrangement

Phone: 701-228-5636

Email: daniel.fagerlund@dakotacollege.edu

Lecture/Lab Schedule: Tuesdays and Thursdays 1 PM to 1:50 PM

Textbook(s): Fit & Well (Fahey, Insel, Roth) (Recommended)

Course Requirements:

- Attire – Proper clothing for activities
- Attendance
- Exams
- Course work and Lab activities

General Education Goals/Objectives:

Goal 1 – to develop the ability to communicate
Goal 6 – to promote the management and use of physical activity
Goal 9 – to develop lifelong learning skills

Relationship to Campus Theme: We will use modern technology in various fitness tests. We will also do some activities outside to encourage the Nature theme.

Classroom Policies: Please turn cell phones off. Participate in class discussions. Please attend all lectures and activities. Hand in all coursework and exams.

Academic Integrity: Please do your own work on tests, quizzes and assignments.

Disabilities and Special Needs: Please see Instructor if you have any disabilities and/or special needs. We try making arrangements so the whole class can participate in the activities we do.

Other: Please email, call, or stop by my office if you have any problems/questions with the class. I look forward to being your instructor. Any announcements about class will go through the Campus Student Email Policy.

Student Email Policy:

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

Week 1: Introductions and Syllabus.

Week 2: Chapter 1

Week 3: Chapter 2

Week 4: Chapter 2 and Chapter 3

Week 5: Chapter 3 and Chapter 4

Week 6: Activities

Week 7: Chapter 4

Week 8: Chapter 5

Week 9: Chapter 6

Week 10: Special Topics – Alcohol

Week 11: Chapter 7

Week 12: Chapter 8

Week 13: Chapter 8 and Activities

Week 14: Activities and Presentations

Week 15: Presentations and Special Topics

Week 16: Final Testing and Evaluation

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 100

Number of credits: 2

Course Description: HPER 100 is a course on general health and wellness. We will learn about physical fitness, nutrition, and wellness. We hope you take lessons learned in this class and use them for the rest of your life. You will learn how to asses, develop, and implement a complete lifetime fitness and wellness program and its components. The course is designed online to give you the tools to lead a very healthy and successful life.

Pre-/Co-requisites: N/A

Course Objectives: To educate and engage the student in activities that will enable him/her to make positive lifestyle choices, based on self-responsibility that will prepare the student to meet the demands of life. To have fun in a safe and caring learning environment.

Instructor: Jason Harris

Office: N/A

Office Hours: N/A

Phone: 701-527-5034

Email: Jason.harris@bismarckstate.edu

Lecture/Lab Schedule:

Textbook(s): Fit & Well 12e Brief Edition(Fahey, Insel, Roth, Insel) ISBN 978-1-259-75126-4

Course Requirements:

- Textbook – Fit & Well (Fahey, Insel, Roth, Insel)
- Exams
- Course work and Lab activities

General Education Goals/Objectives:
Goal 1 – to develop the ability to communicate
Goal 6 – to promote the management and use of physical activity
Goal 9 – to develop lifelong learning skills

Student Email Policy:

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

Academic Integrity: Please do your own work on tests, quizzes and assignments.

Disabilities and Special Needs: Please notify the Instructor if you have any disabilities and/or special needs. We try making arrangements so the whole class can participate in the activities we do.

Week 1: Introductions and Syllabus.
Week 2: Chapter 1
Week 3: Chapter 2
Week 4: Chapter 2 and Chapter 3
Week 5: Chapter 3 and Chapter 4
Week 6: Activities
Week 7: Chapter 4
Week 8: Chapter 5
Week 9: Chapter 6
Week 10: Special Topics – Alcohol
Week 11: Chapter 7
Week 12: Chapter 8
Week 13: Chapter 8 and Activities
Week 14: Activities and Presentations
Week 15: Presentations and Special Topics
Week 16: Final Testing and Evaluation

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 101- Activity- Cycling

Number of credits: 0.5

Course Description: Students will exercise through the use of stationary bicycles as well as pedal bicycles

Pre-/Co-requisites: None

Course Objectives:
1) To promote healthy living through exercise
2) To set healthy goals and use safety when riding

Instructor: Dano Fagerlund

Office: Thatcher Hall Weight Room

Office Hours: Monday-Friday – 9:00 AM – Noon; 1:00-5:00 By arrangement

Phone: 701-228-5636

Email: daniel.fagerlund@dakotacollege.edu

Lecture/Lab Schedule: Tuesdays/Thursdays 10-10:50 AM

Textbook(s): None

Course Requirements:
- Attire – Proper clothing for activities
- Attendance

General Education Goals/Objectives:
Goal 1 – to develop the ability to communicate
Goal 6 – to promote the management and use of physical activity
Goal 9 – to develop lifelong learning skills

Relationship to Campus Theme: We will use modern technology in the cardio room. We will also do some activities outside to encourage the Nature theme.

Classroom Policies: Please turn cell phones off. Only music can be listened to through headphones. Please attend all classes as this is an activity based class. Hand in all coursework.

Academic Integrity: Please do your own work on assignments.

Disabilities and Special Needs: Please see Instructor if you have any disabilities and/or special needs. We try making arrangements so the whole class can participate in the activities we do.

Other: Please email, call, or stop by my office if you have any problems/questions with the class. I look forward to being your instructor. Any announcements about class will go through the Campus Student Email Policy.

Student Email Policy:

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

Week 1: Introductions and Syllabus. Riding indoors on stationary bicycles

Week 2: Riding indoors on stationary bicycles

Week 3: Riding Indoors/outdoors

Week 4: Riding Indoors/outdoors

Week 5: Riding Indoors/outdoors

Week 6: Riding Indoors/outdoors

Week 7: Riding Indoors/outdoors

Week 8: Riding Indoors/outdoors

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 101 Ice Fishing

Number of credits: .5

Course Description:
Ice fishing is a course presenting the techniques and regulations to successfully catch fish in a winter environment.

Pre-/Co-requisites:
Valid North Dakota fishing license

Course Objectives:
Students will demonstrate knowledge of

- common species of fish in North Dakota lakes
- angling regulations in North Dakota
- basic equipment for successful ice angling
- basic techniques for catching and preparing fish for the table.

Instructors:
Michael Porter

Office:
Thatcher Addition 2209
NSC 113

Office Hours:
Tuesday, Thursday: 9:00 to 11:00
Monday-Wednesday-Friday: 2:00 to 3:00

Phone:
228 5445

Email:
Mike.porter@dakotacollege.edu

Lecture/Lab Schedule:
2 hours in class instruction
14 hours on ice fishing

Textbook(s):
None

Course Requirements:
Student must have a valid North Dakota angling license
Student must understand angling regulations, equipment and techniques.

Relationship to Campus Theme:
Students will utilize technology to enhance their enjoyment of the outdoors.

Academic Integrity:
Students will maintain accepted ethical angling standards.

Disabilities and Special Needs:
Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

Tentative Course Outline:

January 18

- Organize classroom and fishing dates
- Fish species
- Techniques and equipment

The class will consist of two classroom meetings and at least two fishing excusions.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 101-2 Activity (Golf)

Number of credits: 0.50

Course Description: The student will have the opportunity to develop basic golf skills through lectures, demonstration, drills and game play. The student will also gain knowledge of golf etiquette and other areas as related to the game of golf.

Pre-/Co-requisites: None

Course Objectives:

A. To understand the physiological, psychological, and social benefits of golf.

B. To learn basic terms, rules, history, and etiquette related to the game of golf.

C. To learn about the equipment and attire used in golf (different clubs and uses, shoes, clothing).

D. To understand and perform the basic mechanics involved in the set-up, swing, and contact point for each area of golf (driving, chipping, putting).

E. To be able to recognize the cause and correction of common errors (i.e.; slicing, topping).

F. To develop the cooperative skills necessary for preparing and playing a round of golf on a course (i.e.; keeping score, location of courses).

G. To recognize the various emotions involved with golf and identify how they can be helpful or detrimental to the game and one's concentration.

H. To gain an appreciation for the game and how adults and their families can enjoy golf and the lifetime benefits it provides.

Instructor: James Hollowell

Office: Thatcher 120 C

Office Hours: Mon, Wed, Fri 10am-12pm

Phone: 701-228-5678

Email: james.hollowell@dakotacollege.edu

Lecture/Lab Schedule: Tuesdays at Noon Starting March 21st

Textbook(s): None

Course Requirements: None

Tentative Course Outline: TBA

General Education Goals/Objectives: Goal 5: Employs the principles of wellness.

Objective 1: Demonstrate healthy lifestyle and physical wellness. Relationship to Campus Theme: We will be utilizing the Beyond part of the campus theme. The students will be learning the value of lifelong fitness and promoting physical, emotional, and spiritual wellness. The students will be learning how communicate effectively with others.

Relationship to Campus Theme: We will be utilizing the Beyond part of the campus theme. The students will be learning the value of lifelong fitness and promoting physical, emotional, and spiritual wellness. The students will be learning how communicate effectively with others.

Classroom Policies: Student will be expected to complete 6 round of golf and attend any other classroom activities.

Student Email Policy:

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

Academic Integrity: There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

HPER Activity-Running

Number of credits:

.5 credits

Course Description:

This is an activity course designed to help participants learn about the benefits of running, explain how running can be a part of a safe and realistic plan, and discuss how to maintain or improve their fitness level by running.

Pre-/Co-requisites:

None

Course Objectives:

Students will:

1. Learn the biological, psychological, and social benefits of running.
2. Understand proper running form, stretching, nutrition, and recovery.
3. Complete a 5K or 10K race.

Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Tuesdays 9:00am-noon, 1:00-3:00pm, and by appointment

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:
2:00-2:50pm (2nd 8-weeks)
Gym

Textbook (recommended):

Stanton, J. (1999). *Running: Start to finish.* Lone Pine.

Additional course readings available on the course Moodle Shell.

Course Requirements:

Participation is the major requirement in this course. Students must attend class and participate in the running activity. Students are responsible for signing in each class period. Make up runs will be scheduled throughout the semester. There are a total of 16 running activities in this class. Varsity sports participation does not count as a make-up running activity.

A	15-16 running activities
B	13-14 running activities
C	11-12 running activities
D	9-10 running activities
F	8 or fewer running activities

Tentative Course Outline:

Week	**Topic**	**Distance Monday**	**Distance Wednesday**
Week 1	Introduction and Baseline 1 Mile Run		1 mile
Week 2	Proper Form and Safety During the Run	1.5 miles	2 miles
Week 3	Running Attire: Footwear and Preventing Chaffing	1.5 miles	3 miles
Week 4	Improving Your Time: Speed Work	16 x 100 meters	32 x 100 meters
Week 5	Distance Running: 5K, 10K, 13.1, 26.2	2 miles	4 miles (or 50 minutes)
Week 6	Hitting the Wall: Motivation	2.5 miles	5 miles (or 50 minutes)
Week 7	Fueling: Nutrition Prior, During and After a Run	2.5 miles	3 miles
Week 8	5K or 10K Final	2 miles	5K or 10K

Each Monday, class will begin with a short lecture on a specific topic. After the lecture, students should reflect on what they learned during the short run. Each Wednesday will consist of a longer run. Students are encouraged to time these runs (MapMyRun is an excellent app that records pace, distance, and splits).

General Education Goals/Objectives:

- Goal 5: Employs the principles of wellness.

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will experience all that nature has to offer during outdoor runs.
- Students will also become familiar with technological advancements in the field of running (i.e., GPS watches, improved shoes/clothing, fueling).
- Students will understand the biopsychosocial implications of making running part of their everyday lives.

Classroom Policies:

- **Participation.** Students are expected to participate in all class activities, putting forth their best effort. Students are also expected to be respectful of their environment while running (no littering, no running across private property, running no more than 3-wide on the road, etc.).

- **Grades.** Grades in this class are based on participation in the running activities. It is up to the student to sign-in prior to each run.

Academic Integrity:

Please be true to yourself and your body. Push yourself to become a better runner throughout the course of the class, and give yourself the necessary credit for a job well done.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Student E-mail Policy

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

HPER 101 Activity – Downhill Skiing/Snowboarding

Number of Credits: .5

Course Description:

This course will involve learning and enjoying recreational skiing or snowboarding.

Course Objectives:

The student will learn to safely enjoy the sport of downhill skiing or snowboarding.

Pre/Co-requisite: none

Instructor:

Steven J. Sathre

Office:

Thatcher Hall 2206

Office Hours:

MWF 9:00-10:00
T-Th 1:00-2:00

Phone:

701-228-5456

Email:

steve.sathre@dakotacollege.edu

Lecture/Lab Schedule:

Th 6:00-9:00 January-March
Bottineau Winter Park

Textbook(s):

None

Course Requirements:

Grades are based on attendance and participation.

0-1 absences – A
2 absences – B
3 absences – C
4 absences – D
5 or more absences - F

Tentative Course Outline

Meet first week of classes on campus to discuss class procedures. Class will then meet every Thursday evening at the Bottineau Winter Park. Class will be cancelled if windchills are under -10 or if BWP has shut down operations for the day.

General Education Goals/Objectives:

N/A

Relationship to Campus Theme:

- Students will be active in the outdoors and learn a healthy life-long sport.

Classroom Policies:

This academic environment is an open and harassment free one.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:
HPER 151/251 Varsity Women's Softball

Course Description:
This course requires a full season of participation in women's varsity softball. The fundamental skills and basic strategies of softball are emphasized through teaching, practice, and playing the game of softball.

Course Objectives:
The participants will learn:

1. That lifelong wellness is achieved and sustained by proper physical exercise and nutrition.
2. The proper skill techniques to succeed as a collegiate softball players.
3. The importance of teamwork and team building skills
4. How to successfully interact and communicate with teammates, opponents, officials, and fans in a sportsman-like manner.
5. Understand the rules of competition.
6. Appreciate interscholastic competition.

Instructor:
Allison Scherr

Office:
TH 2233

Office Hours:
Monday-Friday – 9:00 AM – 12:00 PM ; 1:00 – 4:00 (see softball game/practice schedule for varying hours)

Phone:
701-228-5434

Email:
allison.m.scherr@dakotacollege.edu

Lecture/Lab Schedule:
Practice time will be scheduled on a weekly basis with practice beginning at the end of January running through a May date determined by tournament schedule.

Textbook(s):
N/A

Course Requirements:
The students are evaluated on their participation, effort, attitude, and willingness to learn. Each of the four criteria are weighted at 25%. The students will participate in daily practice sessions, occasional classroom lectures, and a full season of participation including post season play.

Tentative Course Outline:
The season will begin in January and continue through the playoffs which could go into the middle of May.

Relationship to Campus Theme:
This course stresses the "beyond". The students will be learning how to communicate effectively with others. They also will be learning the value of lifelong finesses and promoting physical, emotional, and spiritual wellness.

Classroom Policies:
The students will be expected to attend all practices, games, tournaments, and team functions. They will conduct themselves in an appropriate manner that reflects sportsmanship and good character.

Academic Integrity:
There will be *zero tolerance* of any form of academic dishonest. If any evidence appear of students not doing their own work, plagiarism, or outright cheating on exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. The matter will be reported to the appropriate university office and the instructor will participate in any proceeding against the guilty party.

Disabilities and Special Needs:
Any student with special needs should notify me during the first week of class to make the proper arrangement to handle these needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 151 – Varsity Athletics Hockey

Number of credits: 1

Instructor: Travis Rybchinski

Office: TH 128 (Underneath the Bleachers in the Gym)

Office Hours: Various (M-Th 11:00 – Noon) Or arranged.

Phone: 701-228-5450

Email: travis.rybchinski@dakotacollege.edu

Lecture/Lab Schedule: To Be Determined

Course Description: This course requires a full semester of participation in varsity hockey. The fundamental skills and basic strategies of hockey will be taught through teaching, practicing, and playing the game of hockey. On and off ice lessons will be given.

Pre-/Co-requisites: None

Course Objectives: The student will understand that lifelong wellness is achieved and sustained through proper physical exercise and nutrition. They will also learn the proper skill techniques to succeed as a collegiate hockey player. They will understand the importance of being a student-athlete and community involvement/volunteering.

Textbook(s): Handouts will be provided if needed.

Course Requirements: The students are evaluated on their participation, effort, attitude, and willingness to learn. Each of the four criteria is weighted at 25%. The students will participate in daily practice sessions, occasional classroom lectures, and a full season of participation including post season play.

Tentative Course Outline: The season will begin in early October and continue through the playoffs which conclude the end of February. There will also be preseason off-ice training and open ice sessions.

General Education Goals/Objectives:

Goal 6 – to promote the management and use of physical activity
Goal 9 – to develop lifelong learning skills

Relationship to Campus Theme: We will be utilizing the Beyond part of our campus theme. The students will be learning how communicate effectively with others. They also will be learning the value of lifelong fitness and promoting physical, emotional wellness.

Classroom Policies: The students will be expected to attend all practices/games/training sessions/ and meetings. They will conduct themselves in the appropriate manner that supports good character.

Academic Integrity: Please do your best. You will get out of it what you will put in it.

Disabilities and Special Needs: See Coach Rybchinski if you have any special needs.

Students will be communicated through emails as per the student email policy. (also Text messaging and captains communication)

Student Email Policy

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

Physical Education for Elementary Children

Course: HPER 205 Spring 2017

Instructor: Travis Rybchinski Phone: 228-5450
Cell: 701- 480-9199

E-mail: Travis.Rybchinski@dakotacollege.edu

Time: 10:00 – 10:50 Tuesday and Thursday

Texts: Physical Education Methods for Elementary Teachers (Thomas, Lee, and Thomas)

Course Description:
The course lays the foundation needed for teaching Physical Education to elementary children. Emphasis will be placed on the purpose, curriculum, and methodology of teaching elementary school children Physical Education.

Objectives:

1. To gain an understanding of the development and implementation of the elementary Physical Education program.
2. To identify the mechanics of movement for elementary children.
3. To organize and differentiate the sequential activities that is used for Physical Education.
4. To identify health problems at the elementary level.
5. To collect lesson plans, and activities from peers and instructor.
6. To observe and participate in elementary Physical Education classes in Bottineau and area.

Course Requirements/Evaluations:

1. Complete textbook and other assigned readings.
2. Successful completion of tests and quizzes administered.
3. Prepare and teach lesson plans to your peers.
4. Internet articles and summaries.
5. Develop an elementary Physical Education program. (outline)
6. Do the assigned hours of observing.

A = 90% - 100%
B = 80% - 89%
C = 73% - 79%
D = 65% - 72%

Teaching Strategies and Procedures:
Formal lectures, group discussions and role playing activities will be conducted throughout the course. Arrangements will be made to observe at the Bottineau and Area schools.

Attendance Policy:
A person with **3 unexcused absences** may drop your grade a letter. If attendance is a problem you will be asked to drop the class. There will be a final during the last week of regular classes.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: Introduction to Physical Education HPER 208
Number of credits: 2
Course Description: History, principles and philosophy of physical education, foundations, nature and scope of the professional field.
Pre-/Co-requisites: None
Course Objectives: To assist in the preparation for a career in Physical Education
Instructor: Travis Rybchinski
Office: Thatcher 1160
Office Hours: Posted on door
Phone: 228-5450 Cell: 701-480-9199
Email: Travis.Rybchinski@dakotacollege.edu
Lecture/Lab Schedule: Tuesday and Thursday
Textbook(s): None – Various Handouts will be given out.
Course Requirements: Successful completion of assignments. Passing grade on midterm and final tests

Tentative Course Outline:
Week 1: Introduction of Physical Education
2: History, and Philosophy. What is out there?
3. International Physical Education
4 Objectives of Physical Education
5 Sports Careers
6 Olympics
7 TBD
8 Major Historical Contributions to Physical Education
9 Roles of Physical Education in General Education
10 Roles of Physical Education in General Education
11 Duties of Physical Education Personnel
12 Group Work and Presentations
13 Guest Speakers/Possible Field Trip
14 Individual Philosophy of Physical Education
15 Housekeeping (Catch Up on things missed during the semester)
16 Wrap UP

General Education Goals/Objectives:
Goal 5 – Employs the Principle of Wellness
Objective 1 – Demonstrates Healthy Lifestyle and Physical Wellness
Skill – Identifies the differences between healthy life choices and consequences of negative behaviors.
Relationship to Campus Theme: This course will provide the student with the ability to look beyond their days as a student in preparation for a career in physical education.
Classroom Policies:
Reading the assigned handouts and web pages is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material before the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified. Any late work will be discounted from full credit.
Academic Integrity:
There will be zero tolerance of any form of academic dishonesty.
Disabilities and Special Needs:
Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs

Dakota College at Bottineau Online Course Syllabus

Course Prefix/Number/Title: HPER 210 First Aid and CPR/AED online

Number of credits: 1 credit

Course Description:
Online videos/learning modules with individual hands on practice of first aid basics, CPR, and AED use. This course is based on the latest First Aid, CPR, and AED guidelines recommended by the American Heart Association. Students will receive Heartsaver First Aid/CPR/AED certification from the American Heart Association after demonstrating knowledge of the above topics and proper demonstration of skills.

Pre-/Co-requisites: None

Course Objectives:
Goal:

The goal of this course is to facilitate student learning about first aid, CPR, and AED use so that the student will understand and be able to utilize the basic skills to perform first aid and/or CPR/AED when needed.

Objectives:

The student will:

1) Understand and demonstrate CPR/AED use in adults and children.
2) Understand and demonstrate CPR in infants
3) Understand and demonstrate first aid skills for a variety of emergencies.

Instructor: Erin Williams, BSN, RN
American Heart Association Certified CPR/AED/First Aid Instructor

Office Hours: online via email

Phone: 701-228-5444

Email: erin.beth.williams@dakotacollege.edu

Course Requirements:
Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Completion of online course videos and learning modules comprise 50% of total points (must submit Certificate of Completion before receipt of this grade) and videoed or live demonstration of skills will comprise of 50% of total points.

Final letter grades are assigned based on the following criteria:

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 210 First Aid and CPR/AED

Number of credits: 1 credit

Course Description:
Lecture and hands-on practice of first aid basics, CPR and AED. This course is based on the latest First Aid, CPR, and AED guidelines recommended by the American Heart Association. Students will receive Heartsaver First Aid/CPR/AED certification from the American Heart Association after demonstrating knowledge of the above topics and proper demonstration of skills.

Pre-/Co-requisites: None

Course Objectives:
Goal:

The goal of this course is to facilitate student learning about first aid, CPR, and AED use so that the student will understand and be able to utilize the basic skills to perform first aid and/or CPR/AED when needed.

Objectives:

The student will:
1) Understand and demonstrate CPR/AED use in adults and children.
2) Understand and demonstrate CPR in infants
3) Understand and demonstrate first aid skills for a variety of emergencies.

Instructor: Erin Williams

Office: Thatcher Hall Room 207

Office Hours: Tuesday and Thursday 8:30am – 4pm

Phone: 701-228-5444

Email: erin.beth.williams@dakotacollege.edu

Lecture/Lab Schedule: Tuesday 3-3:50pm

Textbook(s):

Heartsaver First Aid/CPR/AED Student Workbook, American Heart Association

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Lectures, assignments, and skill demonstration will comprise 75% of total points and the final exam will comprise of 25% of total points.

Final letter grades are assigned based on the following criteria:

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

Tentative Course Outline: Schedule subject to change depending on guest speaker availability

January 10	**Introduction, Class Schedule, Syllabus**
January 17	**Life is Why, Adult CPR**
January 24	**Adult CPR Continued, AED use**
January 31	**NO CLASS**
February 7	**Nalox, Choking, Review**
February 14	**Child CPR & AED use**
February 21	**Infant CPR**
February 28	**Review all CPR/AED skills**
March 7	**Medical Emergencies**
March 14	**NO CLASS- Spring Break**
March 21	**Medical Emergencies**
March 28	**Injury Emergencies**
April 4	**Injury Emergencies**
April 11	**Environmental Emergencies**
April 18	**Environmental Emergencies**
April 25	**Review**
May 3	**Final: written and hands-on**

Classroom Policies:

1. Cell phones, iPods, and related technology use are NOT allowed in the classroom.
2. Food and beverages are permitted in accordance with Dakota College at Bottineau classroom policy.
3. Be respectful of other students, technicians, instructors, and guests.
4. The instructor reserves the right to ask any student disregarding these policies to leave the class for that day or longer, if there is a continuous disregard for classroom policies. The student is still responsible for all information discussed during that class period.

Academic Integrity:

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

Disabilities and Special Needs:

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 225 Intramural Sports Administration

Number of credits: 2

Course Description: Students will learn the basics of tournament management, setting of rules, treatment and maintenance of facilities, advertising and promoting I-M sporting events, and promoting lifelong fitness.

Pre-/Co-requisites: None

Course Objectives:

1. To get the student body to participate.
2. To set up activities for the interest of the student body.
3. To set forth basic rules and follow them.
4. To promote lifelong fitness.
5. To get involved with the community.
6. To have fun and work together with peers.

Instructor: James Hollowell

Office: Thatcher Hall Student services 120 C

Office Hours: M-F 9AM – 2pm; or hours arranged

Phone: 701-228-5678

Email: james.hollowell@dakotacollege.edu

Lecture/Lab Schedule: Every Thursday at 12:00 PM, and during Intramural (TBA)

Textbook(s): None, handouts will be given out.

Course Requirements: Daily attendance, attend the Wednesday Meetings, complete class assignments, and each group will put on an event and help out at other events.

Tentative Course Outline: Sports and Activities in the Spring: Basketball, Floor Hockey, Volleyball and other activities to be determined.

General Education Goals/Objectives:

Goal 1 – to develop the ability to communicate
Goal 2 – to promote the management and use of physical activity
Goal 3 – to develop lifelong learning skills

Relationship to Campus Theme: Some activities will be held outdoors.

Classroom Policies: Regular attendance at Thursday meetings and at Intramural activities.

Academic Integrity: Please hand in your own work for assignments given.

Disabilities and Special Needs: See Coach Hollowell if you have any disabilities and/or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 251 – Varsity Athletics Hockey

Number of credits: 1

Instructor: Travis Rybchinski

Office: TH 128 (Underneath the Bleachers in the Gym)

Office Hours: Various (M-Th 11:00 – Noon) Or arranged.

Phone: 701-228-5450

Email: travis.rybchinski@dakotacollege.edu

Lecture/Lab Schedule: To Be Determined

Course Description: This course requires a full semester of participation in varsity hockey. The fundamental skills and basic strategies of hockey will be taught through teaching, practicing, and playing the game of hockey. On and off ice lessons will be given.

Pre-/Co-requisites: None

Course Objectives: The student will understand that lifelong wellness is achieved and sustained through proper physical exercise and nutrition. They will also learn the proper skill techniques to succeed as a collegiate hockey player. They will understand the importance of being a student-athlete and community involvement/volunteering.

Textbook(s): Handouts will be provided if needed.

Course Requirements: The students are evaluated on their participation, effort, attitude, and willingness to learn. Each of the four criteria is weighted at 25%. The students will participate in daily practice sessions, occasional classroom lectures, and a full season of participation including post season play.

Tentative Course Outline: The season will begin in early October and continue through the playoffs which conclude the end of February. There will also be preseason off-ice training and open ice sessions.

General Education Goals/Objectives:

- Goal 6 – to promote the management and use of physical activity
- Goal 9 – to develop lifelong learning skills

Relationship to Campus Theme: We will be utilizing the Beyond part of our campus theme. The students will be learning how communicate effectively with others. They also will be learning the value of lifelong fitness and promoting physical, emotional wellness.

Classroom Policies: The students will be expected to attend all practices/games/training sessions/ and meetings. They will conduct themselves in the appropriate manner that supports good character.

Academic Integrity: Please do your best. You will get out of it what you will put in it.

Disabilities and Special Needs: See Coach Rybchinski if you have any special needs.

Students will be communicated through emails as per the student email policy. (also text messaging and captains communication)

Student Email Policy

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

HPER 294 – CLASSROOM OBSERVATION EXPERIENCES IN HPER
SPRING, 2017 - 3 hrs.

Instructor: Dan Davis *Thatcher Hall Room 123*
Phone: 701-228-5451
E-mail: danny.davis@dakotacollege.edu

Course Description: Observation and aiding in both elementary and secondary settings.

Course Objectives: Students who successfully complete this course should be able to:

1...plan and evaluate a school Health/Physical Education class.
2...plan and evaluate a Health/Physical Education lesson for an entire class.
3...record selective observations about these learning experiences, and make reflective, analytical comments about those events.
4...evaluate health-related fitness goal setting, activity selection, and personal health-related fitness programs for students.
5…use different viewpoints, theories, "ways of knowing", and methods of inquiry in teaching HPER concepts.
6…recognize and understand that reflection is an integral part of professional growth and improvement of instruction.

Course Requirements:

1. Aid in an assigned elementary classroom for at least 36 hours during the semester. Please notify me if you are ill or unable to meet your commitment.

2. On the second day of your field experience, plan to make a professional introduction of yourself to the students in your assigned classroom.

3. Complete the appropriate evaluation and observation forms and turn them in a timely manner

4. You are expected to successfully serve as an active participant and aide in the Physical Education classroom you are a part of.

5. Keep a journal of what you do, see, feel, and learn everyday you are in the classroom. This is to be turned in to me on the assigned campus class meeting days

6. Complete any assigned evaluations and forms presented to you and return them in a timely manner.

7. Write a final evaluation of your experience describing what you have learned about Health/Physical Education teaching and children in the classroom. This evaluation is to be typed, no less than two pages, and is due at the final campus class meeting day.

8. Points will be deducted from late papers at the rate of ½ of one grade each day the assignment is late.

Evaluation:

Daily Journal (4X10 pts.)……..40 pts.
Final Summary.....40 pts
Attendance at Whole-Class Meetings (4X5 pts.)...20 pts.
Assigned evaluations and forms.……..25 pts.
Total.....…125 pts.

Grading Scale
113-125 = A (100-90%)
112-100 = B (89-80%)
88-99 = C (79-70%)
75-87 = D (69-60%)
74-00 = F (59-00%)

Academic Dishonesty:

Academic dishonesty (including plagiarism) will not be tolerated in this course. Examples are: cheating on exams, stealing exams or coursework, falsifying records, plagiarizing even when done unintentionally, presenting work previously presented in another education course, etc. Your instructor will assign a grade of "F" for the work. If the episode is flagrant, a grade of "F" could be assigned for the course. A written report of academic dishonesty including the circumstances and penalty assigned shall be given by your instructor to the appropriate personnel/committee.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 297

Number of credits: 1-6 Credits

Course Description: Application and Experience in a Physical Education setting

Pre-/Co-requisites: None

Course Objectives:

- Physical Education in a setting outside the classroom
- Practical Experience
- Understanding of career and field expectations

Instructor: Travis Rybchinski

Office: Thatcher Hall 128

Office Hours: M-F 11-12 PM, and hours arranged

Phone: 701-228-5450 Cell: 701-480-9199

Email: travis.rybchinski@dakotacollege.edu

Lecture/Lab Schedule: TBD

Textbook(s): None

Course Requirements:

- Completion of hours in a Physical Education setting
- Evaluation by instructor
- Evaluation by student

Tentative Course Outline: TBD

General Education Goals/Objectives: TBD

Relationship to Campus Theme: TBD

Classroom Policies: N/A

Academic Integrity: Failure to be responsible for hours will result in an F

Disabilities and Special Needs: Please contact me if you will be needing assistance.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER Yoga Movement/Fusion 1

Number of credits: 0.5

Course Description:

This class is designed to teach beginning and intermediate Yoga poses/postures, stretches, and different styles of movement. Students are expected to maintain an open mind and body to experience the potential benefits that Yoga/Movement Fusion can bring to them.

Pre-/Co-requisites:

A medical release from their doctor will be required if a student has had recent surgery and/or physical therapy. If a student has any physical limitations, poses and stretches will be modified to accommodate their physical needs. This class can be taken with Yoga Movement / Fusion II as both practice the same format, and students can take two sessions per week.

Course Objectives:

* To learn and practice beginning and intermediate Yoga poses and stretches

* To execute Yoga postures and breathing techniques in a safe and effective manner

* To realize the mental and physical benefits of Yoga Movement Fusion

Instructor: Crystal Grenier; NASM-CPT, AFAA, PM, PR, Yoga Fit, Zumba Fitness, TK

Office: None

Office Hours: Available upon request to meet

Phone: (cp) 701-550-9531 (wp) 701-228-9319

Email: crystal.grenier@dakotacollege.edu

grenier.crystal@gmail.com

Lecture/Lab Schedule: Tuesdays, 11:00am in the gymnasium

Textbook(s): None

Materials of Instruction:

We have yoga mats, belts and blocks on campus for your use. May want to bring a towel (to use for props if needed) with you to each class. Wear comfortable clothing for exercise (no jeans). Please turn off your cell phones during class (no texting or talking). Don't forget your water!

Course Requirements:

Your class participation will be based upon a point system. Each class session is worth 5 points. We have 16 classes in the Fall Semester. You have 80 points total to receive an A in this class.

So depending on how many classes you miss, points will be calculated and your grade will be determined on a point scale system.

You must participate fully in all classes and complete a Health History Questionnaire. A weekly assignment will be given to be submitted the following Sunday preceding the next week. These assignments will be worth 20% of your grade.

1 class missed - 94% **A**	2 classes missed - 88% **B**
3 classes missed - 81% **B**	4 classes missed - 75% **C**
5 classes missed - 69% **D**	6 classes missed - 63% **D**
7 or more classes missed - 56% **F**	

Tentative Course Outline:

- Weeks 1-6: Beginning Yoga stretches, poses/postures, breathing, and movement sequences (Tai Chi and other disciplines TBD)
- Weeks 7-12: Introduce Intermediate Yoga stretches, poses/postures, breathing, and movement sequences
- Weeks 13-16: Continue to practice Yoga stretches, poses/postures, breathing and movement sequences.

General Education Goals/Objectives:

This course meets General Education Goal 5: Employs the principles of wellness (Objective 1; Skill 2).

Relationship to Campus Theme:

Yoga practice through poses/postures and breath are designed to tone, strengthen, and align the body. These poses/postures are performed to make the spine supple and healthy and to promote blood flow to all the organs, glands, and tissues, keeping all the bodily systems healthy. On a mental level, yoga uses breathing techniques and meditation to quiet, clarify, and discipline the mind. Movement adds connection from one pose/posture to the next...thus creating a continuous flow. Tai chi brings a precise movement and a calm presence to the body and mind to prepare the student for their yoga practice. Students will experience a safe, low impact workout that will bring balance into their daily lives and take them beyond their normal comfort zone.

Classroom Policies:

By participating fully (mentally and physically) in each class session, the student will notice significant changes in his/her body. Please refer to the Requirements section stated above which must be adhered to in order to receive your grade. You will have to attend and participate in order to receive a grade.

Academic Integrity:

Please be true to yourself and your body. Be patient and persistent with your practices as they will give you gratitude and self-satisfaction daily.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if modifications are needed due to disabilities or special needs.

MATH 210 – Elementary Statistics

4 credits

Instructor: Tracy Chisholm

Course Description: An introduction to statistical methods of gathering, presenting and analyzing data. Topics include probability and probability distributions, confidence intervals, hypothesis testing, and linear regression and correlation.

- Data Collection & Sampling
- Descriptive Statistics
  - Organizing & Summarizing Data
  - Numerically Summarizing Data
  - Correlation & Regression
- Probability & Probability Distribution
  - Probability
  - Discrete Probability Distributions
  - The Normal Probability Distribution
- Inference: From Samples to Population
  - Sampling Distributions
  - Eliminating the Value of a Parameter
  - Hypothesis Tests Regarding a parameter
  - Inferences on Two Samples
  - Inference on Categorical Data
  - Comparing Three or More Means/ANOVA
  - Inference on the Least-Squares Regression model and Multiple Regression

Technology will be used to enhance learning and mirror statistical applications and practices in the larger world.

Prerequisite: MATH 103 College Algebra

Course Objectives:

- To develop an understanding of basic probability and statistical concepts.
- To develop an understating of how statistics are relevant in real-life situations and in decision making processes.
- To teach students how to calculate, use, and interpret statistics correctly so that they may use this knowledge in their fields of study.
- To teach students how to use statistical technology to solve and interpret problems in elementary probability and statistics.
- To develop lifelong learning skills; students will learn to learn.
- To improve communication and collaboration with others.
- To become better problem solvers who think creatively to solve novel problems.

Class Schedule: online – detailed schedule is provided in the online course

Instructor: Tracy Chisholm

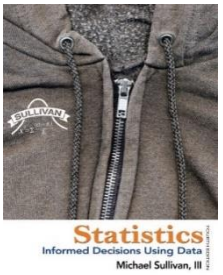
Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: use the Course Mail tool within the Moodle course (For out of class correspondence, you may use tracy.chisholm@dakotacollege.edu)
Campus Office Hours: Mon-Wed, Fri 3-4pm and Thursday 9-11am or by appointment

Tentative Course Outline:

This schedule is designed to give you an idea of where you should be in the course. A more detailed schedule is provided in the online course in Moodle.

Chapter	***Topic***	***Dates***
Chapter 1	Data Collection	Week 1
Chapter 2	Organizing and Summarizing Data	Weeks 2
Chapter 3	Numerically Summarizing Data	Weeks 2-3
Chapter 4	Describing the Relation between Two Variables	Weeks 3-4
Chapter 5	Probability	Weeks 5
Chapter 6	Discrete Probability Distributions	Weeks 6
Chapter 7	The Normal Probability Distribution	Weeks 7-8
Chapter 8	Sampling Distributions	Week 9
Chapter 9	Estimating the Value of a Parameter	Weeks 9-10
Chapter 10	Hypothesis Tests Regarding a Parameter	Weeks 11-12
Chapter 11	Inferences on Two Samples	Weeks 13-14
Chapter 12	Inference on Categorical Data	Week 15
Chapter 13	Comparing Three or More Means	Week 16
Chapter 14	Inference on the Least-Squares Regression model & Multiple Regression	Week 16
Final Exam	COMPREHENSIVE	

Required Text/Material:



1. *Statistics: Informed Decisions Using Data, Fourth Edition* by Michael Sullivan, III with MyMathLab online learning software. Pearson Publishing.

   (sold as a book and MyMathLab package from the DCB bookstore at a discounted price)
2. TI-83 or TI-84 graphing calculator.
3. Word processing software, preferably Word or the ability to convert to PDF files.
4. Adobe Reader
5. To use the multimedia material of MyLab/Mastering, you may need to download and install additional software, at no cost. I recommend you open your course in MyLab/Mastering and see what kind of plug-ins it requires, if any. Note that some software may not work in all browsers.
   - The player window that you use to answer questions online, such as the MathXL Player, the MyEconLab Player, and so on.
   - Adobe® Flash™ - Needed to run the player window in most courses and to view some tutorial videos.
   - Adobe® Reader® - Needed to view online MyLab/Mastering guides and other PDF documents.
   - Adobe Shockwave® - Needed to view animations in some courses.
   - Apple® QuickTime® - Needed to view the tutorial videos and animations that accompany your course, or hear audio files in any of 30 audio, video, and image formats, including Flash.
   - Java™ plug-in - Needed to view the Virtual Classroom and Chat sessions in MyLab/Mastering.
   - RealNetworks® RealPlayer™ - Needed to watch streamed media animations in some courses.
   - TestGen Player plug-in - Needed to view and take online TestGen tests in MyLab/Mastering.

Course Requirements:

Participation is expected. Learning takes place through participation and engagement in the material and the course, and thus, it is essential that you attend and actively participate in class on a regular bases. Read, log on, do the problems, interact with your peers, the material, and me, the instructor. If, by chance, an emergency requires that you miss a substantial amount of class, please let me know so we can make arrangements. I understand that life happens, so please be honest and let me know if you run into a problem.

Interaction in an online course is different than in an in-person class, but we can make it work. Use the discussion feature in Moodle to ask me and your classmates questions and check the Questions and Answers discussion folder to see if your question has already been asked answered before you ask me. I expect you to ask questions, be curious, have fun, be challenged, and interact so that your learning experience is maximized. I also hope that you will interact with your peers. Working with others to discuss the material will help you gain a better understanding of it.

As part of an online course, you will spend more time teaching yourself concepts than you may be used to doing. Thus, you may have to read and reread sections of the text book and the online notes. Read slowly, take notes, try the examples, try and retry problems using the online resources, or try odd problems in the text so you can check your answers. When you get stuck, work problems online in one of the tutorials, watch the online videos, ask another student, post a question in one of the Questions and Answers discussion folder, or call or email me after you have given it your best shot.

This course is schedule-driven, not self-paced. Thus, you must keep up and hand in assignments every week. In order to succeed you will have to work extremely hard! You will need to spend at least 1-2 hours each day reading the section and working problems (at least 8-10 hours/week or more). If you cannot commit this much time, please do not take the course because you will most likely not be successful.

Homework:

Homework is an important part of this course. It is extremely important for you to read and do the homework every day! I will assign weekly homework problems. These problems are the minimum amount of homework that you should complete. If you need to do more problems to understand the material, then you should do so.

Weekly homework starts on Monday at 12:00 a.m. and is due no later than 11:59 p.m. the following Sunday (except the first week when you get an extra week in case you don't have course access right away). You get two attempts at each problem so you can learn from your mistakes, but not just repeatedly guess until you get the correct answer. Late homework will not be accepted. Keep track of your individual assignment scores inside MyLab/Mastering.

The MyLab/Mastering page is loaded with tools to help you learn - videos, animations, the book in an online format, StatCrunch (a statistical software program that is easy to use), a calculator, and other materials. Use these materials to your advantage. When working homework problems in MyLab/Mastering, you will notice icons on the side; you can click on these to pop-up videos, the calculator, StatCrunch, similar examples, and other helpful materials. Make sure you click around inside MyLab/Mastering so you can use it to its full potential.

It is up to you to keep up and not fall behind. If you do not read the text and work problems, it is highly unlikely that you will be successful in this course. You must do the homework in a timely fashion and ask questions when you get stuck. Math can be frustrating, especially when you are working on it without a face-to-face classroom for lecture, interaction, and discussion,

but you cannot give up. Those who are successful in math persist through frustration, but still ask questions after giving it their best try.

Discussions:

At the beginning of each week, a discussion question or problem will be posted on Monday. Your response is due no later than 11:59 p.m. the following Sunday. All discussions are to be completed in the Moodle course. Late discussions will not be accepted. You must also respond to at least one other member's response no later than the due date of that week's discussion. There are a total of 16 discussions (one per week). Each one is worth 10 points. You need to complete at least 15 of the 16 discussions (150 points total). If you complete all 16 discussions, then you have can earn up to 10 bonus points.

For maximum participation points, you are expected to post at least twice throughout the week; first to introduce your thoughts, opinions, ideas, or response to the topic/question(s) posed in this threaded discussion, and second, in response to at least one comment made by a fellow student (5 points for your initial response to the questions posed + 5 points for your reply to a fellow student = 10 possible points). I strongly encourage you to send your first post by Thursday or Friday of the week, and then return a couple of days later to post your response to your classmates' ideas. This discussion will end at 11:59 pm Sunday, and you will no longer be able to add comments after that day. Each post should be well thought out, written using complete sentences and proper grammar, and should include not only your thoughts, opinions, or ideas, but also your reasons for why you feel the way you do for each initial and follow-up post.

Case Studies:

At the end of each chapter is a case study which pulls together the key ideas of the chapter and has you apply these concepts in a meaningful context. Not all of these case studies have been assigned, but four of them have (chapters 2, 6, 10, and 11). Do not procrastinate on these! They require you to think about, apply, and write about the material of the course. What you hand in must reflect good writing and the correct application of the concepts of the chapter.

Tests:

Three proctored unit tests and a proctored comprehensive final exam will be given during the semester. Each unit test is worth about 12% (180 points) of your final grade and the final exam is worth 24% (360 points) of your final grade.

Exams will be sent to an accepted proctor and must be emailed, faxed, or returned by mail postmarked no later than the due date of the exam. You must complete a proctor form and return it to me within the first two weeks of the course. I reserve the right to reject any proctor that I deem unacceptable. I will provide you with formula sheets to use on tests. You should use a TI-83 or TI-84 calculator on all tests. *The TI-89, TI-Nspire or any other calculator that is a symbolic manipulator is not allowed on any tests.* If for some reason you have to miss a test, arrangements satisfactory to the instructor must be made prior to the test to schedule a

make-up (or as soon thereafter as possible for an unforeseen occurrence). If you fail to contact me within 24 hours of the test, you will receive a zero on that test.

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

Classroom Policies:

- Respect is to be shown towards the instructor and fellow students in the classroom.
- Regular participation is expected.
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- The syllabus is a living document that is subject to change.

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

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

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate electronic resources
  - Objective 4: Employs problem solving and critical thinking skills in order to solve a variety of different problems
    - Skill 1: Locates, evaluates, and applies research information
    - Skill 2: Analyzes information to determine its validity
    - Skill 3: Draws conclusions from information collected

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill 1: Constructs tables, charts, graphs based on data
    - Skill 2: Defines and demonstrates the use of decimals, percentages, and fractions
    - Skill 3: Solves word problems
  - Objective 3: Employs problem solving and critical thinking skills in order to solve a variety of different problems
    - Skill 1: Locates, evaluates, and applies research information
    - Skill 2: Analyzes materials to determine their validity
    - Skill 3: Draws conclusions from information collected

Relationship to Campus Theme: The student will use the graphing calculator and StatCrunch to model application problems in nature, economics, science, psychology, etc. Communication with others will be emphasized.

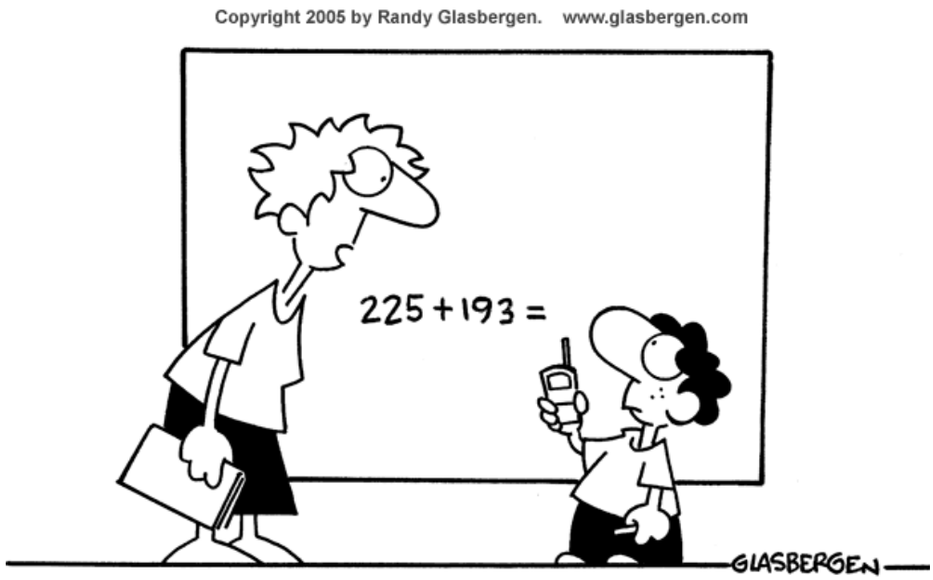
Disabilities and Special Needs: If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

DAKOTA COLLEGE AT BOTTINEAU

Minot Campus

Welcome to Intermediate Algebra !

MATH 102 Syllabus – Spring 2017
Four Credits



"You have to solve this problem by yourself. You can't call tech support."

Instructor: Sarah B Joy

Office: 307 Model Hall

Contact: sarah.joy@NDUS.edu, (701) 858-3160

Office Hours: Drop-In or By Appointment

Technical Problems: If you have a technical problem with MyMathLab, please visit http://www.pearsonmylabandmastering.com/northamerica/mymathlab/students/support/.

Class Schedule: MTuWTh 11:00-11:50 am in
MiSU Administration Building, Room 362.

Prerequisistes: Appropriate placement score or a "C" or better in ASC 94: Beginning Algebra.

Welcome to Intermediate Algebra ! This intensive four credit course will span sixteen weeks. This class does not satisfy college graduation requirements for math! Throughout this course you will be asked to complete daily homework assignments, chapter tests and a final exam. Topics covered will include properties of the real number systems, factoring, quadratic equations, exponents, and radicals. This course will utilize the MyMathLab system for homework, while the tests will be taken on paper in the classroom. If you do not understand something in or out of the class, do not forget that you are not alone in this! Stop me in class when you do not understand, utilize the *"help me solve this!"* feature in MyMathLab when you are stuck on a question, stop by my office if you would like to go over something in more detail, create a study group with your classmates and/or ask for a tutor. This class will be challenging, ***but you can do it!***

Course Objectives

As an active participant in this class, you will learn the techniques to analyze and solve various types of intermediate algebra problems and utilize a graphing calculator to solve algebra problems, when necessary. The following graphing calculators are approved for this course: **TI-83 or TI-84.** These can be purchased on your own or in the MSU bookstore. Calculators haven't changed much in the last twenty years, so don't hesitate to purchase a used one.

Learning Environment

As an active participant in this class, you will be attending class for four hours each week. These classes will utilize both direct instruction and collaborative learning. This course utilizes an online learning system called MyMathLab. Through MyMathLab, students will have access to worked out explanations, textbook lessons and video demonstrations. Students may also utilize the email tool to ask the instructor questions about assignments.

Note: while you do have access to helpful learning tools in MyMathLab, these tools are not a placement for classroom instruction and participation. ***Expect to attend every class!***

Textbook

Beginning and Intermediate Algebra by Tobey, Slater, Blair and Crawford; 5th Edition; Pearson.

NOTE: You have the option of purchasing the online-only text or the textbook with the online component. I suggest you use the free two-week trial of the online textbook before making your final decision. You can purchase your textbook or online access code at the MSU bookstore.

Course Requirements

Learning algebra is an investment of time. Algebra is learned best by practicing, reflecting, and practicing some more. While understanding the steps in the topic explanations and video presentations is a good first step, to truly master the material you should be able to look at a problem, know how to proceed and be able to carry out the steps without assistance. The multiple attempts allowed during independent practice (including homework and practice tests) in MyMathLab provide opportunities for you to get to that point. Passing grades on quizzes and chapter tests demonstrates that you have mastered the skills taught.

Evaluation

Homework – 20%	Homework can be found under the homework tab in MyMathLab. You may work ahead, but each homework assignment should be completed by the time of the mid-chapter quiz. You will need to achieve 70% or more to proceed to the next section. You will have three tries to complete each homework problem, so use your thinking carefully as you proceed.
Quizzes – 30%	Mid chapter quizzes will be taken on paper in class unless otherwise stated. Missed quizzes must be made up within three business days.
Tests – 50%	There will be five exams throughout the semester. Your final exam may replace your lowest test score. **There will be no make-ups.**

Based on North Dakota state policy, students must earn a grade of C or higher to be promoted to the next level of college mathematics. Letter grades are assigned using the following scale.

A	89.5%-100%
B	79.5-89.49%
C	69.5%-79.49%
D	59.5%-69.49%
F	59.49% or lower

Relationship to Campus Theme

The student will begin to see applications of algebra in nature, business, health, construction, etc. As they use a graphing calculator, they can solve real life problems with large numbers. These problems will require critical thinking and interaction with other students.

Class Policies

Attendance

The sequential nature of mathematics makes it necessary for students to attend class and participate on a regular basis. Attendance is not mandatory, but be aware that your learning may suffer if you are not present.

Assignments

Students may work ahead; but make sure that you are at least complete to the level we are covering in class as it is very easy to fall behind in math.

Electronic Devices

Turn off (or mute) cell phones, pagers or other electronic devices as a courtesy to others. Students may use their phones for emergencies and step out of the classroom for calls as necessary. Above all, be respectful to your classmates and the process of learning. If there is discourtesy students will be asked to leave.

Student Email Policy

Dakota College at Bottineau increasingly depends on email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting on important information conveyed via campus email rests with the student. Therefore, you MUST use your school email address to create your MyMathLab account.

Disabilities and Special needs

If you have a disability for which you need accommodation, please see me immediately. If you have already met with Student Developmental personnel, please provide me with the information regarding your needs so that I can make the appropriate accommodations.

Key Considerations for Academic Success

- Be an active participant in class every day. Use the email tool to ask questions on the homework.
- Balance school with the rest of your life. Plan enough study time to do well in this class. You can expect to spend 2-3 hours on each homework assignment.
- Use good study habits and get academic assistance at the first warning sign! If you are struggling with a topic or homework assignment don't hesitate to *ask someone!*
- Understand the impact of dropping classes both academically and financially.
- Don't put off for tomorrow what you can do today.

Tutoring

The Minot State University campus has free tutoring for students on the first floor of Old Main. The tutoring schedule should be posted within the first few weeks of classes and the tutors are able to handle a wide range of areas within mathematics.

MATH 102 Spring 2017 Due Dates

January 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9 Evening and Online classes begin after 4 pm	10 First day of classes, review syllabus and MML	11 The Rectangular Coordinate System, graphing linear equations, ch 3.1, 3.2	12 The Slope of the Line, Chapter 3.3	13	14
15	16 **Martin Luther King Day, University closed**	17 **Quiz: Chapters 3.1-3.3**	18 Writing the Equation of a Line, ch 3.4	19 Graphing Linear Equalities, ch 3.5	120	21
22	23 Functions, ch 3.6	24 Systems of Linear Equations in Two Variables, chapter 4.1	25 Systems of Linear Equations in Two Variables, chapter 4.1	26 Review for Chapter 3 & 4 Test	27	28
29	30 **Chapter 3, 4 Exam**	31 Removing a Common Factor & Factor by grouping, Ch. 6.1, 6.2				

February 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Factoring Trinomials, chapters 6.3, 6.4	2 Factoring Trinomials, chapters 6.3, 6.4	3	4
5	6 Factoring Trinomials, chapters 6.3, 6.4	7 **Quiz: Chapters 6.1-6.4**	8 Special Cases of Factoring & Reviewing Factoring, ch 6.5, 6.6	9 Special Cases of Factoring & Reviewing Factoring, ch 6.5, 6.6	10	11
12	13 Solving Quadratic Equations by Factoring, ch 6.7	14 Solving Quadratic Equations by Factoring, ch 6.7	15 Chapter 6 Review	16 **Chapter 6 Exam**	17	18
19	20 **President's Day, University closed**	21 Simplify Rational Expressions, ch 7.1	22 Simplify Rational Expressions, ch 7.1	23 Multiply, Divide Rational Expressions, ch 7.2	24	25
26	27 Multiply, Divide Rational Expressions, ch 7.2	28 Adding, Subtracting Rational Expressions, ch 7.3				

March 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Adding, Subtracting Rational Expressions, ch 7.3	**Quiz: Chapters 7.1-7.3**	1 Simplifying Complex Rational Expressions, ch 7.4	2 Solving Equations Involving Rational Expressions, ch 7.5	3	4
5	6 Solving Equations Involving Rational Expressions, ch 7.5	7 Ratio, Proportion and Other Applied Problems, ch 7.6	8 Chapter 7 Review	9 **Chapter 7 Exam**	10	11
12	13 **Spring Break**	14	15	16	17	18
19	20 Quick Exponent Review and Rational Exponents, ch 8.1	21 Quick Exponent Review and Rational Exponents, ch 8.1	22 Radical Expressions and Functions, ch. 8.2	23 Radical Expressions and Functions, ch. 8.2	24	25
26	27 Simplifying, Adding and Subtracting Radicals, ch 8.3	28 **Quiz: Chapters 8.1-8.3**	29 Multiplying and Dividing Radicals, ch 8.4	30 Multiplying and Dividing Radicals, ch 8.4	31	

April 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Radical Equations and Complex Numbers, ch 8.5, 8.6	4 Radical Equations and Complex Numbers, ch 8.5, 8.6	5 Chapter 8 Review	6 **Chapter 8 Exam**	7	8
9	10 Beginning to Solve Quadratic Equations, ch 9.1	11 Beginning to Solve Quadratic Equations, ch 9.1	12 The Quadratic Formula and Solutions to Quadratic Equations, ch 9.2	13 The Quadratic Formula and Solutions to Quadratic Equations, ch 9.2	14 **Easter Break**	15
16	17 **Easter Break**	18 Equations that can be Transformed into Quadratic Form, ch 9.3	19 Equations that can be Transformed into Quadratic Form, ch 9.3	20 **Quiz Ch 9.1-9.3**	21	22
23	24 Quadratic Functions, ch 9.5	25 Quadratic Functions, ch 9.5	26 Compound and Quadratic Inequalities, ch 9.6	27 Compound and Quadratic Inequalities, ch 9.6	28	29

May 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Absolute Value Equations and Inequalities, ch 9.7	2 Absolute Value Equations and Inequalities, ch 9.7	3 Chapter 9 Review	4 **Chapter 9 Test**	5	6
7	8	9	10	11 **Final Exam 10:00 – 11:50 am**	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MATH 103 - College Algebra

4 credits
Instructor: Tracy Chisholm

Course Description: This course covers the following topics:

- Linear and Quadratic Equations
- Radicals
- Exponents and Logarithms
- Rational Expressions
- Systems of Linear Equations
- Functional Notation
- Graphing Functions

Prerequisite: MATH 102 Intermediate Algebra, ASC 93 Algebra Prep III, placement by math placement test or instructor approval.

Course Objectives: The student will be introduced to the topics above which require certain techniques for solutions. We will develop ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the student will be exposed to the use and application of the graphics calculator in the appropriate areas.

Class Schedule: MTWF 9-9:50am

Monday	Tuesday	Wednesday	Thursday	Friday
NSC 125	NSC 125	NSC 125		NSC 125
9-9:50am	9-9:50am	9-9:50am		9-9:50am

Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: tracy.chisholm@dakotacollege.edu
Office Hours: Mon-Wed 3-4pm and Thursday 9-11am or by appointment

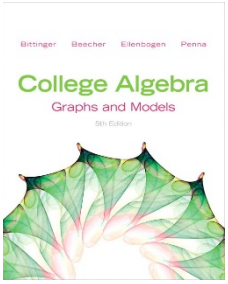
Tentative Course Outline:

Chapter	*Topics*	*Timeline*
Chapter R Sections R.1-R.8	Basic Concepts of Algebra	Weeks 1-3
Chapter 1 Sections 1.1-1.6	Graphs, Functions, and Models	Weeks 4-5
Chapter 9 Sections 9.1 & 9.3	Systems of Equations & Inequalities	Week 6
Chapter 2 Sections 2.1-2.6	More on Functions	Weeks 7-9
Chapter 3 Sections 3.1-3.5	Quadratic Functions and Equations; Inequalities	Weeks 10-11
Chapter 4 Sections 4.1-4.6	Polynomial Functions and Rational Functions	Weeks 12-14
Chapter 5 Sections 5.1-5.6	Exponential Functions and Logarithmic Functions	Weeks 15-16
Final Exam		Finals Week

****The final exam must be taken during the designated time according the finals week schedule.****

Final Date & Time: Monday, May 8 @ 9:00 am

Required Text: *College Algebra: Graphs and Models 5th Edition* by Bittinger, Beecher, Ellenbogen and Penna. Pearson Publishing.



Course Requirements:

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps WITHOUT ASSISTANCE. The independent practice problems provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

Quizzes: Quizzes will be given periodically. These may be announced or unannounced. Homework quizzes can be expected at least once per week.

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

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

Classroom Policies:

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

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate program on the graphing calculator to solve problems

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill3: Solves word problems

Relationship to Campus Theme: The student will use the graphing calculator to model application problems in nature, economics, science, psychology, etc. Communication with others will be emphasized.

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

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

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

Math 103 College Algebra, 4 credits

Course Description:

Linear and quadratic equations, radicals, exponents and logarithms, rational expressions, systems of linear equations, functional notation, sequences, and series.

Course Objectives:

The student will be introduced to the topics above which require certain techniques for solutions. We will develop ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the student will be exposed to the use and application of the graphing calculator in the appropriate areas.

Instructor:

Scott Johnson

Office:

Nelson Science Center 110

Office Hours:

TR 1:00-2:00

Phone:

(701)-228-5474

Email:

scott.johnson@dakotacollege.edu

Lecture:

MTWF 11:00 am

Textbook/Calculator:

College Algebra 5e by James Stewart, Lothar Redlin, Saleem Watson, Brooks/Cole, 2009.
TI-83 or TI-84 Series

Course Requirements:

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Grades will be based on five exams using the following scale.

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

Tentative Course Outline:

Real Numbers, operations and properties
Linear Equations and Inequalities
Polynomials: 1. Operations 2. Factoring
Rational expressions and Polynomial division
Rational Exponents and Radicals
Quadratics and the Quadratic Formula
Graphing Linear Equations and Inequalities
Functions; linear, quadratic, polynomial, exponential, logarithmic
Linear systems and matrices
Sequences and Series

General Education Goals/Objectives:

Goal 2: Demonstrates knowledge and application of technology
Objective 2: Uses electronic resources for course related assignments and information
Skill 1: Selects appropriate program on the graphing calculator to solve problems

Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
Objective 1: Utilizes mathematical equations to solve problems
Skill1: Solves equations and problems using the appropriate method
Objective 2: Applies practical application of mathematics to everyday life
Skill3: Solves word problems

Relationship to Campus Theme:

Mathematics 103 emphasizes technology through the use of graphic calculators and nature through wildlife population modeling.

Classroom Policies:

Please refrain from any behavior that would disrupt the class. Cell phones can only be used in emergency situations and they must be turned to vibrate. The academic environment is an open and harassment free environment. Participation is encouraged.

Academic Integrity:

If there is evidence of cheating on an exam the student will receive an F on the respective exam.

Disabilities and Special Needs:

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

Student Email Policy:

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

NATURE, TECHNOLOGY, & BEYOND
DAKOTA COLLEGE AT BOTTINEAU

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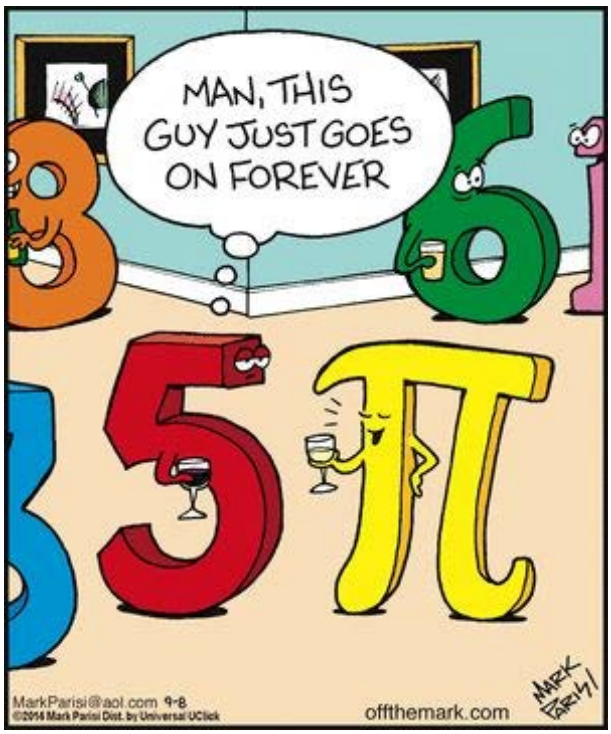
MINOT CAMPUS

Welcome to College Algebra Online!

MATH 103 Syllabus—Spring 2017



Instructor: Connie Blair

Office: Online!

Contact: connie.blair@dakotacollege.edu

Office Hours: use the email tool within MyMathLab. Email messages will be checked daily, Monday through Friday. (NOTE: You will receive a quicker response if you contact by e-mail rather than by Moodle Mail!)

Technical Problems: If you have a technical program with *Moodle*, contact the DCB Distance Education office by calling (701) 228-5479 or 1-888-918-5623. You can also call the ND University System Moodle help desk at 1-866-940-0065. If you have a technical problem with *MyMathLab* please contact MyMathLab Student Help at 1-844-292-7015

.

Class Schedule: Online; homework and tests must be completed on or before the due date listed on the course calendar. You may, however, work ahead!

Pre-requisites: MATH 102: Intermediate Algebra with a "C" or better, or a designated math placement test score.

Welcome to College Algebra online! This intensive four credit course will span sixteen weeks. Throughout this course you will be asked to complete daily homework assignments (Monday—Thursday), chapter tests, as well as a mid-term and final exam. Topics covered will include linear and quadratic equations, radicals, exponents and logarithms, rational expressions, system of linear equations, functional notation, graphing sequences, and series. This course will utilize the MyMathLab system for homework and quizzes. Tests will be taken in MyMathLab with the aid of a proctor. While we will have no direct contact, *I am here to help*! Utilize the "help me solve this!" feature in MyMathLab when you are stuck on a question, or e-mail me when you are finding a section or chapter particularly difficult. ***You are not in this alone!***

Course Objectives/Student Outcomes

Students will learn techniques for solving problems related to the topics listed above. Students will develop *ideas* and *methods* for applying techniques to find solutions or resolutions to questions requiring algebraic reasoning. A graphing calculator (TI-83 or TI-84) may be utilized when appropriate.

Learning Environment

This course utilizes an online learning system called MyMathLab. Through MyMathLab, students will have access to worked out explanations, textbook lessons, and video demonstrations. Students may also utilize the e-mail tool to ask classmates and the instructor questions about assignments.

Textbook

MyMathLab access code with access to *College Algebra: Graphs and Models*. 5th edition by Bittinger, Beecher, Ellenbogen, and Penna.

Order by e-mail at bookstore@dakotacollege.edu or by calling (701) 228-5458

Course Requirements

Learning algebra is an ***investment of time***. Algebra is learned best by practicing, reflecting, and practicing some more. While understanding the steps in the topic explanations and video presentations is a good first step, to truly master the material you should be able to look at a problem, know how to proceed and be able to carry out the steps **WITHOUT ASSISTANCE**. The multiple attempts allowed during independent practice (including homework and practice tests) in MyMathLab provides opportunities for you to get to that point. Passing grades on chapter tests as well as the mid-term and final exam demonstrate that you have indeed mastered the skills taught.

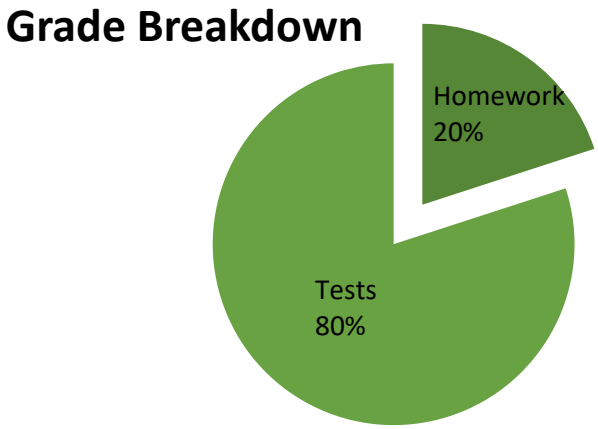
Evaluation

Homework—20%

Section Homework will be submitted after each section in MyMathLab and can be found under the homework tab in MyMathLab. You may work ahead, but each homework assignment should be completed by the due date listed in order to stay on track in the course.

Grades of 80% or higher are required to proceed to the subsequent homework assignment. There is no limit to the number of times you can complete a homework assignment.

Homework Tests are to be completed at the end of each chapter and each question has a maximum of two attempts. While you may work ahead, you **must** complete a homework test by the due date listed. You will receive a 30% penalty for any *homework test* that is not completed by midnight on the due date.



Tests—80%

Two proctored tests are administered over the eight-week term, a mid-term and a final exam. Students are allowed one attempt on each test and will need to utilize an in-person proctor when taking these exams. Proctor forms are due to your instructor at least ONE WEEK prior to the proctored exam. You can find the proctor forms in Moodle. Check the course calendar both in MyMathLab and at the end of the syllabus for the dates of these exams. **There will be no make-ups.**

Letter grades are assigned using the following scale:

A 89.50%-100%
B 79.50%-89.49%
C 69.50%-79.49%
D 59.50%-69.49%
F 59.49% or lower

Relationship to Campus Theme

The student will use algebra to solve application problems in nature, economics, science, psychology, etc. The graphing calculator will be used to represent solutions visually and to find answers to complex problems.

General Education Goals/Objectives

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

Student Email Policy

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Class Policies

- Regular participation is expected. This includes participation in MyMathLab, Moodle, and responding to emails from the instructor in a timely manner.
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- Students must arrange for a proctor in order to take their mid-term and final exam. The exams must be taken on the dates stated in the course calendar.
- Tests will be available for a limited period of time. The maximum time allowed for the midterm and final exam is two hours.

Academic Integrity

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

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

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

Disabilities and Special Needs

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services.

Phone: (701) 228-5477
Toll Free: 1-888-918-5623

Key Considerations for Academic Success

- Be an active participant in class every day. Use the e-mail tool to ask your classmates questions and don't forget to utilize your instructor!
- Balance school with the rest of your life. Plan enough study time to do well in this class. You can expect to spend 2-3 hours on each homework assignment.
- Use good study habits and get academic assistance at the first warning sign! If you are struggling with a topic or homework assignment don't hesitate to ***ask someone!***
- Understand the impact of dropping classes both academically and financially.
- Don't put off for tomorrow what you can do today.

Free Online Tutoring!

Smarthinking is an online tutoring service that includes tutorials and live chat twenty-four hours a day, seven days a week! To access Smarthinking, login to *Moodle* and click on the *DCB Learning Center* link. Then locate *Resources and Technology*, and click on the *Smarthinking* link. If you have questions about Smarthinking, please contact the distance education office at 1-888-918-5623.

The Khan Academy has an extensive library of content, including interactive challenges, assessments, and videos that students can access from any computer with access to the internet. If you're stuck on a topic, visit www.khanacademy.org and find a video and an exercise to help you out!

Nature, Technology, & Beyond

Dakota College at Bottineau

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Minot Campus

Spring 2017 Due Dates

January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 First day of class, Welcome! Read through syllabus, complete syllabus quiz, and complete the Chapter O Homework Assignment.	10 R.1: The Real Number System Class Introduction Due	11 R.2: Exponents and Order of Operations	12 R. 3: Add, Subtract, and Multiply Polynomials	13	14
15	16 	17 R.4: Factoring	18 R.5: The Basics of Solving Equations	19 R.6: Rational Expressions Last day to drop classes with 100% refund	20	21
22	23 R.7: Radical Notation and Rational Exponents	24 Review for Chapter R Homework Test	25 Review for Chapter R Homework Test	26 Chapter R Homework Test due at midnight	27	28
29	30 Chapter 1.1: Introduction to Graphing	31 Chapter 2.2: Functions and Graphs				

February 2017

			1 Chapter 1.3: Linear Functions, Slopes, and their Applications	2 Chapter 1.4: Equations of Lines and Modeling	3	4
5	6 Chapter 1.5: Linear Equations, Functions, Zeros, and their Applications	7 Chapter 1.6: Solving Linear Inequalities	8 Chapter 6.1: Systems of Equations in Two Variables	9 Chapter 6.7: Graph of Linear Inequalities	10	11
12	13 Review for Chapter 1&6 Homework Test	14 Chapter 1&6 Homework Test due at midnight	15 Chapter 2.1: Increasing, Decreasing, and Piecewise Functions	16 Chapter 2.2: The Algebra of Functions	17	18
19	20 	21 Chapter 2.3: The Composition of Functions	22 Chapter 2.4: Symmetry	23 Chapter 2.5: Transformations	24	25
26	27 Chapter 2.6: Variation and Applications	28 Review for Chapter 2 Homework Test				

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March 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Review for Chapter 2 Homework Test	2 Chapter 2 Homework Test due at midnight	3	4
5	6 Study for Mid-Term	7 Study for Mid-Term	8 Study for Mid-Term	9 Study for Mid-Term	10	11
12	13	14	15	16	17	18
19	20 Mid-Term Exam Window	21 Mid-Term Exam Window	22 Mid-Term Exam Window	23 Mid-Term Exam due at 3:00 pm	24	25
26	27 Chapter 3.1: The Complex Numbers	28 Chapter 3.2: Quadratic Equations, Functions, Zeroes, and Models	29 Chapter 3.3: Analyzing Graphs of Quadratic Functions	30 Chapter 3.4: Solving Rational and Radical Equations	31	

April 2017

						1
2	3 Chapter 3.5: Solving Equations and Inequalities with Absolute Value	4 Review for Chapter 3 Test	5 Review for Chapter 3 Test	6 Chapter 3 Homework Test due at midnight	7 Last Day to Drop a Class or Withdraw from School	8
9	10 Chapter 4.1: Polynomial Functions and Modeling	11 Chapter 4.2: Graphing Polynomial Functions	12 Chapter 4.3: Polynomial Division	13 Chapter 4.4: Theorems about Zeros of Polynomial Functions	14	15
16	17	18 Chapter 4.5: Rational Functions	19 Chapter 4.6: Polynomial and Rational Inequalities	20 Review for Chapter 4 Homework Test	21	22
23	24 Chapter 4 Homework Test due at midnight	25 Chapter 5.1: Inverse Functions	26 Chapter 5.2: Exponential Functions and Graphs	27 Chapter 5.3: Logarithmic Functions and Graphs	28	29
30						

Feb-Mar 2017

Printfree.com Printable Calendars

Apr-May 2017

May 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Chapter 5.4: Properties of Logarithmic Functions	2 Chapter 5.5: Solving Exponential and Logarithmic Equations	3 Chapter 5.6: Applications and Models: Growth & Decay and Compound Interest	4 Chapter 5 Homework Test due at midnight	5	6
7	8 Final Exam Window	9 Final Exam Window	10 Final Exam Window	11 Final Exam Window	12 Final Exam due at 3pm	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Finite Math

MATH 104 Finite Math (3 semester credits)

Course Description: An extension of basic algebra to areas that have applications in the economic, behavior, social, and life science. Topics include systems of linear equations and inequalities, matrices, linear programming, mathematics of finance, elementary probability and descriptive statistics.

Prerequisite(s): ASC 093 or ACT Math Score of 21 or Placement Test

Instructor: Harmony Richman

harmony.richman@vcsu.edu
701-845-7658
McFarland 134

Delivery Method: Online

Office Hours: By appointment

Textbook: Finite Mathematics 11th Edition; Lial, Greenwell and Ritchey. ISBN-10: 0133864472 ISBN-13 9780133864472

Course Requirements: Students are expected to:

- Participate regularly in class discussions.
- Submit graded assignments by dates posted on the course calendar. On each assignment you must show ALL YOUR WORK for full credit. If you do not show work, but simply state your answer, you will receive NO credit for the assignment.
- Read assigned textbook chapters.
- Do ungraded, independent practice exercises.
- Submit assigned textbook problems as pdf or jpeg files.
- Complete graded quizzes after each chapter(s).

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

- Work with elementary probability.
- Work with mathematics of finance.
- Solve systems of linear equations.
- Solve systems of linear inequalities.
- Work with linear programming.
- Work with statistics.
- Demonstrate an understanding of matrices.

Relationship to Campus Theme: The course addresses the campus theme by exploring real world applications of mathematics in economics, behavioral, social and life science.

Grading Criteria: Your final grade is determined by dividing total points earned by total points possible. Points will be awarded for math activities, selected textbook exercises, online math assignments, reflections, and quizzes.

Grades will be calculated using the following criteria:

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

Schedule (subject to change):

Week	Topic
Week 1	Welcome! 2.1 Solution of Linear Systems by the Echelon Method 2.2 Solution of Linear Systems by the Gauss-Jordan Method
Week 2	2.3 Addition and Subtraction of Matrices 2.4 Multiplication of Matrices
Week 3	2.5 Matrix Inverses 2.6 Input-Output Models
Week 4	3.1 Graphing Linear Inequalities 3.2 Solving Linear Programming Problems Graphically
Week 5	3.3 Applications of Linear Programming Chapter 2 and 3 Quiz
Week 6	5.1 Simple and Compound Interest 5.2 Future Value of an Annuity
Week 7	5.3 Present Value of an Annuity; Amortization Chapter 5 Quiz
Week 8	7.1 Sets 7.2 Applications of Venn Diagrams
Week 9	7.3 Introduction to Probability 7.4 Basic Concepts of Probability
Week 10	7.5 Conditional Probability; Independent Events Chapter 7 Quiz
Week 11	8.1 The Multiplication Principle; Permutations 8.2 Combinations
Week 12	8.3 Probability Applications of Counting Principles 8.4 Binomial Probability
Week 13	8.5 Probability Distributions; Expected Value Chapter 8 Quiz

Week 14	9.1 Frequency Distributions; Measures of Central Tendency 9.2 Measures of Variation
Week 15	9.3 The Normal Distribution 9.4 Normal Approximation to the Binomial Distribution
Week 16	Final Project Chapter 9 Quiz

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

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

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

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

Math 105 Trigonometry, 3 credits

Course Description:

Trigonometric functions, equations and identities, inverse trigonometric functions, solving triangles, complex numbers and polar coordinates.

Course Objectives:

1. To develop an understanding of trigonometric functions.
2. Application of trigonometric functions towards the solution of triangles.
3. Understanding the use and application of a graphing calculator towards the solving of trigonometric exercises.
4. Application of trigonometric functions to graphs, identities, equations, and vectors.

Instructor:

Scott Johnson

Office:

Nelson Science Center 110

Office Hours:

TR 1:00-2:00

Phone:

(701)-228-5474

Email:

scott.johnson@dakotacollege.edu

Lecture:

MWF 1:00-1:50

Textbook/Calculator:

Trigonometry by John D. Baley and Gary Sarell, 3rd edition. McGraw Hill Publishing, 2003.
TI-83 or TI-84 Series

Course Requirements:

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Grades will be based on exams and selected homework assignments using the following scale. FINAL EXAM WILL BE GIVEN DURING THE SCHEDULED TIME.

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

Tentative Course Outline:

CH 1 The Measurement of Angles, Arcs, and Sectors
CH 2 The Trigonometric Functions
CH 3 Graphs of the Trigonometric Functions
CH 4 The Inverse Trigonometric Functions
CH 5 Trigonometric Equations
CH 6 Oblique Triangles and Vectors
CH 7 Complex Numbers and Polar Coordinates

General Education Goals/Objectives:

Goal 2: Demonstrates knowledge and application of technology
Objective 2: Uses electronic resources for course related assignments and information
Skill 1: Selects appropriate program on the graphing calculator to solve problems

Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
Objective 1: Utilizes mathematical equations to solve problems Skill1:
Solves equations and problems using the appropriate method Objective
2: Applies practical application of mathematics to everyday life Skill3:
Solves word problems

Relationship to Campus Theme:

Mathematics 105 emphasizes technology through the use of graphic calculators and nature through navigation.

Classroom Policies:

Please refrain from any behavior that would disrupt the class. Cell phones can only be used in emergency situations and they must be turned to vibrate. The academic environment is an open and harassment free environment. Participation is encouraged.

Academic Integrity:

If there is evidence of cheating on an exam the student will receive an F on the respective exam or assignment.

Disabilities and Special Needs:

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

Student Email Policy:

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MATH 107 - Precalculus

4 credits
Instructor: Tracy Chisholm

Course Description: This course covers the following topics:

- Equations and Inequalities
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Trigonometric Identities, Inverse Functions and Equations
- Applications of Trigonometry
- Analytic Geometry

Prerequisite: MATH 103 College Algebra, placement by math placement test or instructor approval.

Course Objectives: The student will be introduced to the topics above which require certain techniques for solutions. We will develop ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the application of the graphics calculator will be emphasized.

Class Schedule: MTWRF 10:59am – 11:44am
We will meet 5 days a week for the first 8 weeks, then 3 days a week (MWF) the second 8 weeks.

Monday	Tuesday	Wednesday	Thursday	Friday
Thatcher 2212	Thatcher 2212	Thatcher 2212	Thatcher 2212	Thatcher 2212
10:59am-11:44am	10:59am-11:44am	10:59am-11:44am	10:59am-11:44am	10:59am-11:44am

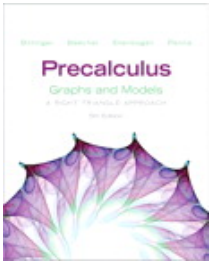
Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: tracy.chisholm@dakotacollege.edu
Office Hours: Mon-Wed 3-4pm and Thursday 9-11am or by appointment

Tentative Course Outline:

Chapter	*Topics*	*Timeline*
Chapters 1-4	Review Functions	Week 1
Chapter 5 Sections 5.1-5.6	Exponential Functions and Logarithmic Functions	Week 2-4
Chapter 6 Sections 6.1-6.6	The Trigonometric Functions	Week 5-7
Chapter 7 Sections 7.1-7.5	Trigonometric Identities, Inverse Functions, and Equations	Week 8-10
Chapter 8 Sections 8.1-8.6	Applications of Trigonometry	Week 11-13
Chapter 10 Sections 10.1-10.4	Analytic Geometry Topics	Week 14-16

Required Text: *Precalculus: Graphs and Models 5th Edition* by Bittinger, Beecher, Ellenbogen & Penna. Pearson Publishing.



Course Requirements:

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Learning math is an investment of time. Math is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps WITHOUT ASSISTANCE. The independent practice problems provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

Quizzes: Quizzes will be given periodically. These may be announced or unannounced. Homework quizzes can be expected at least once per week.

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

******For students taking this class from a distance, quizzes and tests must be scanned and emailed immediately after class. ******

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

Classroom Policies:

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

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General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate program on the graphing calculator to solve problems

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill3: Solves word problems

Relationship to Campus Theme: The student will use the graphing calculator to model application problems in nature, economics, science, psychology, etc. Communication with others will be emphasized.

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

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

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DCB Syllabus for Pre Calculus:

1. Functions
2. Algebraic Functions
3. Trigonometric Functions
4. Exponential and Logarithmic Functions
5. Conic Sections, Polar Coordinates, and Parametric Equations

How I cover material:

1. Parts of Chapter 1 (Functions and their graphs)
2. Parts of Chapter 1
3. Parts of Chapters 4,5,6 (Trigonometry)
4. Chapter 3 (Exponential and logarithmic functions)
5. Chapter 10 (Topics in Analytic Geometry)

Dual Credit Pre-Calculus Syllabus

MAT 107

High School Number: 11181

Teacher Information

Cale Peterson

Email: cale.peterson@k12.nd.us

Help Hours: 8 – 8:20 AM, 3:20 – 4 PM, Or by appointment

Tentative Schedule and Subjects Covered

- *Chapter 3 (Exponential and Logarithmic Functions)*
- *Chapter 4 (Trigonometry)*
- *Chapter 5 (Analytic Trigonometry)*
- *Chapter 6 Sections 1 and 2 (Law of Sines and Cosines)*
- *Chapter 12 (Limits and Introduction to Calculus) (If time permits)*

Grading

- *Homework Grades (5 Points)*
    - *Homework is complete*
- *2 Quizzes per Chapter (20 – 40 Points)*
- *1 Test Per Chapter (50 – 80 Points)*

MATH 107 - Precalculus

4 credits
Instructor: Jessica Deichert

Course Description: This course covers the following topics:

- Equations and Inequalities
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Trigonometric Identities, Inverse Functions and Equations
- Applications of Trigonometry
- Analytic Geometry

Prerequisite: MATH 103 College Algebra, placement by math placement test or instructor approval.

Course Objectives: The student will be introduced to the topics above which require certain techniques for solutions. We will develop ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the application of the graphics calculator will be emphasized.

Class Schedule: MWRF 7:40am – 8:25am

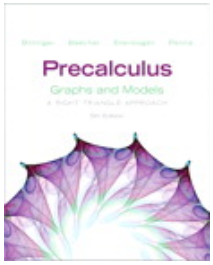
Instructor: Jessica Deichert

Phone: (701) 597-3355 [work] (701) 597-3357 [home]
E-mail: jessica.deichert@k12.nd.us

Tentative Course Outline:

Chapter	*Topics*	*Timeline*
Chapters 1-4	Review Functions	Weeks 1-2
Chapter 5 Sections 5.1-5.6	Exponential Functions and Logarithmic Functions	Week 2-4
Chapter 6 Sections 6.1-6.6	The Trigonometric Functions	Week 5-8
Chapter 7 Sections 7.1-7.5	Trigonometric Identities, Inverse Functions, and Equations	Week 8-11
Chapter 8 Sections 8.1-8.6	Applications of Trigonometry	Week 12-14
Chapter 10 Sections 10.1-10.4	Analytic Geometry Topics	Week 14-16

Required Text: *Precalculus 5th Edition* by Bittinger, Beecher, Ellenbogen & Penna with MyMathLab online learning software; Pearson publishing



MyMathLab Learning Software Website: www.mymathlab.com

Course Requirements:

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Learning math is an investment of time. Math is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps WITHOUT ASSISTANCE. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

Homework Assignments: These are graded assignments that can be done multiple times. Only the highest score will be used. These assignments close at 11:59 PM, Central Daylight Time on the night before the corresponding chapter test. Do the work well in advance. If the assignment is done after the posted due date, 30% will be deducted from your score.

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

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

Classroom Policies:

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

- The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate program on the graphing calculator to solve problems

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill3: Solves word problems

Relationship to Campus Theme: The student will use the graphing calculator to model application problems in nature, economics, science, psychology, etc. Communication with others will be emphasized.

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

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

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

Math 107 Precalculus, 4 credits

Course Description:

Trigonometric functions, solving triangles, analytic geometry, exponential and logarithmic functions, theory of equations, sequences, series and induction.

Course Objectives:

The student will be introduced to the topics listed above which require certain techniques for solutions. We will develop the ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the application of the graphing calculator will be emphasized.

Instructor:

Scott Johnson

Office:

Nelson Science Center 110

Office Hours:

TR 1:00-2:00

Phone:

(701)-228-5474

Email:

scott.johnson@dakotacollege.edu

Lecture:

MTWF 10:00-10:50

Textbook/Calculator:

Precalculus by Faires and DeFranza, 4th edition Brooks/Cole Publishing,
TI-83 or TI-84 Series

Course Requirements:

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Grades will be based on exams and selected homework assignments using the following scale. FINAL EXAM WILL BE GIVEN DURING THE SCHEDULED TIME.

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

Tentative Course Outline:

1. Functions
2. Algebraic Functions
3. Trigonometric Functions
4. Exponential and Logarithmic Functions
5. Conic Sections, Polar Coordinates, and Parametric Equations

General Education Goals/Objectives:

Goal 2: Demonstrates knowledge and application of technology
Objective 2: Uses electronic resources for course related assignments and information
Skill 1: Selects appropriate program on the graphing calculator to solve problems

Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
Objective 1: Utilizes mathematical equations to solve problems
Skill1: Solves equations and problems using the appropriate method
Objective 2: Applies practical application of mathematics to everyday life
Skill3: Solves word problems

Relationship to Campus Theme:

Mathematics 107 emphasizes technology through the use of graphic calculators and nature through population modeling.

Classroom Policies:

Please refrain from any behavior that would disrupt the class. Cell phones can only be used in emergency situations and they must be turned to vibrate. The academic environment is an open and harassment free environment. Participation is encouraged.

Academic Integrity:

If there is evidence of cheating on an exam the student will receive an F on the respective exam or assignment.

Disabilities and Special Needs:

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

Student Email Policy:

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

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

Math 165 Calculus I, 4 credits

Course Description:

Limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus, and applications.

Course Objectives:

The student will be introduced to the topics above which require certain techniques for solutions. We will develop ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the student will be exposed to the use and application of the graphing calculator in the appropriate areas.

Instructor:

Scott Johnson

Office:

Nelson Science Center 110

Office Hours:

TR 1:00-2:00

Phone:

(701)-228-5474

Email:

scott.johnson@dakotacollege.edu

Lecture:

MTWF 9:00

Textbook/Calculator:

Calculus 10e by Ron Larson and Bruce Edwards, Cengage, 2014, Graphing calculator TI-83 or TI-84 Series

Course Requirements:

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Grades will be based on exams using the following scale. FINAL EXAM WILL BE GIVEN DURING THE SCHEDULED TIME.

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

Tentative Course Outline:

Preparation for Calculus
Limits and their Properties
Differentiation
Applications of Differentiation
Integration
Logarithmic, Exponential, and other Transcendental Functions
Differential Equations

General Education Goals/Objectives:

Goal 2: Demonstrates knowledge and application of technology
Objective 2: Uses electronic resources for course related assignments and information
Skill 1: Selects appropriate program on the graphing calculator to solve problems

Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
Objective 1: Utilizes mathematical equations to solve problems
Skill1: Solves equations and problems using the appropriate method
Objective 2: Applies practical application of mathematics to everyday life
Skill3: Solves word problems

Relationship to Campus Theme:

Mathematics 103 emphasizes technology through the use of graphic calculators and nature through wildlife population modeling.

Classroom Policies:

Please refrain from any behavior that would disrupt the class. Cell phones can only be used in emergency situations and they must be turned to vibrate. The academic environment is an open and harassment free environment. Participation is encouraged.

Academic Integrity:

If there is evidence of cheating on an exam the student will receive an F on the respective exam.

Disabilities and Special Needs:

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

Student Email Policy:

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

MATH 210 – Elementary Statistics

4 credits

Instructor: Tracy Chisholm

Course Description: An introduction to statistical methods of gathering, presenting and analyzing data. Topics include probability and probability distributions, confidence intervals, hypothesis testing, and linear regression and correlation.

- Data Collection & Sampling
- Descriptive Statistics
    - Organizing & Summarizing Data
    - Numerically Summarizing Data
    - Correlation & Regression
- Probability & Probability Distribution
    - Probability
    - Discrete Probability Distributions
    - The Normal Probability Distribution
- Inference: From Samples to Population
    - Sampling Distributions
    - Eliminating the Value of a Parameter
    - Hypothesis Tests Regarding a parameter
    - Inferences on Two Samples
    - Inference on Categorical Data
    - Comparing Three or More Means/ANOVA
    - Inference on the Least-Squares Regression model and Multiple Regression

Technology will be used to enhance learning and mirror statistical applications and practices in the larger world.

Prerequisite: MATH 103 College Algebra

Course Objectives:

- To develop an understanding of basic probability and statistical concepts.
- To develop an understating of how statistics are relevant in real-life situations and in decision making processes.
- To teach students how to calculate, use, and interpret statistics correctly so that they may use this knowledge in their fields of study.
- To teach students how to use statistical technology to solve and interpret problems in elementary probability and statistics.
- To develop lifelong learning skills; students will learn to learn.
- To improve communication and collaboration with others.
- To become better problem solvers who think creatively to solve novel problems.

Class Schedule: MTWF 10-10:50am

Monday	Tuesday	Wednesday	Thursday	Friday
NSC 124	NSC 124	NSC 124		NSC 124
10-10:50am	10-10:50am	10-10:50am		10-10:50am

Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112
Phone: (701) 228-5424
E-mail: tracy.chisholm@dakotacollege.edu
Office Hours: Mon-Wed 3-4pm and Thursday 9-11am or by appointment

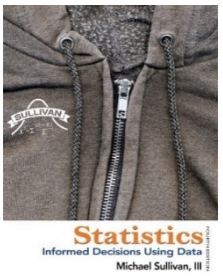
Tentative Course Outline:

Chapter	***Topic***	***Dates***
Chapter 1	Data Collection	Weeks 1-2
Chapter 2	Organizing and Summarizing Data	Weeks 2-3
Chapter 3	Numerically Summarizing Data	Weeks 3-4
Chapter 4	Describing the Relation between Two Variables	Weeks 4-5
Chapter 5	Probability	Weeks 6-7
Chapter 6	Discrete Probability Distributions	Weeks 7-8
Chapter 7	The Normal Probability Distribution	Weeks 8-9
Chapter 8	Sampling Distributions	Week 10
Chapter 9	Estimating the Value of a Parameter	Weeks 10-11
Chapter 10	Hypothesis Tests Regarding a Parameter	Weeks 12-13
Chapter 11	Inferences on Two Samples	Weeks 14-15
Chapter 12	Inference on Categorical Data	Week 15
Chapter 14	Inference on the Least-Squares Regression model & Multiple Regression	Week 16

****The final exam must be taken during the designated time according the finals week schedule.****

Final Exam Date & Time: Tuesday, May 9 @ 9:00 am

Required Text: *Statistics: Informed Decisions Using Data, Fourth Edition* by Michael Sullivan, III Pearson Publishing.



MyMathLab Learning Software Website: www.mymathlab.com

Course Requirements:

Daily attendance is expected and can influence your grade. Learning any type of math is an investment of time. It takes place through participation and engagement in the material and the course; thus, it is essential that you attend and actively participate in class. You cannot recreate what happens in class. You need to come to class prepared, get involved, work in your group, treat others as you would want to be treated, and bring a positive attitude and strong work ethic.

Homework Assignments & Lab Activities: Homework and other activities in which you practice and apply the concepts of the course are important. It is important for you to read and do the homework on a regular basis. There will be problems assigned for each chapter in MyStatLab. Chapter assignments close at 11:59 PM, CDT on the night before the corresponding test. You get two attempts at each problem so you can learn from your mistakes. Do the work well in advance. Late assignments will not be accepted. The assignments are the minimum amount of homework you should complete. If you need to do more problems to understand the material, then you should do so.
The MyStatLab site is loaded with tools to help you learn – videos, animations, online version of the book, StatCrunch (the statistical software linked with MyStatLab), a calculator, and other materials. Use these materials to you advantage. When working on homework problems, you will notice icons on the side; you can click on these to directly bring you to the resources related to that section of the book.

Case Studies: At the end of each chapter is a case study which pulls together the key ideas of the chapter and has you apply these concepts in a meaningful context. Not all of these case studies have been assigned, but two-four of them will be (Chapters 2, 6, 10, and 11). They have specific due dates that will be announced in class as well as posted in MyStatLab. Do not procrastinate on these! They require you to think about, apply, and write about the material of the course. What you hand in must reflect good writing and the correct application of the concepts we have learned in class.

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

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

Classroom Policies:

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

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

General Education Goals/Objectives:

- Goal 2: Demonstrates knowledge and application of technology.
    - Objective 2: Uses electronic resources for course related assignments and information
        - Skill 1: Selects appropriate electronic resources
    - Objective 4: Employs problem solving and critical thinking skills in order to solve a variety of different problems
        - Skill 1: Locates, evaluates, and applies research information
        - Skill 2: Analyzes information to determine its validity
        - Skill 3: Draws conclusions from information collected

- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
    - Objective 1: Utilizes mathematical equations to solve problems
        - Skill1: Solves equations and problems using the appropriate method
    - Objective 2: Applies practical application of mathematics to everyday life
        - Skill 1: Constructs tables, charts, graphs based on data
        - Skill 2: Defines and demonstrates the use of decimals, percentages, and fractions
        - Skill 3: Solves word problems
    - Objective 3: Employs problem solving and critical thinking skills in order to solve a variety of different problems
        - Skill 1: Locates, evaluates, and applies research information
        - Skill 2: Analyzes materials to determine their validity
        - Skill 3: Draws conclusions from information collected

Relationship to Campus Theme: The student will use the graphing calculator and StatCrunch to model application problems in nature, economics, science, psychology, etc. Communication with others will be emphasized.

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

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

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

Mathematics for Elementary Teachers I

MATH 277 Mathematics for Elementary Teachers I (3 semester credits)

Course Description: A course designed to provide elementary teachers/paraprofessionals with the ability to integrate the understanding of content with the understanding of how students learn arithmetic concepts. Students study the application of arithmetic concepts of the solutions of problems. Mathematical content includes algebra fundamentals, inductive and deductive reasoning, whole number operations, number bases, numeration systems, place value, number theory topics, sets, integers, decimals, percentages and fractions. Calculators, computers and manipulatives are used in the course.

Prerequisite(s): MATH 103 or instructor approval

Harmony Richman
Email: harmony.richman@vcsu.edu
Phone: 701- 845-7685
Office Location: McFarland 134

Textbook:
Mathematics for Elementary Teachers: A Conceptual Approach 10thE ebook/Connect

Bennett, A.B. and Nelson, L. T., McGraw-Hill

ISBN: 9781259293436

Class Schedule:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Office Hours:

By appointment only.

Course Requirements: Students are expected to:

- Participate regularly in class.
- Submit graded work by dates posted on the course calendar.
- Read assigned textbook chapters and McGraw-Hill Connect Smartbook.
- Do ungraded, independent practice exercises.
- Use manipulatives to complete online math activities.
- Complete graded assignments weekly utilizing McGraw-Hill Connect.
- Share your reflections on teaching mathematics using national standards.
- Report on experiences working with children in elementary school.
- Complete chapter quizzes. All quizzes will be completed online through McGraw-Hill Connect. Each quiz has a set time limit. Once a quiz is opened, it must be completed. It is up to the student to be sure they are ready to take the quiz before entering it.

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

- Demonstrate an understanding of the mathematical concepts taught at the elementary level.

- Communication to others an understanding of elementary – level mathematics by writing reflections on methods of teaching and by explaining strategies and steps used in problem-solving.
- Use manipulatives and models to demonstrate and explain the mathematical processes used in problem-solving.
- Utilize many distinct problem solving strategies.
- Demonstrate an understanding of developmental processes in learning mathematics through the selection of age-appropriate strategies.

Relationship to Campus Theme: This course is a core requirement of the Paraeducation Program, a program that requires knowledge of human nature and learning, utilization of computer equipment and other media to create lessons and deliver instruction, and understanding of the role of paraprofessionals in education.

Grading Criteria: Your final grade is determined by dividing total points earned by total points possible. Points will be awarded for math activities, selected textbook exercises, online math assignments, reflections, and written reports. No tests will be given.

Grades will be calculated using the following criteria:

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

Schedule (subject to change):

Week	Topic
Week 1	Welcome!
Week 2	1.1 Problem Solving Strategies
Week 3	1.3 Algebra & Problem Solving
Week 4	3.1 Numeration Systems
Week 5	3.2 Addition & Subtraction
Week 6	3.3 Multiplication
Week 7	3.4 Division & Exponents
Week 8	4.1 Factors & Multiples Project 1 – Report
Week 9	4.2 GCF and LCM
Week 10	5.1 Integers
Week 11	5.2 Introduction to Fractions
Week 12	5.3 Operations with Fractions

Week 13	6.1 Decimals & Rational Numbers
Week 14	6.2 Operations with Decimals
Week 15	6.3 Ratio, Percent, Scientific Notation
Week 16	6.4 Irrational & Real Numbers Course Evaluation

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

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

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

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

Mathematics for Elementary Teachers II

MATH 278 Mathematics for Elementary Teachers II (2 semester credits)

Course Description: This course is designed to broaden, strengthen, and apply geometry concepts in the elementary classroom. Mathematical content includes sets, functions, and reasoning; geometric figures; measurement; and motions in geometry.

Prerequisite(s): MATH 277 Mathematics for Elementary Teachers I

Harmony Richman

Email: harmony.richman@vcsu.edu
Phone: 701- 845-7685
Office Location: McFarland 134

Course Website:

Textbook:
Mathematics for Elementary Teachers: A Conceptual Approach 10thE ebook/Connect
Bennett, A.B. and Nelson, L. T., McGraw-Hill
ISBN: 9781259293436

Office Hours:
By appointment only.

Other Materials:

- ✓ Mire plexi-glass tool
- ✓ Compass and straight-edge
- ✓ Pattern blocks
- ✓ *Sir Cumference Math Series* Literature books. CHOOSE 2
    1. Sir Cumference and the Sword and the Cone ISBN: 9781570916014
    2. Sir Cumference and the Great Knight of Angleland ISBN: 9780756917524
    3. Sir Cumference and the First Round Table ISBN: 9781570911521
    4. Sir Cumference and the Dragon of Pi ISBN: 9781570911644

Course Requirements: Students are expected to:

- Participate regularly in class.
- Submit graded work by dates posted on the course calendar.
- Read assigned textbook chapters and McGraw-Hill Connect Smartbook.
- Do ungraded, independent practice exercises.
- Use manipulatives to complete online math activities.
- Complete graded assignments weekly utilizing McGraw-Hill Connect. There is no time limit on the homework assignments utilizing McGraw-Hill Connect. You are allowed 3 attempts per assignment and I will accept your highest score. Within each assignment, you are also allowed 3 attempts per problem.
- Share your reflections on teaching mathematics using national standards.
- Report on experiences working with children in elementary school.
- Complete chapter quizzes. All quizzes will be completed online through McGraw-Hill Connect. Each quiz is not timed; however, once a quiz is opened, it must be completed. It is up to the student to be sure they are ready to take the quiz before entering it. You are allowed one attempt per quiz.

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

- Demonstrate an understanding of the mathematical concepts taught at the elementary level.
- Communication to others an understanding of elementary – level mathematics by writing reflections on methods of teaching and by explaining strategies and steps used in problem-solving.
- Use manipulatives and models to demonstrate and explain the mathematical processes used in problem-solving.
- Utilize many distinct problem solving strategies.
- Demonstrate an understanding of developmental processes in learning mathematics through the selection of age-appropriate strategies.

Relationship to Campus Theme: This course develops mathematical skills that are used to teach mathematical concepts to students in the elementary/middle school classroom with the use of technology.

Grading Criteria: Your final grade is determined by dividing total points earned by total points possible. Points will be awarded for math activities, selected textbook exercises, online math assignments, quizzes, reflections, and written reports. No tests will be given.

Grades will be calculated using the following criteria:

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

Course Outline: The course will follow the same format each week.

Assignments	Open	Closed
Homework in Connect	Monday – 12:00 am	Sunday – 10:00 pm
Quizzes	Monday – 12:00 am	Sunday 10:00 pm
Projects	Monday – 12:00 am	Sunday – 10:00 pm
Learn Smart in Connect	Monday of start of chapter – 12:00 am	Sunday of end of chapter – 10:00 pm

Schedule (subject to change):

Week	Topic
Week 1	2.1 Sets and Venn Diagrams
Week 2	2.2 Introduction to Deductive Reasoning
Week 3	10.1 Plane Figures
Week 4	10.2 Polygons and Tessellations
Week 5	10.3 Space Figures

Week 6	10.4 Symmetric Figures
Week 7	Teaching Reading in Mathematics
Week 8	11.1 Systems of Measurement
Week 9	11.2 Area and Perimeter
Week 10	11.3 Volume and Surface Area
Week 11	Sir Cumference Series
Week 12	12.1 Congruence and Constructions
Week 13	12.2 Congruence and Mappings
Week 14	12.3 Similarity Mappings
Week 15	Final Project
Week 16	Final Project
Finals Week	Course Evaluation

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

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

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

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

Dakota College Course Syllabus

Course Prefix/Number/Title:

MUSC 207 – History of Rock & Roll Music

Course Description:

This course presents a survey of rock music from 1900 to the present. The class provides a segmented review of variations in the form and the sociological impact of music.

Pre/Co-requisites:

none

Course Objectives:

First, this class focuses on the history and progression of Rock and Roll music. To understand these underpinnings is absolutely crucial. Secondly, music influences people as much as people influence music. The student will also examine the societal implications of this genre of music and how it can take on a life of its own, sometimes not in the manner the author intended. Finally, we will attempt to view the subject through the lens of the campus theme, "Nature, Technology and Beyond".

Instructor:

Steven J. Sathre

Office:

Thatcher Hall 2206

Office Hours:

MWF 9:00-10:00

Phone:

701-228-5456

Email:

steve.sathre@dakotacollege.edu

Lecture/Lab Schedule:

T,Th 11:00-12:15

Textbook(s):

What's That Sound? – An Introduction to Rock and its History, 3rd Edition, Covach, John & Flory, Andrew, 2012.

Various Handouts

Course Requirements:

The formula for grades is as follows.

3 exams (non-cumulative), 30 pts. each = 90 pts.
20 quizzes, 4 pts. each = 80 pts.
1 essay (details to follow) = 30 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A
80-90% - 160-179pts. = B
70-80% - 140-159pts. = C
60-70% - 120-139pts. = D
<59% - <119pts. = F

No Incompletes will be given.

Exams will be essay based. They are not cumulative. Closed book and notes.

Quizzes will be given randomly throughout the semester. They cannot be made up under *any* circumstances (except institution based reasons). They cover material in that week's reading and are short answer in form.

The essay is thesis-based, 1800 words at minimum and written in *Chicago Style* format.

The Final Exam is Tuesday, May 9 at 12:00

Dakota College at Bottineau does not allow any final exams to be taken early, do not ask.

Tentative Course Outline

Week 1
The Varied Roots of Rock and Roll, 1900-1950

Week 2
Rock and Roll and "White Culture", 1955-1961

Week 3
Country's Influence, 1950-1962

Week 4
The Folkies, 1958-1967

Week 5
Surf Rock, 1961-1967

Week 6
The British Scene, 1955-1964

Week 7
The Beatles, 1962-1970
Exam #1

Week 8
The Theme to Rebellion, 1965-1970

Week 9
Approaching Zenith – Woodstock, 1969

Week 10
Spring Break – No Class

Week 11
The Party's Over – The Stones and Altamont, 1969-1970

Week 12
The Hangover – The 1970's and the Many Faces of Rock and Roll, 1970-1978
Exam #2

Week 13
Punks, 1975-1983

Week 14
MTV and Corporations, 1983-1992

Week 15
Is Rock Dead?, 1988-1992

Week 16
Enter Nirvana, 1992-1994

Week 17
Alternative Rock and the Splinter Effect, 1992-2005

Essay due May 4

Week 18
Final Exam
May 9, 12:00

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity
Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

- Throughout the course, there is a focus on technology and its role within music.
- The question is presented, "How will future generations reflect on and understand current music?"
- Environmentalist movements have been assisted through awareness efforts by musicians, these actions are addressed in class.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, or texting. Turn all electronic junk off. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

DAKOTA NURSING PROGRAM

Bismarck State College • Dakota College at Bottineau • Lake Region State College • Williston State College

NURS 124 Syllabus - Spring 2017

COURSE: NURS 124: Clinical Practice II

CREDIT HOURS: 3 semester hours (144 Lab/Clinical Hours)
103.5 clinical hours (87.5 clinical hours plus 16 clinical hours at the NDSH)
40.5 lab hours
144 hours total

COURSE DESCRIPTION:

Gain additional nursing skills in the laboratory and apply those advanced skills in the clinical setting. Utilize the tools of informatics, nursing process, clinical reasoning, therapeutic communication, evidence based practice, and management concepts to provide safe and culturally sensitive client care for individuals across the lifespan in a variety of medical facilities.

MEETING TIME: **Lab: (as scheduled at each site – 40.5 hours)**

Clinical: (**87.5 clinical hours plus 16 clinical hours at the NDSH = 103.5 clinical hours plus 40.5 lab hours = 144 hours**) Times per site schedule - *BSC-Bismarck (A & B), BSC-Hazen, LRSC – Devils Lake, LRSC-Grand Forks, LRSC-Mayville, DCB-Bottineau, DCB-Rugby, DCB-Valley City DCB-Minot, WSC-Williston, and WSC-NHSC*

ND State Hospital in Jamestown: Two (2) – 8 hour clinical day rotations will start on January 10 and end on February 16 (**16 clinical hours**).

INSTRUCTORS:

Dawn Romfo, MSN, RN
DCB Nursing Coordinator/Instructor
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Erin Williams, BSN, RN
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erin.beth.williams@dakotacollege.edu

- **Kari Lesmeister and Melanie Krentz** will facilitate the maternal child labs.
- **Gail Raasakka** is the facilitator for the Mental Health clinical at the ND State Hospital in Jamestown. See NDSH instructor and student schedule.
- Your campus program director is the contact for this clinical course. ***See local site schedules for the Clinical Instructors at your location.***

PREREQUISITES: NURS 120 Foundations of Nursing

DAKOTA NURSING PROGRAM

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NURS 121 Practical Nursing I
NURS 122 Clinical Practice I
COREQUISITES: NURS 127 Practical Nursing II – Introduction to Medical Surgical Nursing
NURS 145 Introduction to Maternal Child Nursing

REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package and Skills Modules for PN students.
2. Doenges, M., (2016) *Nurses Pocket Guide Diagnoses, Prioritized Interventions and Rationales,* (14th ed.) F. A. Davis
3. Horntvedt. (2015) *Calculating Dosages Safely: A Dimensional Analysis Approach.* (1st ed.) FA Davis.
4. Perry, A.G. & Potter, P. (2017) *Fundamentals of nursing.* (9th ed.) St. Louis: Mosby. (Text and/or eBook)
5. Perry, A.G. & Potter, P. (2017) *Fundamentals of nursing: Study guide* (9th ed.) St. Louis: Mosby.
6. Silvestri, L. (2016) *Saunders Comprehensive Review for the NCLEX PN* (6th ed.) St. Louis: Saunders/Mosby.
7. Skyscape Nursing Constellation Plus package *(Includes Davis's Drug Guide for Nurses, Diseases and Disorders: A Nursing Therapeutics Manual, Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, and Taber's Cyclopedic Medical Dictionary)*
8. Weber and Kelly (2014). *Health Assessment in Nursing.* (5th ed.) Philadelphia: Lippincott.
9. Weber and Kelly (2014). *Lab Manual for Health Assessment in Nursing.* (5th ed.) Philadelphia: Lippincott.

Students must have reliable high speed internet which is required to access online books and resources.

STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 124: Clinical Practice II			
Program Student Learner Outcomes (SLOs)	**NURS 124 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
Teamwork and Communication	1. Communicate effectively with the interdisciplinary health care team to promote safe, quality client centered care.	Students complete the SBAR report tool at the end of the clinical rotation with oncoming employees and throughout their clinical shift, or practice with other students as a "role model."	• Clinical performance evaluation • Patient assessment documentation • Care Plans • Lab performance
Professionalism and Leadership	2. Utilize appropriate policies and procedures within the health care setting. 3. Recognize own values, beliefs, and attitudes related to health and wellness.	Students are expected to know the policies and procedures for each clinical site in which they are participating. They are also expected to know the role of the student nurse (DNP handbook). Students will assess the values and beliefs of the client they are caring for. If there is a conflict between the client and student beliefs, these will be discussed with the clinical faculty prior to the clinical and a plan of resolution will be developed.	• Clinical performance evaluation • Patient assessment documentation • Care Plans • Lab performance

Client Centered Care	4. Demonstrate competence in complex nursing skills in the lab and clinical settings. 5. Use the nursing process to care for clients in the role of the practical nurse 6. Participate in teaching self-care, health promotion, and disease prevention to culturally diverse clients across the lifespan	Skills will be demonstrated by clinical/lab faculty. Students will practice and then demonstrate the skill back to the clinical/lab faculty. Assessment of the client as a whole and the nursing process is taught in lab through case studies, Simulations, and student/faculty discussions. SimChart is utilized after student demonstrations to reiterate the nursing process and documentation.	• Clinical performance evaluation • Patient assessment documentation • Care Plans • Lab performance
Evidence Based Practice and Nursing Judgment	7. Explain evidence based rationales for prioritization of care and nursing interventions. 8. Demonstrate clinical reasoning skills when assessing, choosing nursing interventions from an established plan of care, monitoring, and reporting changes in the patient's condition.	Textbooks and skills are evaluated each semester and update according to evidence based practice. Students are encouraged to read scholarly journals. Evidence based reports will be shared with the students as they pertain to the skills they are learning. Students will use the nursing process to improve their clinical reasoning skills and help them develop and understand nursing care plans.	• Clinical performance evaluation • Patient assessment documentation • Care Plans • Lab performance
Quality Improvement and Safety	9. Demonstrate safe, effective nursing care, incorporating therapeutic communication for the client across the lifespan with stable or predictable health problems and assist with those whose conditions are critical or unpredictable.	Students are shown and then must demonstrate skills prior to being allowed to complete the skill at any clinical facility. Students will participate in Simulations to further their knowledge and confidence in caring for all clients and in communicating with both the client and their families.	• Clinical performance evaluation • Patient assessment documentation • Care Plans • Lab performance
Informatics	10. Demonstrate use of online technology to acquire information on clients, document client information, and research nursing information and interventions.	Students use SimChart, Skyscape, and are orientated to EHR at each clinical site prior to their clinical rotation. They must use and cite reliable nursing sources used when writing papers and nursing care plans.	• Clinical performance evaluation • Patient assessment documentation • Care Plans • Lab performance

GRADE BREAKDOWN: 45% - Clinical written work
45% - Clinical performance
5% - Lab skills, quizzes, videos and posttests, lab assignments
5% - ATI NCLEX-PN Review (ATI Mental Health, Maternal-Newborn Nursing, and Nursing Care of Children non-proctored and proctored exams)

GRADING POLICY:

The following grading scale is used:

92.0 - 100.00 = A
84.0 - 91.99 = B
76.0 - 83.99 = C
68.0 - 75.99 = D

Below 68 = F
There will be no rounding up of grades for any reason.
There is no extra credit offered.

NCLEX REVIEW PROGRAM NURSING REVIEW PROGRAM:

The Dakota Nursing Program requires students to purchase and complete an ATI Nursing Review Program. This program is complete with the review modules (Books or eBooks, Skills Modules, Online Practice Assessments, and Proctored Assessments). Please review the complete ATI policy in your student handbook for schedule of exams, remediation policy and grading levels.

To properly prepare for the proctored exams students are expected to study by taking ATI practice exams until they score 90% or greater. Students will not be eligible to take the corresponding ATI proctored exams until they score 90% or greater on the practice exam. Practice exams can only be taken one time every 12 hours.

GRADING:
Students have access to and should review the Pearson grading calculation method. Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If a Pearson assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact that the student did not do the assignment or exam unless the student has written proof that they did in fact complete and submit such assignment/exam as outlined in the directions. Make sure your assignments are submitted well before the due date so you can make sure they are in. All gradebook questions must be addressed by the student to the lead instructor at midterm and then again during the week before finals. There will be no changes accepted to the gradebook regarding absent or late/missed assignments or late/missed exams during finals week. It is the student's responsibility to know what their grades are and contact the instructors or their nursing coordinator for a plan to improve.

1. **Grades:** Grades are given for both theory classes and clinical performance of clinical nursing courses. Students must earn a minimum grade of "C" with a maintained 2.5 GPA or better in all required courses of the program. Students who fail a theory or clinical course will be dismissed from the nursing program. A final grade of D or F is considered to be an unsatisfactory grade.

2. **Active Learning:** In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

3. **Assignments/Quizzes/Clinical Paperwork:** <u>All assignments will be completed in order to pass the course.</u> All assignments must be completed and submitted on time in the manner specified by the faculty. Late/makeup work will be graded a 0% unless previously arranged with the instructor. Students who submit late/makeup work may receive an admonition notice and if work continues to be submitted late, they will progress through the disciplinary process.

4. **Exams:** Students will notify the **coordinator/site manager AND the lead course instructor** 1 hour prior to missing the scheduled exam for the day. Failure to notify these individuals or missing more than 1 exam day may result in an admonition notice. Any exams that are not made up in one week will receive a 0% for a grade on that exam. Students must make up the exam before or on the next date they are scheduled to be on campus. In the cases of extenuating circumstances the lead instructor and site coordinator may extend the deadline for exams. It is the student's responsibility to contact the nursing coordinator to arrange a makeup exam. "Notification" means that the student sends an email with the appropriate information to the lead nursing instructor and coordinator prior to one hour before the exam is scheduled.

5. **Records of Grades:** The faculty strongly endorses the idea that each student is responsible for knowing his/her own academic status based on grades from learning activities. Grades are recorded in the Pearson gradebook. Please carefully review the student tutorial for an explanation of how grades are calculated in the program. Any time a student has unsatisfactory averages, he/she should contact the instructor for guidance.

6. **Classroom Etiquette:** It is expected that students will show sensitivity to their peers as well as instructors by avoiding any activity that may cause distraction during class. Incivility will not be tolerated and is grounds for disciplinary action. Cell phone use (texting or talking), cameras, side conversations, and children are not allowed in the classroom. Refer to 'Handheld Device Use Policy'.

   Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to confidentiality and learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites including but not limited to Facebook, Twitter and Google+) when representing the college or the profession of nursing. **Unprofessional behaviors will merit receipt of admonition/critical behavior notices.**

   Refer to Professional Behaviors Table in the student handbook for examples of both professional and unprofessional behaviors.

7. **Clinical Grades:** Grades are awarded in clinical courses based on the student's ability to apply knowledge and skill to client care, to meet the clinical objectives for the course, and to give safe, reliable nursing care.

   The clinical instructor evaluates student performance after every clinical experience. Periodic written evaluations on student progress will be individually reviewed and signed by each student during student evaluation sessions. Responsible members of the health team may also contribute their observations of students' performance to be added to the evaluation of students.

8. **Clinical Exclusions:** Students may not:
   a. Take verbal provider orders or transcribe provider orders
   b. Administer blood transfusions
   c. Administer chemotherapy
   d. Or any skill that is excluded by the clinical facility in regard to nursing students

9. **Clinical Restrictions:** Students are not to bring children to the clinical site or laboratory. These experiences require full attention and participation. Hazardous equipment and supplies may be accessible to children during laboratory experiences. Clinical site policies restrict children for safety reasons. Students may not leave the clinical site anytime (including during breaks) during the scheduled clinical hours; this includes visiting their car unless approved by the clinical instructor. Students may not smoke on breaks during clinical hours. Students may not carry cell phones during clinical rotations. There are no cameras allowed in a clinical facility unless used for a clinical purpose

10. **Skills Practice and Skills Check-off**: All students are required to practice their skills in the laboratory at least 1 day before they complete their skills return. Practice time will be set by the faculty or be a minimum of twice the time expected for skill returns and student must be proficient in the skill before leaving the lab. The practice time must occur between the time the instructor demonstrates the skill up to 12 hours before lab class starts on the day the student is scheduled to re-demonstrate the skill. This prevents unprepared students from arriving early in the morning and rushing through the practice. Alternate arrangements may be made at sites based on lab/clinical instructor availability but must be approved by the nursing coordinator. Students are expected to sign in for practice. Dishonesty is grounds for dismissal from the nursing program.

Students are expected to be prepared to re-demonstrate the assigned skill any time during the lab on the day the re-demo is scheduled. If a student is not prepared for the skill re-demonstration, this is considered a failed skill. All failed skills will be made up outside of class with the assigned instructor. The student failing a skill must redo that demonstration until they pass but the first grade they received will be the grade for that skill. It is the student's responsibility to make an appointment and arrange a make-up date/time with the lead lab instructor on your campus within one week to demonstrate any failed skills, to demonstrate any make-up skills, or to make up a lab. Failure to do so will be considered unprofessional behavior and will result in a zero for the skill and may be cause for disciplinary action.

If a student fails two clinical lab skills on separate days, the student and the instructor will have a conference. On the third failed skill on separate days, the student will receive an admonition notice. On the fourth failed skill on separate days, a critical behavior form will be given to the student. On the fifth failed skill on separate days, the student will receive a second critical behavior and may withdraw or will be dismissed from the program. Note: the failed skills may be the same skill reattempted multiple times or any combination of different skills. For example: the student fails Sterile technique twice, NG insertion once (which is then the third failed skill so they receive an admonition notice, then they fail catheter insertion once for a first critical behavior and then they fail IM injection once for a second critical behavior and at that point will leave the program.

Students must be checked off on specific skills in the laboratory before they are able to perform them in clinical.

Attendance Policy

The Dakota Nursing Program supports the college policy on attendance as stated in your college catalog. In addition, the nursing program implements strict attendance policies for classroom, lab and clinical experiences.

Regular, punctual attendance demonstrates professional behavior and responsibility. In recognition of the fact that the primary learning takes place in the teacher-student relationship, the principle governing class attendance is that the student is expected to attend all regularly scheduled classes (classroom, laboratory, and clinical) and is responsible for meeting course objectives. Absences may make it impossible for a student to meet course objective and result in failure of the course. A student may be excused from class or clinical with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in theory, lab, or clinical applications. Please note that all missed hours in lab or clinical need to be made up with an hour for each hour missed. Please see the **Attendance Policy in your Nursing Program Handbook** for directions on how to notify faculty of and for consequences specific to being absent or tardy.

SPECIAL ACCOMMODATIONS:

Any student who has medical information to share with the faculty or has a disability that may prevent them from fully demonstrating their abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate their educational opportunities.

DROP AND WITHDRAW DATES CAN BE FOUND ON YOUR CAMPUS WEBSITE AT:

BSC – http://www.bismarckstate.edu/current/records/calendarsdeadlines/
DCB – http://www.dakotacollege.edu/academics/academic-calendar/
LRSC – http://www.lrsc.edu/academics/term-schedules
WSC – http://www.willistonstate.edu/Class-Schedule.html
If you have any questions about dropping or withdrawing from a class please contact your campus coordinator or registrar.

ADDITIONAL INFORMATION:

It is expected that you will read the assigned textbook chapters PRIOR to coming to class.

All written work must be completed and turned in to the instructor prior to taking any scheduled exam. **Any assignments which are not complete and turned in will result in the student failing the course with a grade of F.**

Students are required to read the Dakota Nursing Program student handbook upon admission to the program and submit the signature form found in the handbook showing that the student will agree to follow the information and policies found in the handbook.

Nursing is a profession which demands high standards and a strict code of ethics. There is no place in nursing for dishonesty. Anyone caught in any dishonest activity (cheating, plagiarism, copying other's work, theft, etc.) will receive an F in the course. A minimum grade of C in each course is required to progress in the nursing program.

Material for this course will be posted onto the Pearson site. It is your responsibility to check this site for assignments and notes. It is also your responsibility to know what your grade is in the course by reviewing the Pearson gradebook.

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WEB STREAMING (Tegrity):

Tegrity is a lecture and content capture software that was chosen by the ND University System to provide that service for its 11 campuses. Tegrity enables faculty, students and staff to record presentations, lessons, training, an entire lecture, and more. The recorded content is searchable, provides for note-taking and participant rating of content, can be streamed live, and can be used on portable devices having internet access. Tegrity integrates with most learning management systems and is ADA compliant. An instructor's lecture for the DNP is recorded and stored within a learning management system for the duration of the semester. Instructors will record IVN and other lectures on Tegrity. Students should be aware that their voices or any presentation they do in class may be recorded on Tegrity and available via Pearson for other students in their class to view. The webstreaming is located under the heading "Tegrity" in your courses. The recordings will be available for viewing for the duration of the semester. Watching class via webstreaming does not count as attendance for class but is highly encouraged if you are unable to attend class or wish to review concepts covered in class. Please refer to attendance policy if there are any questions.

FACULTY/STUDENT COMMUNICATION:

Faculty/students are responsible for checking course announcements in Pearson, bulletin boards and/or mailboxes as appropriate at each campus for messages each class day. Email is used extensively within the Pearson Learning Management System, students are responsible to have a **working college email account** and check it daily during the semester. Students, staff and faculty are expected respond to emails promptly – within 48 hours during a usual work week or as requested. The purpose is to assure rapid communication between students and instructors. ***Students must notify the nursing coordinator if their email address changes***.

Faculty and students must identify themselves **professionally** with each contact (mail, email, or telephone). This includes first and last name as well as identification of location within the consortium.

Example of student identification at end of each email:
John Miller
DCB – Valley City

Communication between students and faculty should remain on a professional level with no questionable jokes, cartoons, etc. transmitted. Students using the institution's computer labs are reminded that they cannot download information onto the computer hard drives. Any information must be stored on CDs, DVDs, or an alternate drive.

DAKOTA NURSING PROGRAM

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NURS 127 Syllabus - Spring 2017

COURSE: NURS 127: Practical Nursing II: Introduction to Medical Surgical Nursing

CREDIT HOURS: 2 Semester Hours (32 classroom hours)

COURSE DESCRIPTION:

Examine safe and effective client care of the bio-psychosocial individual along the health-illness continuum. Students will be involved in teaching and learning activities that enhance critical thinking skills, examine aspects of self-determination, health promotion, disease prevention and evidence based practice. Students will increase their understanding of nursing process and prioritization in the care of culturally unique clients across the lifespan in an ethical and legal manner.

MEETING TIME:

Section I 0900-1050 on Thursday
BSC-Bismarck (A & B), BSC-Hazen, LRSC-Devils Lake, WSC-Williston, WSC-NHSC

Section II 1300-1450 on Thursday
DCB-Bottineau, DCB-Minot, DCB-Rugby, DCB-Valley City, LRSC-Grand Forks, LRSC-Mayville

INSTRUCTOR:

Tracy Bina, BSN, RN
Nursing Instructor/Site Facilitator
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Mayville State University Site
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PREREQUISITES:
NURS 120 Foundations of Nursing
NURS 121 Practical Nursing I
NURS 122 Clinical Practice I

COREQUISITES:
NURS 145 Introduction to Maternal Child Nursing
NURS 124 Clinical Practice II

REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package and Skills Modules for PN students.
2. Dudek, S. (2014). *Nutrition Essentials for Nursing Practice.* (7th ed.). Philadelphia: Lippincott.
3. Williams, L., & Hopper, P. (2015). *Understanding medical surgical nursing* (5th ed.), Philadelphia: F. A. Davis.
4. Williams, L., & Hopper, P. (2015). *Understanding medical surgical nursing: Study guide* (5th ed.), Philadelphia: F. A. Davis.
5. Silvestri, L. (2016) *Saunders Comprehensive Review for the NCLEX PN* (6th ed.) St. Louis: Saunders/Mosby.

Students must have reliable high speed internet which is required to access online books and resources.

STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 127: Practical Nursing II: Introduction to Medical Surgical Nursing			
Program Student Learner Outcomes (SLOs)	**NURS 122 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
Teamwork and Communication	1. Discuss how the nurse builds relationships with members of the interdisciplinary health care team to optimize effective communication and caring behaviors to promote client's needs.	Class Lecture Discussion 1, 2, 3 In Class activity WK 6	Unit quizzes & exams Contribution to Discussion Contribution to in class activity
Professionalism and Leadership	2. Discuss ethical and legal issues as an interdisciplinary member of the health care team interacting with clients along the health illness continuum.	Class Lecture Class discussion	Unit quizzes & exams
Client Centered Care	3. Explain health promotion and disease prevention activities for the culturally diverse client across the lifespan.	Class Lecture Class discussion	Unit quizzes & exams
	4. Explain normal functions and alterations of fluid and electrolyte balance, acid-base balance and hemodynamics in the bio psychosocial individual across the lifespan.	Class Lecture Class discussion	Unit quizzes & exams
	5. Compare and contrast therapeutic communication skills and barriers to communication.	Class Lecture Class discussion	Unit quizzes & exams
Evidence Based Practice and Nursing Judgment	6. Discuss rationales for nursing judgments and prioritization of care for the client	Class Lecture Class Discussion Discussion 1, 2, 3 In Class activity WK 6	Unit quizzes & exams Contribution to Discussion Contribution to in class activity
Quality Improvement and Safety	7. Provide a safe and effective care environment for diverse clients with chronic and acute alterations in health across the lifespan in a variety of environments.	Class Lecture Class discussion In Class activity WK 6	Unit quizzes & exams Contribution to in class activity
Informatics	8. Use information management to provide evidence based information for client care scenarios.	Unit quizzes & exams Class Lecture Class discussion Discussion 1, 2, 3 In Class activity WK 6	Unit quizzes & exams Contribution to Discussion Contribution to in class activity

GRADE BREAKDOWN:

Exams:	95%
Quizzes/ Assignments:	5%
	100%

GRADING POLICY:

The following grading scale is used:

92.0 - 100.00 = A
84.0 - 91.99 = B
76.0 - 83.99 = C
68.0 - 75.99 = D
Below 68 = F

There will be no rounding up of grades for any reason.
There is no extra credit offered.

GRADING:

Students have access to and should review the Pearson grading calculation method. Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If a Pearson assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact that the student did not do the assignment or exam unless the student has written proof that they did in fact complete and submit such assignment/exam as outlined in the directions. Make sure your assignments are submitted well before the due date so you can make sure they are in. All gradebook questions must be addressed by the student to the lead instructor at midterm and then again during the week before finals. There will be no changes accepted to the gradebook regarding absent or late/missed assignments or late/missed exams during finals week. It is the student's responsibility to know what their grades are and contact the instructors or their nursing coordinator for a plan to improve.

1. **Grades:** Grades are given for both theory classes and clinical performance of clinical nursing courses. Students must earn a minimum grade of "C" with a maintained 2.5 GPA or better in all required courses of the program. Students who fail a theory or clinical course will be dismissed from the nursing program. A final grade of D or F is considered to be an unsatisfactory grade.

2. **Active Learning:** In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

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4. **Exams:** Students will notify the **coordinator/site manager AND the lead course instructor** 1 hour prior to missing the scheduled exam for the day. Failure to notify these individuals or missing more than 1 exam day may result in an admonition notice. Any exams that are not made up in one week will receive a 0% for a grade on that exam. Students must make up the exam before or on the next date they are scheduled to be on campus. In the cases of extenuating circumstances the lead instructor and site coordinator may extend the deadline for exams. It is the student's responsibility to contact the nursing coordinator to arrange a makeup exam. "Notification" means that the student sends an email with the appropriate information to the lead nursing instructor and coordinator prior to one hour before the exam is scheduled.

5. **Records of Grades:** The faculty strongly endorses the idea that each student is responsible for knowing his/her own academic status based on grades from learning activities. Grades are recorded in the Pearson gradebook. Please carefully review the student tutorial for an explanation of how grades are calculated in the program. Any time a student has unsatisfactory averages, he/she should contact the instructor for guidance.

6. **Classroom Etiquette:** It is expected that students will show sensitivity to their peers as well as instructors by avoiding any activity that may cause distraction during class. Incivility will not be tolerated and is grounds for disciplinary action. Cell phone use (texting or talking), cameras, side conversations, and children are not allowed in the classroom. Refer to 'Handheld Device Use Policy'.

   Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites including but not limited to Facebook, Twitter and Google+) when representing the college or the profession of nursing. **Unprofessional behaviors will merit receipt of admonition notice/critical behavior notice/program dismissal.**

   Refer to Professional Behaviors Table in the student handbook for examples of both professional and unprofessional behaviors.

7. **Course study expectations:** Commitment to learning is important to success. For every semester credit hour you are taking in a class, three hours needs to be set aside in your weekly schedule to read, study and devote towards your education outside of class.

   For example: NURS 120 (3 credit) x 3 hours = 9 hours/week to study (minimal recommended study hours per week.)

   This formula should be factored in for all of your classes, and soon you will see that many hours need to be devoted to becoming a successful nursing student.

Attendance Policy

The Dakota Nursing Program supports the college policy on attendance as stated in your college catalog. In addition, the nursing program implements strict attendance policies for classroom, lab and clinical experiences.

Regular, punctual attendance demonstrates professional behavior and responsibility. In recognition of the fact that the primary learning takes place in the teacher-student relationship, the principle governing class attendance is that the student is expected to attend all regularly scheduled classes (classroom, laboratory, and clinical) and is responsible for meeting course objectives. Absences may make it impossible for a student to meet course objective and result in failure of the course. A student may be excused from class or clinical with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in theory, lab, or clinical applications. Please note that all missed hours in lab or clinical need to be made up with an hour for each hour missed. Please see the **Attendance Policy in your Nursing Program Handbook** for directions on how to notify faculty of and for consequences specific to being absent or tardy.

SPECIAL ACCOMMODATIONS:

Any student who has medical information to share with the faculty or has a disability that may prevent them from fully demonstrating their abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate their educational opportunities.

DROP AND WITHDRAW DATES CAN BE FOUND ON YOUR CAMPUS WEBSITE AT:

BSC – http://www.bismarckstate.edu/current/records/calendarsdeadlines/
DCB – http://www.dakotacollege.edu/academics/academic-calendar/
LRSC – http://www.lrsc.edu/academics/term-schedules
WSC – http://www.willistonstate.edu/Class-Schedule.html
If you have any questions about dropping or withdrawing from a class please contact your campus coordinator or registrar.

ADDITIONAL INFORMATION:

It is expected that you will read the assigned textbook chapters PRIOR to coming to class.

All written work must be completed and turned in to the instructor prior to taking any scheduled exam. **Any assignments which are not complete and turned in will result in the student failing the course with a grade of F.**

Students are required to read the Dakota Nursing Program student handbook upon admission to the program and submit the signature form found in the handbook showing that the student will agree to follow the information and policies found in the handbook.

Nursing is a profession which demands high standards and a strict code of ethics. There is no place in nursing for dishonesty. Anyone caught in any dishonest activity (cheating, plagiarism, copying other's work, theft, etc.) will receive an F in the course. A minimum grade of C in each course is required to progress in the nursing program.

Material for this course will be posted onto the Pearson site. It is your responsibility to check this site for assignments and notes. It is also your responsibility to know what your grade is in the course by reviewing the Pearson gradebook.

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WEB STREAMING (Tegrity):

Tegrity is a lecture and content capture software that was chosen by the ND University System to provide that service for its 11 campuses. Tegrity enables faculty, students and staff to record presentations, lessons, training, an entire lecture, and more. The recorded content is searchable, provides for note-taking and participant rating of content, can be streamed live, and can be used on portable devices having internet access. Tegrity integrates with most learning management systems and is ADA compliant. An instructor's lecture for the DNP is recorded and stored within a learning management system for the duration of the semester. Instructors will record IVN and other lectures on Tegrity. Students should be aware that their voices or any presentation they do in class may be recorded on Tegrity and available via Pearson for other students in their class to view. The webstreaming is located under the heading "Tegrity" in your courses. The recordings will be available for viewing for the duration of the semester. Watching class via webstreaming does not count as attendance for class but is highly encouraged if you are unable to attend class or wish to review concepts covered in class. Please refer to attendance policy if there are any questions.

FACULTY/STUDENT COMMUNICATION:

Faculty/students are responsible for checking course announcements in Pearson, bulletin boards and/or mailboxes as appropriate at each campus for messages each class day. Email is used extensively within the Pearson Learning Management System, students are responsible to have a **working college email account** and check it daily during the semester. Students, staff and faculty are expected respond to emails promptly – within 48 hours during a usual work week or as requested. The purpose is to assure rapid communication between students and instructors. ***Students must notify the nursing coordinator if their email address changes***.

Faculty and students must identify themselves **professionally** with each contact (mail, email, or telephone). This includes first and last name as well as identification of location within the consortium.

Example of student identification at end of each email:
John Miller
DCB – Valley City

Communication between students and faculty should remain on a professional level with no questionable jokes, cartoons, etc. transmitted. Students using the institution's computer labs are reminded that they cannot download information onto the computer hard drives. Any information must be stored on CDs, DVDs, or an alternate drive.

NURS 145 Syllabus - Spring 2017

COURSE: NURS 145: Introduction to Maternal Child Nursing

CREDIT HOURS: 2 Semester Hours (32 classroom hours)

COURSE DESCRIPTION:

Focus on the nursing care of the woman, newborn, child and families. Examine health maintenance and study the diseases and disorders affecting women, newborns, and children. Gain an understanding of pediatric growth and development and common illnesses. Use knowledge of family centered care, teaching and learning principles, and therapeutic communication while working within the interdisciplinary team to assist clients to use self-determination in decisions affecting their health.

MEETING TIME:

Section I 0900-1050 on Tuesday
BSC-Bismarck (A&B), BSC-Hazen, LRSC-Devils Lake, WSC-Williston, WSC-NHSC
Section II 1300-1450 on Tuesday
DCB-Bottineau, DCB-Minot, DCB-Rugby, DCB-Valley City, LRSC-Grand Forks, LRSC-Mayville

INSTRUCTORS:

Kari Lesmeister, MSN, RN
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Melanie Krentz, MS, RN
Assistant Professor of Nursing
BSC- Allied Health Campus
500 E Front Ave Suite 267
Bismarck, ND 58504
Toll free: 1-800-445-5073
Office: (701) 224-2473 (leave message)
Office Hours: email or call for an appointment
melanie.krentz@bismarckstate.edu

PREREQUISITES:

NURS 120 Foundations of Nursing
NURS 121 Practical Nursing I
NURS 122 Clinical Practice I

COREQUISITES:

NURS 127 Practical Nursing II – Introduction to Medical Surgical Nursing
NURS 124 Clinical Practice II

REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package and Skills Modules for PN students.

2. Dudek, S. (2014). *Nutrition essentials for nursing practice.* (7th ed.). Philadelphia, PA: Lippincott.
3. Leifer, G. (2015) *Introduction to maternity and pediatric nursing.* (7th ed.). St. Louis, MO: Elsevier. (Text and Study Guide)
4. Silvestri, L. (2015) *Saunders comprehensive review for the NCLEX PN.* (6th ed.). St. Louis, MO: Elsevier.

Students must have reliable high speed internet which is required to access online books and resources.

STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 145: Introduction to Maternal Child Nursing			
Program Student Learner Outcomes (SLOs)	**NURS 122 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
Teamwork and Communication	1. Explain effective communication within the interdisciplinary health care team when reporting and documenting assessment findings and interventions while caring for women, newborns and children.	Assigned reading and study guide Lecture ATI Maternal Newborn Challenge scenarios	Exams Quizzes ATI results
Professionalism and Leadership	2. Discuss ethical and legal issues and the policies and procedures utilized in maternal, newborn, and pediatric health care delivery settings.	Assigned reading and study guide Lecture	Exams Quizzes ATI results
Client Centered Care	3. Recognize own values, beliefs, and attitudes related to care of the maternal, newborn, and pediatric client.	Assigned reading and study guide Lecture Discussion thread: Breast feeding	Exams Quizzes ATI results Professional contribution to discussion thread
	4. Distinguish data needed for a holistic assessment that contributes to the plan of care for the individual maternal, newborn, and pediatric client.	Assigned reading and study guide Lecture	Exams Quizzes ATI results
	5. Choose culturally and developmentally appropriate verbal and nonverbal caring communication techniques when intervening for the health education and safety needs for the maternal, newborn, and pediatric client.	Assigned reading and study guide Lecture	Exams Quizzes ATI results
Evidence Based Practice and Nursing Judgment	6. Differentiate actual/potential patient complications, choose interventions from an established plan of care, and monitor responses for the woman, newborn, and child.	Assigned reading and study guide Lecture ATI Maternal Newborn – EBP modules	Exams Quizzes ATI results
Quality Improvement and Safety	7. Provide a safe and effective care environment for women, newborns, and children	Assigned reading and study guide Lecture	Exams Quizzes ATI results Reflection paper

		Reflection Paper- Healthy People 2020	
Informatics	8. Explain confidentiality issues related to use of technology in the care of women, infants, and children	Assigned reading and study guide ATI Maternal Newborn Documentation module Lecture	Exams Quizzes

GRADE BREAKDOWN:

Exams:	95%
Quizzes/ Assignments:	5%
	100%

GRADING POLICY:

The following grading scale is used:

92.0 - 100.00 = A
84.0 - 91.99 = B
76.0 - 83.99 = C
68.0 - 75.99 = D
Below 68 = F

There will be no rounding up of grades for any reason.
There is no extra credit offered.

GRADING:

Students have access to and should review the Pearson grading calculation method. Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If a Pearson assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact that the student did not do the assignment or exam unless the student has written proof that they did in fact complete and submit such assignment/exam as outlined in the directions. Make sure your assignments are submitted well before the due date so you can make sure they are in. All gradebook questions must be addressed by the student to the lead instructor at midterm and then again during the week before finals. There will be no changes accepted to the gradebook regarding absent or late/missed assignments or late/missed exams during finals week. It is the student's responsibility to know what their grades are and contact the instructors or their nursing coordinator for a plan to improve.

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portable devices having internet access. Tegrity integrates with most learning management systems and is ADA compliant. An instructor's lecture for the DNP is recorded and stored within a learning management system for the duration of the semester. Instructors will record IVN and other lectures on Tegrity. Students should be aware that their voices or any presentation they do in class may be recorded on Tegrity and available via Pearson for other students in their class to view. The webstreaming is located under the heading "Tegrity" in your courses. The recordings will be available for viewing for the duration of the semester. Watching class via webstreaming does not count as attendance for class but is highly encouraged if you are unable to attend class or wish to review concepts covered in class. Please refer to attendance policy if there are any questions.

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DCB – Valley City

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DAKOTA NURSING PROGRAM

Bismarck State College • Dakota College at Bottineau • Lake Region State College • Williston State College

NURS 228 Syllabus - Spring 2017

COURSE: NURS 228: Alterations in Health II

CREDIT HOURS: 4 semester hours (64 Classroom Hours)

COURSE DESCRIPTION:

Continue the study of acute and chronic alterations in health across a variety of health care environments. Discuss the principles of clinical judgment, leadership and delegation while prioritizing and providing safe, effective and culturally sensitive client care for individuals experiencing complex alterations in health. Analyze ethical health care, quality improvement processes and effective work practices within the health care system.

MEETING TIME:

Monday and Wednesday
Section I 9:00-10:50
BSC *(A/B on Monday and A on Wednesday),* LRSC, LRSC-Mayville (*B on Mondays and A/B on Wednesdays*), WSC, WSC-NHSC

Section II 1:00-2:50
BSC *(B on Wednesdays*), BSC-Harvey, DCB, DCB-Minot, DCB-Valley City, LRSC-Mayville (*A on Mondays*)

INSTRUCTORS:

Annie Paulson MSN, RN (Lead Faculty)
Associate Professor of Nursing
BSC- Allied Health Campus
500 E Front Ave, Suite 221
Bismarck, ND 58504
Office: 701-224-2468 (leave message)
Office Hours: email or call for an appointment
Andrea.L.Paulson@bismarckstate.edu

Eileen Woolwine, MSN, RN
Nursing Instructor, LRSC-Mayville
330 3rd Street NE
Old Main, Office #11
Mayville, ND 58257
Office: 701-788-5229 (leave message)
Office Hours: email or call for an appointment
eileen.woolwine@lrsc.edu

Anna Anderson MSN, RN
Associate Professor of Nursing
BSC- Allied Health Campus
500 E Front Ave, Suite 227
Bismarck, ND 58504
Office: 701-224-2476 (leave message)
Office Hours: email or call for an appointment
Anna.Anderson@bismarckstate.edu

PREREQUISITE:

NURS 224, Professional Role Development
NURS 225, Alterations in Health I

NURS 226, Maternal Child Nursing
NURS 227, Clinical Applications I

COREQUISITES: NURS 237, Clinical Applications II
NURS 229, Health Promotion and Psychosocial Nursing
NURS 259, Role Transitions

REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package, Skills Modules, and NCLEX Review for RN students.
2. LaCharity, L., Kumagai, C., Bartz, B., (2015). *Prioritization, Delegation, & Assignment, Practice Exercises for Medical-Surgical Nursing.* 3rd ed. Elsevier/Mosby St. Louis
3. Lewis, S. L., Dirksen, S., Heitkemper, M., & Bucher, L. (2014). *Medical-surgical nursing: Assessment and management of clinical problems.* (9th ed.). St. Louis: Mosby/Elsevier. Text and/or eBook
4. Lewis, S. L., Dirksen, S., Heitkemper, M., & Bucher, L. (2014). *Study guide for Medical-surgical nursing: Assessment and management of clinical problems.* (9th ed.). St. Louis: Mosby/Elsevier.
5. Silvestri, L. A. (2014). *Saunders comprehensive review for the NCLEX-RN.* (6th ed.). St. Louis: Saunders/Elsevier.

Students must have reliable high speed internet which is required to access online books and resources.

STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 228: Alterations in Health II			
Program Student Learner Outcomes (SLOs)	**NURS 228 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
TEAMWORK AND COMMUNICATION: Collaborate with clients and members of the interdisciplinary healthcare team to optimize effective communication, caring behaviors, and management of client needs.	1. Evaluate how the interdisciplinary health care team effectively communicates and prioritizes collaborative care of clients across the lifespan.	• Assigned reading and workbook • Lecture • Exams and quizzes • Class discussion	• Exams • Quizzes • Text polls- in class
PROFESSIONALISM AND LEADERSHIP: Adhere to professional standards and scope of practice as an AD registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.	2. Integrate the principles of management, leadership, delegation, prioritization, assignment, and supervision into nursing practice based on standards of care and scope of practice.	• In class renal activity- focus on prioritization • Assigned reading and workbook • Lecture • Exams and quizzes	• In class questions • Exams • Quizzes
CLIENT-CENTERED CARE: Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.	3. Integrate diverse client values, beliefs, and attitudes into a plan of care for clients.	• Assigned reading and workbook • Lecture • Diabetes in Native American culture – video • Exams and quizzes • ATI Targeted exams, GI, GU, Endocrine, Neuro, MSK	• Exams • Weekly quizzes with focus on client-centered care • Discussion questions
EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT: Implement	4. Prioritize nursing care demonstrating professional responsibility	• Assigned reading and workbook • Lecture	• Exams • Quizzes

nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.	and accountability in the role of a registered nurse as an interdisciplinary member of the health care team caring for clients across the lifespan in a variety of clinical settings.	• Exams and quizzes • Pharmacology Made Easy assignment – GI, GU, Endocrine • Critical Care Research Assignment	• Text Polls- in class • 25 point post-test for each ATI Pharm Module • Critical Care Research Assignment
QUALITY IMPROVEMENT AND SAFETY: Incorporate a spirit of inquiry to make evidence-based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.	5. Analyze actual/potential client complications and formulate appropriate response.	• Musculoskeletal Safety assignment • Assigned reading and workbook • Lecture • Exams and quizzes	• Exams • Quizzes • Adaptive Equipment Assignment worksheet
INFORMATICS: Integrate current technology to support decision-making and manage information in the delivery of client care.	6. Analyze use of technology in the healthcare system related to the delivery of safe client care.	• Lecture: video on new technology • Exams- chart reviews	• Exams • Quizzes

GRADE BREAKDOWN:

Exams:	95%
Quizzes and Written Assignments:	5%
	100%

GRADING POLICY:

The following grading scale is used:

92.0 - 100.00 = A
84.0 - 91.99 = B
76.0 - 83.99 = C
68.0 - 75.99 = D
Below 68 = F

There will be no rounding up of grades for any reason.
There is no extra credit offered.

GRADING:

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1. **Grades:** Grades are given for both theory classes and clinical performance of clinical nursing courses. Students must earn a minimum grade of "C" with a maintained 2.5 GPA or better in all required courses of the program. Students who fail a theory or clinical course will be dismissed from the nursing program. A final grade of D or F is considered to be an unsatisfactory grade.

2. **Active Learning:** In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

3. **Assignments/Quizzes/Clinical Paperwork:** All assignments will be completed in order to pass the course. All assignments must be completed and submitted on time in the manner specified by the faculty. Late/makeup work will be graded a 0% unless previously arranged with the instructor. Students who submit late/makeup work may receive an admonition notice and if work continues to be submitted late, they will progress through the disciplinary process.

4. **Exams:** Students will notify the **coordinator/site manager AND the lead course instructor** 1 hour prior to missing the scheduled exam for the day. Failure to notify these individuals or missing more than 1 exam day may result in an admonition notice. Any exams that are not made up in one week will receive a 0% for a grade on that exam. Students must make up the exam before or on the next date they are scheduled to be on campus. In the cases of extenuating circumstances the lead instructor and site coordinator may extend the deadline for exams. It is the student's responsibility to contact the nursing coordinator to arrange a makeup exam. "Notification" means that the student sends an email with the appropriate information to the lead nursing instructor and coordinator prior to one hour before the exam is scheduled.

5. **Records of Grades:** The faculty strongly endorses the idea that each student is responsible for knowing his/her own academic status based on grades from learning activities. Grades are recorded in the Pearson gradebook. Please carefully review the student tutorial for an explanation of how grades are calculated in the program. Any time a student has unsatisfactory averages, he/she should contact the instructor for guidance.

6. **Classroom Etiquette:** It is expected that students will show sensitivity to their peers as well as instructors by avoiding any activity that may cause distraction during class. Incivility will not be tolerated and is grounds for disciplinary action. Cell phone use (texting or talking), cameras, side conversations, and children are not allowed in the classroom. Refer to 'Handheld Device Use Policy'.

   Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites including but not limited to Facebook, Twitter and Google+) when representing the college or the profession of nursing. **Unprofessional behaviors will merit receipt of admonition/critical behavior notices.**

   Refer to Professional Behaviors Table in the student handbook for examples of both professional and unprofessional behaviors.

7. **Course study expectations:** Commitment to learning is important to success. For every semester credit hour you are taking in a class, three hours needs to be set aside in your weekly schedule to read, study and devote towards your education outside of class.

   For example: NURS 120 (3 credit) x 3 hours = 9 hours/week to study (minimal recommended study hours per week.)

   This formula should be factored in for all of your classes, and soon you will see that many hours need to be devoted to becoming a successful nursing student.

Attendance Policy

The Dakota Nursing Program supports the college policy on attendance as stated in your college catalog. In addition, the nursing program implements strict attendance policies for classroom, lab and clinical experiences.

Regular, punctual attendance demonstrates professional behavior and responsibility. In recognition of the fact that the primary learning takes place in the teacher-student relationship, the principle governing class attendance is that the student is expected to attend all regularly scheduled classes (classroom, laboratory, and clinical) and is responsible for meeting course objectives. Absences may make it impossible for a student to meet course objective and result in failure of the course. A student may be excused from class or clinical with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in theory, lab, or clinical applications. Please note that all missed hours in lab or clinical need to be made up with an hour for each hour missed. Please see the **Attendance Policy in your Nursing Program Handbook** for directions on how to notify faculty of and for consequences specific to being absent or tardy.

SPECIAL ACCOMMODATIONS:

Any student who has medical information to share with the faculty or has a disability that may prevent them from fully demonstrating their abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate their educational opportunities.

DROP AND WITHDRAW DATES CAN BE FOUND ON YOUR CAMPUS WEBSITE AT:

BSC – http://www.bismarckstate.edu/current/records/calendarsdeadlines/
DCB – http://www.dakotacollege.edu/academics/academic-calendar/
LRSC – http://www.lrsc.edu/academics/term-schedules
WSC – http://www.willistonstate.edu/Class-Schedule.html
If you have any questions about dropping or withdrawing from a class please contact your campus coordinator or registrar.

ADDITIONAL INFORMATION:

It is expected that you will read the assigned textbook chapters PRIOR to coming to class.

All written work must be completed and turned in to the instructor prior to taking any scheduled exam. **Any assignments which are not complete and turned in will result in the student failing the course with a grade of F.**

Students are required to read the Dakota Nursing Program student handbook upon admission to the program and submit the signature form found in the handbook showing that the student will agree to follow the information and policies found in the handbook.

Nursing is a profession which demands high standards and a strict code of ethics. There is no place in nursing for dishonesty. Anyone caught in any dishonest activity (cheating, plagiarism, copying other's work, theft, etc.) will receive an F in the course. A minimum grade of C in each course is required to progress in the nursing program.

Material for this course will be posted onto the Pearson site. It is your responsibility to check this site for assignments and notes. It is also your responsibility to know what your grade is in the course by reviewing the Pearson gradebook.

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WEB STREAMING (Tegrity):

Tegrity is a lecture and content capture software that was chosen by the ND University System to provide that service for its 11 campuses. Tegrity enables faculty, students and staff to record presentations, lessons, training, an entire lecture, and more. The recorded content is searchable, provides for note-taking and participant rating of content, can be streamed live, and can be used on portable devices having internet access. Tegrity integrates with most learning management systems and is ADA compliant. An instructor's lecture for the DNP is recorded and stored within a learning management system for the duration of the semester. Instructors will record IVN and other

lectures on Tegrity. Students should be aware that their voices or any presentation they do in class may be recorded on Tegrity and available via Pearson for other students in their class to view. The webstreaming is located under the heading "Tegrity" in your courses. The recordings will be available for viewing for the duration of the semester. Watching class via webstreaming does not count as attendance for class but is highly encouraged if you are unable to attend class or wish to review concepts covered in class. Please refer to attendance policy if there are any questions.

FACULTY/STUDENT COMMUNICATION:

Faculty/students are responsible for checking course announcements in Pearson, bulletin boards and/or mailboxes as appropriate at each campus for messages each class day. Email is used extensively within the Pearson Learning Management System, students are responsible to have a **working college email account** and check it daily during the semester. Students, staff and faculty are expected respond to emails promptly – within 48 hours during a usual work week or as requested. The purpose is to assure rapid communication between students and instructors. ***Students must notify the nursing coordinator if their email address changes***.

Faculty and students must identify themselves **professionally** with each contact (mail, email, or telephone). This includes first and last name as well as identification of location within the consortium.

Example of student identification at end of each email:
John Miller
DCB – Valley City

Communication between students and faculty should remain on a professional level with no questionable jokes, cartoons, etc. transmitted. Students using the institution's computer labs are reminded that they cannot download information onto the computer hard drives. Any information must be stored on CDs, DVDs, or an alternate drive.

DAKOTA NURSING PROGRAM

Bismarck State College • Dakota College at Bottineau • Lake Region State College • Williston State College

NURS 229 Syllabus - Spring 2017

COURSE: NURS 229: Health Promotion and Psychosocial Nursing

CREDIT HOURS: 2 semester hours (32 classroom hours)

COURSE DESCRIPTION:

Examine safe and effective client care in the areas of health promotion for individuals and groups in communities and in care of the client experiencing psychosocial issues. Expand skills in promoting a client's self-determination, advocating for clients, and working within the interdisciplinary health care team while making evidence based decisions to improve the safety and quality of client care.

MEETING TIME:

Monday and Wednesday
Section I 8:00-8:50
BSC *(A/B on Monday and A on Wednesday),* LRSC, LRSC-Mayville (*B on Mondays and A/B on Wednesdays*), WSC, WSC-NHSC
Section II 12:00-12:50
BSC *(B on Wednesdays*), BSC-Harvey, DCB, DCB-Minot, DCB-Valley City, LRSC-Mayville (*A on Mondays*)

INSTRUCTORS:

Psychosocial
Gail Raasakka, MSN, RN, CNE
WSC Program Director/Associate Professor of Nursing
Williston State College, HSSC 165
1410 University Avenue
Williston, ND 58801
Office Phone: (701) 774-4290 Toll Free: 1-888-863-9455
Office Hours: email or call for an appointment
gail.raasakka@willistonstate.edu

Health Promotion
Kari Lesmeister, MSN, RN
Associate Professor of Nursing
Williston State College, HSSC 166
1410 University Avenue
Williston, ND 58801
Office Hours: email or call for an appointment
Office (701) 774-4277 Toll Free: 1-888-863-9455
kari.lesmeister@willistonstate.edu

PREREQUISITES:

NURS 224, Professional Role Development
NURS 225, Alterations in Health I
NURS 226, Maternal Child Nursing
NURS 227, Clinical Applications I

COREQUISITES:

NURS 237, Clinical Applications II
NURS 228, Alterations in Health II
NURS 259, Role Transitions

REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package, Skills Modules, and Live NCLEX Review for RN

students.

2. Assessment Technologies Institute (ATI) RN Community Health Nursing (latest edition) at www.atitesting.com
3. LaCharity, L., Kumagai, C., Bartz, B., (2015). *Prioritization, Delegation, & Assignment, Practice Exercises for Medical-Surgical Nursing.* 3rd ed. Elsevier/Mosby St. Louis
4. Savage C., Kub, J, & Groves, S. (2016). *Public Health Science and Nursing Practice*. (1st ed.) Philadelphia, PA: F. A. Davis
5. Varcarolis, E, M., Halter, M. J. (2014) Varcarolis' Foundations of *Psychiatric Mental Health Nursing,* (7th ed.) St. Louis, Elsevier
6. Silvestri (2014). *Saunders Comprehensive Review for the NCLEX-RN.* (6th ed.) St. Louis: Saunders/Mosby.

Students must have reliable high speed internet which is required to access online books and resources.

STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 229: Health Promotion and Psychosocial Nursing			
Program Student Learner Outcomes (SLOs)	**NURS 229 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
TEAMWORK AND COM-MUNICATION: Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	1. Analyze the relationships within the interdisciplinary healthcare team developed to optimize effective communication, caring behaviors, and management of client healthcare needs for health promotion and psychosocial needs.	• Assigned reading • Lecture • Class discussions • Exams and quizzes • MN Public Health Game • Community windshield assignment • ATI Real Life on Schizophrenia, anxiety, mood disorders and alcohol use disorder • Case Study on Somatic Disorders	• Quizzes and exams - (test item analysis and blue printing of quiz and proctored exam results and questions) • Community windshield assignment • ATI Real Life Results
PROFESSIONALISM AND LEADERSHIP: Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.	2. Integrate professional standards, regulations, and the scope of practice for a registered nurse with the care of clients' health promotion and psychosocial needs including the ethical and legal dimensions.	• Assigned reading • Lecture • Class discussions • Exams and quizzes • Case Study on abuse • Assignment on codependency	• Quizzes and exams - (test item analysis and blue printing of quiz and proctored exam results and questions) • Assignment evaluated by rubric
CLIENT-CENTERED CARE: Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.	3. Formulate culturally competent care for clients' health promotion and psychosocial needs while advocating for clients, and promoting their self-determination and integrity.	• Assigned reading • Lecture • Home Health Case Study Discussion incorporating rural and migrant health care, homeless populations, violence and human abuse. • Community windshield assignment • Mental Health case study	• Quizzes and exams - (test item analysis and blue printing of quiz and proctored exam results and questions) • Community windshield assignment • ATI Real Life Results

		discussion on Navajo man with schizophrenia and incorporation of "medicine man – healer" • Exams and quizzes • ATI Real Life on Schizophrenia, anxiety, mood disorder and alcohol use disorder	
EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT: Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.	4. Prioritize nursing judgments to make safe, effective, and evidenced-based decisions that integrate science and the nursing process to provide holistic client care including their health promotion and psychosocial needs.	• Assigned reading • Lecture • Class discussions • Exams and quizzes • MN Public Health Game • Psych Pharmacology – on Psychiatric Medications • ATI Real Life on Schizophrenia, anxiety, mood disorders and alcohol use disorder	• Quizzes and exams - (test item analysis and blue printing of quiz and proctored exam results and questions) • Psych Pharmacology – on Psychiatric Medications Quiz Results • ATI Real Life Results
QUALITY IMPROVEMENT AND SAFETY: Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.	5. Monitor health care system, individual performance, and effectiveness to improve the safety and quality of care in the care of clients and their health promotion and psychosocial needs.	• Assigned reading • Lecture • Class discussions • Exams and quizzes • MN Public Health Game • ATI Real Life on Schizophrenia, anxiety, mood disorders and alcohol use disorder	• Quizzes and exams - (test item analysis and blue printing of quiz and proctored exam results and questions) • ATI Real Life Results
INFORMATICS: Integrate current technology to support decision-making and manage information in the delivery of client care.	6. Integrate current technology to support decision-making and manage information in the delivery of client care in the care of clients and their health promotion and psychosocial needs.	• Assigned reading • Lecture • Class discussions • Exams and quizzes • MN Public Health Game	• Quizzes and exams - (test item analysis and blue printing of quiz and proctored exam results and questions)

GRADE BREAKDOWN:

Exams:	90%
Quizzes and Written Assignments:	10%
	100%

GRADING POLICY:

The following grading scale is used:

92.0 - 100.00 = A
84.0 - 91.99 = B
76.0 - 83.99 = C
68.0 - 75.99 = D
Below 68 = F

There will be no rounding up of grades for any reason.
There is no extra credit offered.

GRADING:
Students have access to and should review the Pearson grading calculation method. Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If a Pearson assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact that the student did not do the assignment or exam unless the student has written proof that they did in fact complete and submit such assignment/exam as outlined in the directions. Make sure your assignments are submitted well before the due date so you can make sure they are in. All gradebook questions must be addressed by the student to the lead instructor at midterm and then again during the week before finals. There will be no changes accepted to the gradebook regarding absent or late/missed assignments or late/missed exams during finals week. It is the student's responsibility to know what their grades are and contact the instructors or their nursing coordinator for a plan to improve.

1. **Grades:** Grades are given for both theory classes and clinical performance of clinical nursing courses. Students must earn a minimum grade of "C" with a maintained 2.5 GPA or better in all required courses of the program. Students who fail a theory or clinical course will be dismissed from the nursing program. A final grade of D or F is considered to be an unsatisfactory grade.

2. **Active Learning:** In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

3. **Assignments/Quizzes/Clinical Paperwork:** <u>All assignments will be completed in order to pass the course.</u> All assignments must be completed and submitted on time in the manner specified by the faculty. Late/makeup work will be graded a 0% unless previously arranged with the instructor. Students who submit late/makeup work may receive an admonition notice and if work continues to be submitted late, they will progress through the disciplinary process.

4. **Exams:** Students will notify the **coordinator/site manager AND the lead course instructor** 1 hour prior to missing the scheduled exam for the day. Failure to notify these individuals or missing more than 1 exam day may result in an admonition notice. Any exams that are not made up in one week will receive a 0% for a grade on that exam. Students must make up the exam before or on the next date they are scheduled to be on campus. In the cases of extenuating circumstances the lead instructor and site coordinator may extend the deadline for exams. It is the student's responsibility to contact the nursing coordinator to arrange a makeup exam. "Notification" means that the student sends an email with the appropriate information to the lead nursing instructor and coordinator prior to one hour before the exam is scheduled.

5. **Records of Grades:** The faculty strongly endorses the idea that each student is responsible for knowing his/her own academic status based on grades from learning activities. Grades are recorded in the Pearson gradebook. Please carefully review the student tutorial for an explanation of how grades are calculated in the program. Any time a student has unsatisfactory averages, he/she should contact the instructor for guidance.

6. **Classroom Etiquette:** It is expected that students will show sensitivity to their peers as well as instructors by avoiding any activity that may cause distraction during class. Incivility will not be tolerated and is grounds for disciplinary action. Cell phone use (texting or talking), cameras, side conversations, and children are not allowed in the classroom. Refer to 'Handheld Device Use Policy'.

   Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites including but not limited to Facebook, Twitter and Google+) when representing the college or the profession of nursing. **Unprofessional behaviors will merit receipt**

of admonition/critical behavior notices.

Refer to Professional Behaviors Table in the student handbook for examples of both professional and unprofessional behaviors.

7. **Course study expectations:** Commitment to learning is important to success. For every semester credit hour you are taking in a class, three hours needs to be set aside in your weekly schedule to read, study and devote towards your education outside of class.

For example: NURS 120 (3 credit) x 3 hours = 9 hours/week to study (minimal recommended study hours per week.)

This formula should be factored in for all of your classes, and soon you will see that many hours need to be devoted to becoming a successful nursing student.

Attendance Policy

The Dakota Nursing Program supports the college policy on attendance as stated in your college catalog. In addition, the nursing program implements strict attendance policies for classroom, lab and clinical experiences.

Regular, punctual attendance demonstrates professional behavior and responsibility. In recognition of the fact that the primary learning takes place in the teacher-student relationship, the principle governing class attendance is that the student is expected to attend all regularly scheduled classes (classroom, laboratory, and clinical) and is responsible for meeting course objectives. Absences may make it impossible for a student to meet course objective and result in failure of the course. A student may be excused from class or clinical with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in theory, lab, or clinical applications. Please note that all missed hours in lab or clinical need to be made up with an hour for each hour missed. Please see the **Attendance Policy in your Nursing Program Handbook** for directions on how to notify faculty of and for consequences specific to being absent or tardy.

SPECIAL ACCOMMODATIONS:

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DROP AND WITHDRAW DATES CAN BE FOUND ON YOUR CAMPUS WEBSITE AT:

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If you have any questions about dropping or withdrawing from a class please contact your campus coordinator or registrar.

ADDITIONAL INFORMATION:

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All written work must be completed and turned in to the instructor prior to taking any scheduled exam. **Any assignments which are not complete and turned in will result in the student failing the course with a grade of F.**

Students are required to read the Dakota Nursing Program student handbook upon admission to the program and submit the signature form found in the handbook showing that the student will agree to follow the information and

policies found in the handbook.

Nursing is a profession which demands high standards and a strict code of ethics. There is no place in nursing for dishonesty. Anyone caught in any dishonest activity (cheating, plagiarism, copying other's work, theft, etc.) will receive an F in the course. A minimum grade of C in each course is required to progress in the nursing program.

Material for this course will be posted onto the Pearson site. It is your responsibility to check this site for assignments and notes. It is also your responsibility to know what your grade is in the course by reviewing the Pearson gradebook.

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WEB STREAMING (Tegrity):

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FACULTY/STUDENT COMMUNICATION:

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Example of student identification at end of each email:
John Miller
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Communication between students and faculty should remain on a professional level with no questionable jokes, cartoons, etc. transmitted. Students using the institution's computer labs are reminded that they cannot download information onto the computer hard drives. Any information must be stored on CDs, DVDs, or an alternate drive.

DAKOTA NURSING PROGRAM

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NURS 237 Syllabus - Spring 2017

COURSE: NURS 237 Clinical Applications II

CREDIT HOURS: 5 Semester hours (240 lab/clinical hours)
(1 credit of lab/clinical = 3 contact hours)

COURSE DESCRIPTION:

Prioritize safe, effective, and culturally competent client care in acute and community settings during this clinical and simulation lab course. Clients with complex alterations in health and psychosocial issues are managed with a spirit of inquiry and collaboration to make evidence based clinical judgments. Quality improvement practices related to national safety goals are examined. Students will be challenged with a precepted activity during the latter part of this course.

MEETING TIME: **Clinical:** Tuesday, Thursday, Friday, and/or Saturday. Please see individualized site calendars for your clinical assignments.
Lab: As scheduled on Monday or Wednesdays per local campus

INSTRUCTORS:

Cheri Weisz, MSN, RN
Nursing Instructor
Lake Region State College
1801 College Drive North
Devils Lake, ND 58301
Office Hours: email or call for an appointment
Erlandson Building
Toll free: 1-800-443-1313 ext. 1643
Office (701) 662-1643
Cheri.weisz@lrsc.edu

See local site schedules for the Nursing Coordinator and Clinical Instructors at your location.

PREREQUISITE:
NURS 224, Professional Role Development
NURS 225, Alterations in Health I
NURS 226, Maternal Child Nursing
NURS 227, Clinical Applications I

COREQUISITES:
NURS 228, Alterations in Health II
NURS 229, Health Promotion and Psychosocial Nursing
NURS 259, Role Transitions

REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package, Skills Modules, and Virtual Review for RN students.
2. Doenges, M. (2016). *Nurses pocket guide diagnoses, prioritized interventions and rationales.* (14th ed.). Philadelphia: F. A. Davis.
3. Horntvedt, T., (2015). *Calculating dosages safely: A dimensional analysis approach.* (1st ed.). Philadelphia: F. A. Davis.
4. LaCharity, L., Kumagai, C., & Bartz, B. (2015). *Prioritization, delegation, & assignment.* (3rd ed.). St. Louis: Mosby/Elsevier.
5. Lewis, S. L., Dirksen, S., Heitkemper, M., & Bucher, L. (2014). *Medical-surgical nursing: Assessment and management of clinical problems.* (9th ed.). St. Louis: Mosby/Elsevier. Text and/or eBook (also need study guide)

6. McKinney, E., James, S., Murray, S., Nelson, K., Ashwill, J. (2013). *Maternal-child nursing*. (4th ed.). St. Louis: Saunders/Elsevier. Text and/or eBook (also need study guide)
7. Silvestri, L. A. (2014). *Saunders comprehensive review for the NCLEX-RN*. (6th ed.). St. Louis: Saunders/Elsevier.
8. Skyscape Nursing Constellation Plus package. *(Includes Davis's Drug Guide for Nurses, Diseases and Disorders: A Nursing Therapeutics Manual, Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, and Taber's Cyclopedic Medical Dictionary).*
   Students must have reliable high speed internet which is required to access online books and resources.

STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 237: Clinical Applications II			
Program Student Learner Outcomes (SLOs)	**NURS 237 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
TEAMWORK AND COM-MUNICATION: Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	1. Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	• ATI resources and exams • Preceptorship • Create and present trauma presentation • Clinical/Simulation performance and paperwork • Interdisciplinary Communication	• Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork
PROFESSIONALISM AND LEADERSHIP: Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.	2. Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks. 3. Value personal integrity, professional behaviors, professional boundaries and lifelong learning.	• Leadership Clinical • Preceptorship • Dosage calculation exams • ATI resources and exams • Clinical/Simulation performance and paperwork • Professional Values • Ethical/Legal Issues • Management of Care • Role of an RN	• Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork

CLIENT-CENTERED CARE: Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.	4. Manage care and accept accountability in assigning nursing tasks/activities to achieve patient care goals. 5. Analyze the nursing process in caring for clients while providing culturally sensitive care that will promote their self-determination and integrity 6. Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.	• Dosage calculation exams • ATI resources and exams • Preceptorship • Clinical/Simulation performance and paperwork • Therapeutic Communication • Caring • ADLs • Assessment • Client Education	• Dosage calculation exams • Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork
EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT: Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.	7. Value evidence in determining rationale for one's prioritization of nursing judgments across the lifespan 8. Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.	• Dosage calculation exams • ATI resources and exams • Preceptorship • Create and present trauma presentations • Clinical/Simulation performance and paperwork • Clinical reasoning • Prioritization	• Dosage calculation exams • Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork
QUALITY IMPROVEMENT AND SAFETY: Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.	9. Appraise quality improvement methods used to develop or revise the policies/procedures used to maintain client safety. 10. Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.	• QI Project • Dosage calculation exams • ATI resources and exams • Preceptorship • Create and present trauma presentation • Clinical/Simulation performance and paperwork • Client satisfaction • Safety	• QI Project • Dosage calculation exams • Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork

INFORMATICS: Integrate current technology to support decision-making and manage information in the delivery of client care.	11. Integrate current technology to support decision-making and manage information in the delivery of client care.	• Preceptorship • Create and present trauma presentation • Clinical/Simulation performance and paperwork • Documentation/Confidentiality • Technology – safety equipment	• Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork

GRADE BREAKDOWN:

40% - Clinical Behavior/Performance
40% - Clinical Written Work including Journal
20% - Lab/simulation skills and Lab paperwork

GRADING POLICY:

The following grading scale is used:

92.0 - 100.00 = A
84.0 - 91.99 = B
76.0 - 83.99 = C
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   Refer to Professional Behaviors Table in the student handbook for examples of both professional and unprofessional behaviors.

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carry cell phones during clinical rotations. There are no cameras allowed in a clinical facility unless used for a clinical purpose

10. **Skills Practice and Skills Check-off**: All students are required to practice their skills in the laboratory at least 1 day before they complete their skills return. Practice time will be set by the faculty or be a minimum of twice the time expected for skill returns and student must be proficient in the skill before leaving the lab. The practice time must occur between the time the instructor demonstrates the skill up to 12 hours before lab class starts on the day the student is scheduled to re-demonstrate the skill. This prevents unprepared students from arriving early in the morning and rushing through the practice. Alternate arrangements may be made at sites based on lab/clinical instructor availability but must be approved by the nursing coordinator. Students are expected to sign in for practice. Dishonesty is grounds for dismissal from the nursing program.

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DCB – http://www.dakotacollege.edu/academics/academic-calendar/
LRSC – http://www.lrsc.edu/academics/term-schedules
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ADDITIONAL INFORMATION:

It is expected that you will read the assigned textbook chapters PRIOR to coming to class.

All written work must be completed and turned in to the instructor prior to taking any scheduled exam. **Any assignments which are not complete and turned in will result in the student failing the course with a grade of F.**

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Example of student identification at end of each email:

John Miller
DCB – Valley City

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DAKOTA NURSING PROGRAM

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NURS 259 Syllabus - Spring 2017

COURSE: NURS 259: Role Transitions

CREDIT HOURS: 1 semester hour (48 lab hours) (24 of these hours are the ATI Live NCLEX RN® Review during week 17.)
(1 credit of lab/clinical = 3 contact hours)

COURSE DESCRIPTION:

Examine the process of identifying and obtaining a position as a registered nurse. Explore nursing organizations, the legislative process, and lifelong learning. Investigate what it takes to prepare for and be successful in passing the NCLEX RN® examination. Be part of developing an evidence based research question, use technology to prepare a portfolio, and reflect on what it means to be accountable and responsible in the role of the RN.

MEETING TIME:

Lab: As scheduled by Nursing Coordinator at each campus

INSTRUCTORS:

Betty Tykwinski, MSN, RN
Site Manager/Nursing Instructor
DCB - Valley City Site
Rhoades Science Center, Room 308 VCSU
101 College Street SW
Valley City, ND 58072
Office Hours: email or call for an appointment
Office Phone: 701-845-7680
betty.j.tykwinski@vcsu.edu

PREREQUISITE:

NURS 224, Professional Role Development
NURS 225, Alterations in Health I
NURS 226, Maternal Child Nursing
NURS 227, Clinical Applications I

COREQUISITES:

NURS 228, Alterations in Health II
NURS 229, Community and Psychosocial Nursing
NURS 237, Clinical Applications II

Your Campus Coordinator will provide you with information on your clinical instructor(s) for NURS 259. Please see your local clinical and lab schedule for your clinical instructor listing.

REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package and Skills Modules
2. LaCharity, L.A., Kumagai, C.K., & Bartz, B. (2015). *Prioritization, delegation, and assignment.* (3rd ed.). St. Louis, MO: Mosby Elsevier.
3. Silvestri, L.A. (2014). *Saunders comprehensive review for the NCLEX-RN examination.* (6th ed.). St. Louis MO: Mosby Elsevier.
4. Zerwehk, J., Garneau, A. (2015). *Nursing Today: Transitions and Trends*, (8th ed.). St. Louis, MO: Elsevier.

Students must have reliable high speed internet which is required to access online books and resources.

STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 259: Role Transitions			
Program Student Learner Outcomes (SLOs)	**NURS 259 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
TEAMWORK AND COM-MUNICATION: Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	1. Adapt effectively within nursing and inter-professional teams to achieve quality client care.	• Develop and present a staff development activity	• Graded small group presentation
PROFESSIONALISM AND LEADERSHIP: Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.	**2.** Develop an individual plan for identification, application, interviewing and retaining a position as a registered nurse. 3. Assume accountability for practice in the role of an RN in accordance with professional, legal, and ethical standards.	• Professional cover letter and resume • Mock interview • Legislative argument presentation	• Graded resume, cover letter, and interview • Quiz • Graded classroom presentation • Graded drop box assignments
CLIENT-CENTERED CARE: Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.	4. Evaluate the importance of providing client-centered care combining the art and science of nursing.	• Research on professional nursing organizations that focus on trans-cultural nursing and holism. • The art and science of nursing assignment – selecting an art form which reflects the unique characteristics of a client (cultural)	• Classroom discussions, drop box assignment
EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT: Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.	5. Analyze knowledge of advancing the profession of nursing through research and evidence based practice.	• Classroom discussion • Development of evidence based practice statement • Identify a clinical problem that you have seen, read about or discussed • Formulate a clinical question using the PICOT format • Perform a search of the literature to find recent, peer-reviewed research studies which support your clinical question. • Present your PICOT	• Graded classroom discussion and oral presentation of PICOT statement

		question to your classmates	
QUALITY IMPROVEMENT AND SAFETY: Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.	6. Analyze key aspects of the RN test plan categories.	• Complete ATI exams at a level 2 or 3 and pass the ATI RN Comprehensive Predictor at a 92% probability of passing the NCLEX RN® • Develop an individual focused review plan for final NCLEX RN® preparation	• ATI exams • Individual NCLEX study plan will be reviewed with instructor during the end of semester exit evaluation
INFORMATICS: Integrate current technology to support decision-making and manage information in the delivery of client care.	7. Evaluate ways in which new and emerging technology affects and supports nursing practice.	• Classroom discussion - Describe ways in which technology is advancing healthcare • Use electronic or conventional methods, to create a professional portfolio which reflects one's professional and personal attributes and accomplishments	• Graded classroom discussion • Graded portfolio

GRADING POLICY:

The following grading scale is used:

92.0 - 100.00 = A
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GRADE BREAKDOWN: **Total Points** – Lab Assignments, Professional portfolio to include job acquisition assignments, and ATI proctored and nonproctored exams

NCLEX REVIEW PROGRAM NURSING REVIEW PROGRAM:

The Dakota Nursing Program requires students to purchase and complete an ATI Nursing Review Program. This program is complete with the review modules (Books or eBooks, Skills Modules, Online Practice Assessments, and Proctored Assessments). Please review the complete ATI policy in your student handbook for schedule of exams, remediation policy and grading levels.

To properly prepare for the proctored exams students are expected to study by taking ATI practice exams until they score 90% or greater. Students will not be eligible to take the corresponding ATI proctored exams until they score 90% or greater on the practice exam. Practice exams can only be taken one time every 12 hours.

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PHOT 180 ONLINE
Photography 1
Three (3) Credits

Course Description:

This is an introductory level photography course in which students will learn the basics in photography and how to use a DSLR camera. This class will cover all aspects of the camera from shutter speed and aperture to all of the buttons, dials, and menus. Students will also learn basics visual communication, an intro to 2D design, and "seeing" creatively. Online students MUST have access to a DSLR in order to take this class.

Pre-/Co Requisites:

None

Course times:

Online

Instructor:

Todd Vorenkamp

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

Text:

None

General Education Objectives

1. Use techniques to create original photographs
2. Possess a base knowledge of art forms
3. Use base knowledge to critique photographic works
4. Evaluate relationships of content and form in a photograph

Course Objectives:

1. To learn all camera functions of a DSLR camera
2. To apply critical thinking to exposure problems
3. To get basic understanding of composition and design
4. To learn basics in how to communicate visually

Relationship to Campus Theme:

This course addresses the campus theme by having students compare and contrast traditional film methods in photography with current digital technologies while anticipating future changes in photographic technologies.

Classroom Policies:

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

Communication/Campus Email

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

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

Along with DCB email, I will also use the "announcement" section in Moodle to communicate, so be sure to check it regularly.

Academic Integrity:

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

Disabilities and Special Needs:

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

Late Assignments:

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

Grading Philosophy:

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

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

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The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

Grading Scale:

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

Attendance:

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self-discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

Critiques:

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

You are responsible for critiquing one of your own photos and one of your classmate's photos each week. Homework is due by Sunday night at midnight and critiques are due the following Monday night by midnight. Half of your grade each week is the photography, the other half is the critiques.

The following rules apply to critiques.

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

Photography Program Internship/Field Study Guidelines (Practicum)

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180	PHOTO 235
PHOTO 190	PHOTO 240
PHOTO 290	PHOTO 250
PHOTO 210	PHOTO 270
PHOTO 292	PHOTO 289
PHOTO 232	

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.

- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.

- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
- Transportation to the locations where the photos will be taken will not be provided by the institution.

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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

Tentative Course Outline:

Week 1 – Introduction, After Capture

- What is a Camera
- DSLR vs point and shoot
- Film vs digital
- Downloading
- Organizing files
- Storage and backup
- Deleting images
- Resizing/cropping
- Printing

Week 2 – Lighting and Composition

- Natural
- Pop up flash
- Dedicated flash
- Gradients
- Cast shadows
- Composition,

- Auto focus points

Week 3 - Creating photographic images
- Principles of design
- Surface and Space
- Color, Line, different realities
- Figure ground
- Breaking the rules

Week 4 – Shutter Speed
- Shutter Speed
- Drive Modes
- Auto Focus modes
- What do you want to say?

Week 5 – Aperture, ISO
- Aperture
- ISO
- What do you want to say?

Week 6 – Shooting on Manual
- Shooting on Full Manual
- Balancing exposure
- Metering modes

Week 7 – Lenses, Filters, Misc. Settings, WB
- Lenses
- Filters
- WB
- Misc Settings
- RAW vs JPG

Week 8 – Final Portfolios
- Final Portfolios

PHOT 190 ONLINE
Principles of Lighting
Three (3) Credits

Course Description:

In this course, students will learn basic principles of lighting and a variety of equipment used in lighting. Students will be introduced to using natural lighting, dedicated flash units, and studio lighting..

Pre-/Co Requisites:

None

Course times:

Online

Instructor:

Clint Saunders

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

For other questions, you can contact me at - clint.saunders@dakotacollege.edu

Text:

None

Objectives:

1. To learn basic lighting techniques using a variety of sources.
2. To understand the importance of lighting in photography.
3. To gain exposure to professional lighting equipment and how to use it.

Relationship to Campus Theme:

This course addresses the campus theme by using lighting in nature as well as electronic light sources to create natural looking photographs while anticipating future changes in photographic lighting technologies.

Classroom Policies:

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

Communication/Campus Email

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Academic Integrity:

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Disabilities and Special Needs:

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

Late Assignments:

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

Grading Philosophy:

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

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

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Grading Scale:

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

Attendance:

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

Critiques:

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

You are responsible for critiquing one of your own photos and one of your classmates photos each week. Homework is due by Sunday night at midnight and critiques are due the following Monday night by midnight. Half of your grade each week is the photography, the other half is the critiques.

The following rules apply to critiques.

1. Be respectful!

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

Photography Program Internship/Field Study Guidelines (Practicum)

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:
-

PHOTO 180	PHOTO 292
PHOTO 190	PHOTO 234
PHOTO 240	PHOTO 232
PHOTO 250	PHOTO 290
PHOTO 285	PHOTO 289

- PHOTO 210
- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the

actual engagement in the educational experience may or may not be done under direct supervision of their instructor.

- Transportation to the locations where the photos will be taken will not be provided by the institution.

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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

Tentative Course Outline:

Week 1 – Introduction - Photography is Lighting
- The Importance of Lighting
- Identifying Shadows
- Nature

Week 2 – Natural lighting, Reflectors
- Reflectors
- Window lighting

Week 3 – On Camera Lighting
- Pop up Flash
- Dedicated Flash

Week 4 - Studio Lighting
- Lighting Equipment
- Set up
- Single Light
- Light Modifiers

Week 5 - Studio Lighting - People
- People – Single Light
- People – multiple light

Week 6 - Studio Lighting - Objects
- Objects – single light
- Objects – multiple light

Week 7 –Mixed Lighting
- Balancing Electronic lights with Natural Lighting for Outdoor Photography – Dedicated flash and studio flash

Week 8 – Portfolio Review
- Create and review final portfolios

PHOT 210
Intermediate Photography
Three (3) Credits

Course Description:

This is an intermediate level photography course in which students will be introduced to a variety of genres, styles, subject matter, and careers in photography. Students will explore techniques, principles and aesthetics in a variety of photographic genres and subject matter.

Pre-/Co Requisites:

PHOT 180 and PHOT 190

Course times:

Tu Th 9:30 am – 11:00 am

Studio times:

By appointment, see schedule on door

Room number:

NCS 104

Instructor:

Wayne Thomas

Office number:

NCS 104

Office Hours:

Available during all studio hours

Phone:

701-228-5436

Email:

Wayne.Thomas@dakotacollege.edu

Text:

None

Objectives:

1. To learn intermediate level photographic skills.
2. To explore a variety of subject matter and styles.
3. To further develop an understanding of visual communication using photography.

4. To begin to understand and apply concept in the creation of photographic images.
5. To develop a personal style, or way of seeing.
6. To increase and express personal creativity.

Relationship to Campus Theme:

This course addresses the campus theme by encouraging students to use their past and present life situations and individual ideals to express themselves visually through current and future photographic imagery.

Classroom Policies:

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

Communication/Campus Email

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

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

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

Academic Integrity:

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Disabilities and Special Needs:

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

Late Assignments:

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

Grading Philosophy:

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

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

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The best way to succeed in my class is to not focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

Grading Scale:

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

Attendance:

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

Critiques:

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

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

Disclaimer Statement:

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Tentative Course Outline:

Week 1 – Introduction - Texture/Pattern
- Using Texture and/or Pattern as a Subject

Week 2 – Using Line
- Use Line as an Important Design Element

Week 3 – Backlighting
- Use Backlighting as a Creative Means for Mood and Expression

Week 4 – Reflections
- Photograph Reflection as a Subject

Week 5 – Black and White
- Recognize Values that will Create a Strong Black and White

Week 6 – Color
- Use Color as a Subject

Week 7 – Abstract
- Use Abstraction in Photography

Week 8 – Out of Focus
- Using Creative Focus for Mood

Week 9 – Form as Subject

- Create an Image that is Based Entirely on Form

Week 10 – Narrative as Subject

- Create an Image Where Narrative is the Driving Force of the Image.

Week 11 – High Key

- Using all Light Values to Express Mood

Week 12 – High Contrast

- Use High Contrast to Express Mood

Week 13 – Something You Don't See Everyday

- Create an Images Using and Uncommon Subject.

Week 14 – Something You Do See Everyday

- Find a Creative Way to Photograph Something we See Everyday.

Week 15 – Song Titles

- Create an Image that is a Reflection or Communication of a Song Title.

PHOT 232
Commercial Photography
Three (3) Credits

Course Description:

In this course, students will learn all aspects of commercial photography including lighting, equipment, locations, techniques, post production, image editing, and careers. Students will work with advanced studio lighting and a wide variety of subject matter related to the commercial photography world. This class covers everything from creating product images to sell in catalogues to creating high dollar custom ads for international magazines.

Pre-/Co Requisites:

PHOT 180, PHOT 190, PHOT 250

Course times:

Online

Instructor:

Clint Saunders

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

For other questions, you can contact me at - clint.saunders@dakotacollege.edu

Text:

None

Objectives:

1. To understand trends in commercial photography.
2. To learn about careers in commercial photography.
3. To discover the different aspects and types of photos associated with commercial photography.
4. To master the use of a view camera.

5. To understand how to use lighting in commercial photography.
6. To learn post production and distribution methods as they pertain to commercial photography.

Relationship to Campus Theme:

This course addresses the campus theme by studying the history of commercial photography and how it relates to present day commercial photography as well as anticipating future trends in the genre in terms of style and equipment.

Classroom Policies:

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

Communication/Campus Email

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- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
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Dakota College students, instructors, or staff will gain no monetary benefit from their participation.

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- Transportation to the locations where the photos will be taken will not be provided by the institution.

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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Tentative Course Outline:

Week 1 – Introduction - What is Commercial Photography? Products

- What is commercial photography
- Equipment
- Bidding jobs
- The view camera
- Product
- Product isolation
- Catalogue images
- Shooting on white
- Lighting

Week 2 - Reflective objects

- Glass
- Metal
- Set up
- Lighting
- Controlling reflections
- Prep and styling

Week 3 – Liquid

- Clear liquids

- Color liquids
- Set up
- Lighting
- Prep and styling

Week 4 – Food
- Types of food
- The set
- Lighting
- Prep and styling

Week 5 - Architecture
- Outdoor
- Indoor
- Line and design
- lighting

Week 6 – People
- Fashion
- Environmental portraits
- People with products
- Lighting
- Prep and styling

Week 7 – On location and Specializing
- gear
- Planning the shoot
- Finding locations

Week 8 – Business practices
- Final portfolios

PHOT 232
Commercial Photography
Three (3) Credits

Course Description:

In this course, students will learn all aspects of commercial photography including lighting, equipment, locations, techniques, post production, image editing, and careers. Students will work with advanced studio lighting and a wide variety of subject matter related to the commercial photography world. This class covers everything from creating product images to sell in catalogues to creating high dollar custom ads for international magazines.

Pre-/Co Requisites:

PHOT 180, PHOT 190, PHOT 250

Course times:

Tu,Th 1:00 pm – 2:30 pm

Studio times:

By appointment, see schedule on door

Room number:

NCS 104

Instructor:

Wayne Thomas

Office number:

NCS 104

Office Hours:

Available during all studio hours

Phone:

701-228-5436

Email:

Wayne.Thomas@dakotacollege.edu

Text:

None

Objectives:

1. To understand trends in commercial photography.
2. To learn about careers in commercial photography.
3. To discover the different aspects and types of photos associated with commercial photography.
4. To master the use of a view camera.
5. To understand how to use lighting in commercial photography.
6. To learn post production and distribution methods as they pertain to commercial photography.

Relationship to Campus Theme:

This course addresses the campus theme by studying the history of commercial photography and how it relates to present day commercial photography as well as anticipating future trends in the genre in terms of style and equipment.

Classroom Policies:

1. Cell phones and related devices are prohibited in the classroom at all times. You have the option of keeping them turned off or leaving them at home.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
4. Be respectful of other students, technicians, instructors, and guests.
5. Please keep personal drama out of class. If you are having personal issues I am happy to set up a time with you to listen or you may contact Corey Garder, our Mental Health Counselor at 228-5673.
6. If you have any problems or issues with me, student handbook recommends discussing the issue first with me. After that, if you feel your issue isn't resolved, your next step in the chain of command is the Dean of Student Services.

Communication/Campus Email

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

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

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

Academic Integrity:

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

Disabilities and Special Needs:

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

Late Assignments:

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

Grading Philosophy:

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

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

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

The best way to succeed in my class is to not focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

Grading Scale:

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

Attendance:

If you aren't in class, you aren't learning the material. Don't miss class! And, don't be tardy! Being late or being on time is nothing more than a habit. If you are in the habit of being late, this will be a good time to work on changing that habit to one of being on time. In the career field, being late is a just cause for firing employees, so if you are in the habit of being late, then you can use this class as an opportunity to work on changing that habit. However, I'd rather you were late, than miss class, so if you are running late, please come in quietly and take your seat. On your fourth absence, you will be dropped a letter grade. After that, you will lose a letter grade for every 2 absences.

Critiques:

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

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

Photography Program Internship/Field Study Guidelines (Practicum)

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180	PHOTO 235
PHOTO 190	PHOTO 240
PHOTO 290	PHOTO 250
PHOTO 210	PHOTO 270
PHOTO 292	PHOTO 289
PHOTO 232	

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
- Transportation to the locations where the photos will be taken will not be provided by the institution.

Disclaimer Statement:

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

Tentative Course Outline:

Week 1 -2– Introduction - What is Commercial Photography?

- What is commercial photography
- Equipment
- Bidding jobs
- Product isolation
- Catalogue images
- Shooting on white
- Lighting

Week 3-4– People

- Fashion
- Environmental portraits
- People with products

- Lighting
- Prep and styling

Week 5-10– Tabletop
- Controlling reflections
- Prep and styling
- Clear liquids
- Lighting
- Prep and styling
- The view camera
- Food

Week 11-13– Architecture
- Outdoor
- Indoor
- Line and design
- lighting

Week 13-14 – On location
- gear
- Planning the shoot
- Finding locations
- Post production

Week 15 – Business practices
- Finding your niche
- Marketing yourself
- Getting started
- Final portfolios

PHOT 235
Portrait Photography
Three (3) Credits

Course Description:

In this course, students will learn all aspects of portrait photography including lighting, equipment, locations, techniques, post production, image editing, and careers. Students will work in a professional studio environment to learn all aspects of portraiture including head shots, school photography, groups, memory mates, kids, families, senior pictures, and weddings

Pre-/Co Requisites:

PHOT 180, PHOT 190, PHOT 250

Course times:

Online

Instructor:

Clint Saunders

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

For other questions, you can contact me at - clint.saunders@dakotacollege.edu

Text:

None

Objectives:

1. To understand trends in portrait photography.
2. To learn about careers in portrait photography.
3. To discover the different aspects and types of photos associated with portrait photography.
4. To learn posing.
5. To understand how to use lighting in portrait photography.

6. To learn post production and distribution methods as they pertain to portrait photography.

Relationship to Campus Theme:

This course addresses the campus theme by studying the history of portrait photography and how it relates to present day portrait photography as well as anticipating future trends in the genre in terms of style and equipment.

Classroom Policies:

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

Communication/Campus Email

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

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

Along with DCB email, I will also use the "announcement" section in Moodle to communicate, so be sure to check it regularly.

Academic Integrity:

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

Disabilities and Special Needs:

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

Late Assignments:

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

Grading Philosophy:

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

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

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The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

Grading Scale:

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

Attendance:

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

Critiques:

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

You are responsible for critiquing one of your own photos and one of your classmates photos each week. Homework is due by Sunday night at midnight and critiques are due the following Monday night by midnight. Half of your grade each week is the photography, the other half is the critiques.

The following rules apply to critiques.

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

Photography Program Internship/Field Study Guidelines (Practicum)

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:
-

PHOTO 180	PHOTO 292
PHOTO 190	PHOTO 234
PHOTO 240	PHOTO 232
PHOTO 250	PHOTO 290
PHOTO 285	PHOTO 289
PHOTO 210	

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No

applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.

- Transportation to the locations where the photos will be taken will not be provided by the institution.

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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

Tentative Course Outline:

Week 1 – Introduction - What is portrait Photography? Head Shots

- What is portrait photography
- Equipment
- Sculpting with light
- Head shots
- Posing
- Lighting
- Editing
- Image correction
- Re-touching

Week 2 – Children

- Posing
- Lighting
- Props
- Editing
- Image correction
- Re-touching

Week 3 – Senior pictures

- Posing
- Lighting
- Props
- Trends

- Editing
- Image correction
- Montage/collage
- Re-touching

Week 4 – Groups
- Posing
- Lighting
- Families
- Pregnancy
- Events
- Editing
- Image correction
- Head swaps
- Re-touching

Week 5 – Weddings and couples
- Shot list
- Posing
- Lighting
- Editing
- Image correction
- Distribution
- Re-touching

Week 6 – Outdoor portraiture and pets
- Lighting
- Posing
- Locations
- Image correction

Week 7 – Prints and products , business practices
- Types of prints
- Finding and using a lab
- Print packages
- Packaging
- Finding your niche
- Marketing yourself
- Costs you didn't think of
- Getting started

Week 8 – Final Portfilios
- Create and present final portfolios

PHOT 250 ONLINE
The Digital Darkroom
Three (3) Credits

Course Description:

In this course, students will learn basic digital darkroom techniques and digital workflow. Students will be introduced to working with both RAW and JPG files using post production software including Adobe Photoshop, Bridge, Camera RAW, and Lightroom. Techniques students will learn include workflow, retouching, image correction, color correction, and image manipulation

Pre-/Co Requisites:

None

Course times:

Online

Instructor:

Todd Vorenkamp

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

Text:

None - You will be required to purchase the supplemental CD containing videos and tutorials. This is available through the DCB bookstore. You will NOT be able to complete the coursework without it.

Objectives:

1. To understand what a digital darkroom is and how it relates to a traditional darkroom.
2. To learn digital imaging terms and concepts.
3. To understand the differences between RAW and JPG files, and when it is appropriate to use both.

4. To create a productive work flow with digital files.
5. To learn basic image corrections as they apply to a variety of subject matter.
6. To understand how and when to use different software for different purposes.
7. To explore and identify possible changes in the digital darkroom as technologies evolve in the future.
8. To apply critical thinking and problem solving as situations arise when using a variety of different software programs.

Relationship to Campus Theme:

This course addresses the campus theme by comparing modern digital technology with traditional analog techniques used in photographic post production, while exploring possibilities for future growth and change in our industry.

Classroom Policies:

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

Communication/Campus Email

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Academic Integrity:

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Disabilities and Special Needs:

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Late Assignments:

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

Grading Philosophy:

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

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

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The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

Grading Scale:

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

Attendance:

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

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Photography Program Internship/Field Study Guidelines (Practicum)

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

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PHOTO 190	PHOTO 240
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PHOTO 232	

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- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
- Transportation to the locations where the photos will be taken will not be provided by the institution.

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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Tentative Course Outline:

Week 1 – Syllabus, getting started

- What is a digital image
- File Formats for Digital Images
- Manipulation
- Color Management
- Monitor Calibration

Week 2 – Software Options, File Management, Setting up, Downloading

- What software to use
- Buying or leasing
- File Management
- Lightroom Set up
- Photoshop Set up
- Bridge Set up
- Downloading Images/MetaData

Week 3 – Basic Adjustments in Lightroom, Bridge and Photoshop (intro to layers and masking), saving files

- Non-destructive photo editing
- Sliders
- Adjustments Layers
- Masking
- saving

Week 4 – Photoshop - Brush tools, tool pallet, menus, watermarks

- Brush tools
- Tool pallet
- Menus
- Watermarks
- Crop tool

Week 5 –selection tools

- Selection tools
- More layers and masking
- Layer Styles

Week 6 – Black and White, Text, layout, design

- Bridge
- Lightroom
- Photoshop
- Tinting
- Magazine cover

Week 7 – HDR, Photo stitching

- Photo Stitching
- HDR Toning

Week 8 – People, actions

- Retouching
- Head swaps
- Actions

PHOT 285
Conceptual Photography
Three (3) Credits

Course Description:

This is an intellectually and experientially involved class in which students will learn to create images from conceptual ideas. Rather than using photography as a means of visually exploring their world, students will instead learn to find visual solutions to concepts in order to strengthen their ability to communicate visually through their work.

Pre-/Co Requisites:

PHOT 180, PHOT 190, PHOT 250

Course times:

Tu,Th 8:00 pm – 9:30 am

Studio times:

By appointment, see schedule on door

Room number:

NCS 104

Instructor:

Wayne Thomas

Office number:

NCS 104

Office Hours:

Available during all studio hours

Phone:

307-702-1368

Email:

Wayne.Thomas@dakotacollege.edu

Text:

None

Objectives:

1. To learn to create from ideas and concepts
2. To use critical thinking skills to provide visual solutions to concepts
3. To apply visual creativity to conceptual ideas
4. Understanding and applying effective visual communication skills

5. To discover and create visual solutions to concepts provided by others as well as personal concepts
6. To gain a better understanding of your own photographic style and process
7. To apply what you are learning in your photographic imagery.

Relationship to Campus Theme:

This course addresses the campus theme by studying concepts as they apply to each student individually based on their personal histories and projections into the future, and by using modern technologies to create visual solutions.

Classroom Policies:

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

Communication/Campus Email

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Academic Integrity:

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Disabilities and Special Needs:

If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact your instructor and Kayla

O'Toole in the Learning Center (228-5479) as early as possible during the beginning of the semester.

Late Assignments:

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

Grading Philosophy:

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

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

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

The best way to succeed in my class is to not focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

I will grade each assignment on how well your finished piece communicates the idea of the written concept.

Grading Scale:

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

Attendance:

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

Critiques:

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

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

- Transportation to the locations where the photos will be taken will not be provided by the institution.

Disclaimer Statement:

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

Tentative Course Outline:

Week 1 – Song Titles

Week 2 – Happy, uplifting, motivational

Week 3 – Sad, depressed, lonely

Week 4 – Yin and Yang

Week 5 – Silence

Week 6 – Noise

Week 7 – Beauty

Week 8 – Ugly

Week 9 – Self Portrait – Who Am I?

Week 10 – Spring Break

Week 11 – Trapped

Week 12 – A Journey

Week 13 – Time

Week 14 – My Dreams

Week 15 – Open Topic

Week 16 – Re-shoot for Portfolios

PHOT 289
Photography Portfolio ONLINE
Three (3) Credits

Course Description:

Students will explore their photographic motivations, developing a conceptual base for their work, and refine their technical proficiency in their chosen area while creating a cohesive, professional portfolio.

Pre-/Co Requisites:

You will take this class during your final semester along with PHOT 292 (practicum) You are required to take all other photo classes before this, unless you have prior permission from the instructor.

Course times:

Online

Instructor:

Clint Saunders

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

For other questions, you can contact me at - clint.saunders@dakotacollege.edu

Text:

None

Objectives:

1. To recognize a personal style
2. To develop a personal style
3. To master technical skills
4. To create a professional portfolio

Relationship to Campus Theme:

This course addresses the campus theme by having students look inward in order to find a means to express themselves while developing their own personal style based on their personal life experiences and expectations for the future.

Classroom Policies:

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

Communication/Campus Email

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

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

Along with DCB email, I will also use the "announcement" section in Moodle to communicate, so be sure to check it regularly.

Academic Integrity:

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

Disabilities and Special Needs:

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

Late Assignments:

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

Grading Philosophy:

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

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

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

The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

Grading Scale:

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

Attendance:

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

Critiques:

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

You are responsible for critiquing one of your own photos and one of your classmates photos each week. Homework is due by Sunday night at midnight and critiques are due the following Monday night by midnight. Half of your grade each week is the photography, the other half is the critiques.

The following rules apply to critiques.

1. Be respectful!

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

Photography Program Internship/Field Study Guidelines (Practicum)

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PHOTO 180	PHOTO 292
PHOTO 190	PHOTO 234
PHOTO 240	PHOTO 232
PHOTO 250	PHOTO 290
PHOTO 285	PHOTO 289
PHOTO 210	

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
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- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper

authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.

- Transportation to the locations where the photos will be taken will not be provided by the institution.

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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Tentative Course Outline:

Week 1 – Introduction, lecture, choose project

Week 2 – Homework and critique

Week 3 - Homework and critique

Week 4 – Homework and critique

Week 5 – Homework and critique

Week 6 – Homework and critique

Week 7 – Homework and critique

Week 8 – Final project

PHOT 289
Photography Portfolio
Three (3) Credits

Course Description:

This is an intellectually and experientially involved class designed to help students create their plan for the post-college experience. Through creating a business plan, a web presence, a social media following, business cards and a resume, students will prepare to enter the workforce. The class culminates in the completion of a portfolio that demonstrates their best work and targets their intended market.

Pre-/Co Requisites:

Instructor approval needed

Course times:

M W 8:00 am – 9:30 am

Studio times:

By appointment, see schedule on door

Room number:

NCS 104

Instructor:

Wayne Thomas

Office number:

NCS 104

Office Hours:

Available during all studio hours

Phone:

701-228-5436

Email:

Wayne.Thomas@dakotacollege.edu

Required materials:

No Text
Portfolio materials
Marketing materials

Objectives:

1. To create marketing materials
2. To create a professional portfolio

Relationship to Campus Theme:

This course addresses the campus theme by having students look inward in order to find a means to express themselves while developing their own personal style based on their personal life experiences and expectations for the future.

Classroom Policies:

1. Cell phones and related devices are prohibited in the classroom at all times. You have the option of keeping them turned off or leaving them at home.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
4. Be respectful of other students, technicians, instructors, and guests.
5. Please keep personal drama out of class. If you are having personal issues I am happy to set up a time with you to listen or you may contact Corey Garder, our Mental Health Counselor at 228-5673.
6. If you have any problems or issues with me, student handbook recommends discussing the issue first with me. After that, if you feel your issue isn't resolved, your next step in the chain of command is the Dean of Student Services.

Communication/Campus Email

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

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action by the instructor and college administration. For more information refer to the Student Handbook. Please note that I have a ZERO tolerance policy for cheating, plagiarism, and copyright violations.

Disabilities and Special Needs:

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

Photography Program Internship/Field Study Guidelines (Practicum)

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

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PHOTO 190	PHOTO 240
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PHOTO 210	PHOTO 270
PHOTO 292	PHOTO 289
PHOTO 232	

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- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However,

although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.

- Transportation to the locations where the photos will be taken will not be provided by the institution.

Late Assignments:

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

Grading Philosophy:

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

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

Attendance:

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

Critiques:

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

1. Be respectful!
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Disclaimer Statement:

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Tentative Course Outline:

Week 1 - Introduction to Portfolio. Reflections and Why.

Week 2 – Review of images and addressing needs

Week 3 – Fill needs of portfolio

Week 4 – Fill needs of portfolio

Week 5 -7 –Create marketing material, business plan

Week 8 – Resume

Week 9-15 – Create a professional portfolio consisting of the following:

- 15-25 images
- Creating from personal style
- Cohesiveness
- Professionalism
- Technical proficiency
- Creativity
- Presentation
- Biography

Week 16 – Portfolio Presentation

PHOT 290
Documentary Photography ONLINE
Three (3) Credits

Course Description:

In this course, students will learn all aspects of documentary including choosing a project, accessibility, funding, release forms, legal issues, output for the projects, and trends such as social media, the internet, and video. Students will work independently on an eight week documentary project. This is a photo intensive class, so the students will produce a high volume of photos each week, and gain valuable editing skills as well as developing their photographic skills.

Pre-/Co Requisites:

PHOT 180, PHOT 190, PHOT 250

Course times:

Online

Instructor:

Clint Saunders

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

For other questions, you can contact me at - clint.saunders@dakotacollege.edu

Text:

None

Objectives:

1. To understand trends in documentary photography.
2. To learn about careers in documentary photography.
3. To discover the different aspects and types of photos associated with documentary.
4. To understand ethics as they apply to documentary.

5. To learn post production and distribution methods as they pertain to modern documentary.
6. To work as a group on a photo intensive, semester long project.
7. To learn photo editing skills.

Relationship to Campus Theme:

This course addresses the campus theme by studying the history of documentary photography, how it has evolved and where it will evolve to, while learning the important role documentary photography has, does, and will play in our society.

Classroom Policies:

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

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Critiques:

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

You are responsible for critiquing one of your own photos and one of your classmates photos each week. Homework is due by Sunday night at midnight

and critiques are due the following Monday night by midnight. Half of your grade each week is the photography, the other half is the critiques.

The following rules apply to critiques.

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
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- Transportation to the locations where the photos will be taken will not be provided by the institution.

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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Tentative Course Outline:

Week 1 – Introduction, lecture, choose project

Week 2 – Homework and critique

Week 3 - Homework and critique

Week 4 – Homework and critique – Midterm project

Week 5 – Homework and critique

Week 6 – Homework and critique

Week 7 – Homework and critique

Week 8 – Final project

PHOT 290
Documentary Photography
Three (3) Credits

Course Description:

In this course, students will learn all aspects of documentary photography including lighting, equipment, locations, techniques and careers. Students will also learn the processes of documentary photography including choosing a project, accessibility, funding, release forms, legal issues, output for the projects, and trends such as social media, the internet, and video. During the semester the students will work together as a team on a project chosen by the class. This is a photo intensive class, so the students will produce a high volume of photos each week, and gain valuable editing skills as well as developing their photographic skills.

Pre-/Co Requisites:

PHOT 180, PHOT 190, PHOT 250

Course times:

M W 1:00 – 2:30 pm

Studio times:

By appointment, see schedule on door

Room number:

NCS 104

Instructor:

Wayne Thomas

Office number:

NCS 104

Office Hours:

Available during all studio hours

Phone:

701-228-5436

Email:

Wayne.Thomas@dakotacollege.edu

Text:

None

Objectives:

1. To understand trends in documentary photography.
2. To learn about careers in documentary photography.
3. To discover the different aspects and types of photos associated with documentary.
4. To understand ethics as they apply to documentary.
5. To learn post production and distribution methods as they pertain to modern documentary.
6. To work as a group on a photo intensive, semester long project.
7. To learn photo editing skills.

Relationship to Campus Theme:

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- Transportation to the locations where the photos will be taken will not be provided by the institution.

Disclaimer Statement:

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Tentative Course Outline:

Week 1 – Introduction - What is Documentary Photography?

- Understanding Documentary photography.
- Careers in Documentary photography.
- The Evolution of Documentary photography.
- Choosing a project

Week 2 – presentation options – begin shooting

- Internet, social media, print, multi-media

Week 3 – 15 – photograph, critique, edit and publish.

PHOT 192, 193, 292
Photography Practicum ONLINE
Three Credits

Course Description:

In this course, students will work independently on practical assignments as they relate to their future careers in professional photography. Students will choose one of three options for completing practicum. An internship with a professional studio, working as self-employed, or doing freelance work.

Pre-/Co Requisites:

You will take this class during your final semester along with PHOT 289 (portfolio class) You are required to take all other photo classes before this, unless you have prior permission from the instructor.

Course times:

Online

Instructor:

Clint Saunders

Office number:

Online

Office Hours:

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

Phone:

All contact should be done through email.

Email:

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

For other questions, you can contact me at - clint.saunders@dakotacollege.edu

Text:

Photographers Market 2017 - **ISBN-13: 978-1440346583**

(for students choosing the "freelance" option for practicum.)

Objectives:

1. To understand gain practical experience in the field of professional photography.
2. To learn how to work and create on a deadline.

3. To learn how to work and create for a client.
4. To gain practical experience in your chosen field
5. To begin to build professional contacts and clients

Relationship to Campus Theme:

This course addresses the campus theme by having students work independently in practical, hands on working situations in order to prepare them for working in the professional field.

Classroom Policies:

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

Communication/Campus Email

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

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

Along with DCB email, I will also use the "announcement" section in Moodle to communicate, so be sure to check it regularly.

Academic Integrity:

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

Disabilities and Special Needs:

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

Late Assignments:

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

Grading Philosophy:

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

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

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

The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

Grading Scale:

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

Attendance:

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

Critiques:

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

You are responsible for critiquing one of your own photos and one of your classmates photos each week. Homework is due by Sunday night at midnight

and critiques are due the following Monday night by midnight. Half of your grade each week is the photography, the other half is the critiques.

The following rules apply to critiques.

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

Photography Program Internship/Field Study Guidelines (Practicum)

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:
-

PHOTO 180	PHOTO 292
PHOTO 190	PHOTO 234
PHOTO 240	PHOTO 232
PHOTO 250	PHOTO 290
PHOTO 285	PHOTO 289
PHOTO 210	

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs.

Dakota College students, instructors, or staff will gain no monetary benefit from their participation.

- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
- Transportation to the locations where the photos will be taken will not be provided by the institution.

HOMEWORK ASSIGNMENTS

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

Disclaimer Statement:

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

Tentative Course Outline:

Week 1 – Introduction, lecture and choose focus

Week 2 – Homework and critique

Week 3 - Homework and critique

Week 4 – Homework and critique

Week 5 – Homework and critique

Week 6 – Homework and critique

Week 7 – Homework and critique

Week 8 – Homework and critique

Dakota College Bottineau Course Syllabus

Course Prefix/Number/Title:

PHRM 215 – Introduction to Pharmacology

Number of credits:

3 Credits

Course Description:

This course provides a framework to understand medications and their administration, and is appropriate for a variety of health care practitioners, including nurses, medical assistants, pharmacy technicians, and health professionals seeking continuing education. Students will be introduced to an extensive body of knowledge within a limited time frame through a concise yet adaptable format. They will examine drug classifications through their indications, side effects, precautions, and interactions, and become familiar with the steps in calculating dosages and administering medications through various routes. The increasing need for all health care professionals to provide clear and accurate patient education will be addressed through highlighted sections and case studies.

Prerequisites:

AH 171 – Medical Terminology
AH 134 – Medical Disorders

Course Objectives:

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

1. Classify the sources of drugs, examine their pharmacokinetic processes, and analyze the variables that affect drug actions and effects.
2. Understand the principles of safe drug administration, calculations, and pharmacological considerations throughout the lifespan.
3. Apply the principles that support the moral, ethical, and legal responsibilities of the health care practitioner in administering medications safely and accurately.
4. Identify the actions and appropriate doses of commonly used medications for common diseases and disorders of each body system.
5. Identify drug interactions, side effects, adverse reactions, and contraindications of commonly used medications and appropriate interventions.
6. Interpret medication orders correctly, and state the proper procedures for documenting drug administration and for reporting medication errors.
7. Understand the laws governing drug administration and legal implications.

Instructor:

Kim D McDaniel, MSN RN

Class Schedule: Online

Office Hours:

Students may contact instructor via course email or phone, as needed

Phone:

Cell (480) 216-9652. Texts welcome.

Email:

Please contact me via the email **within the course** or kimberley.mcdaniel@dakotacollege.edu

Lecture/Lab Schedule:

You may work through the course at your own pace; however, you cannot skip around in the course. Chapters need to be completed in the order they are listed in the syllabus. All chapters must be read in sequence. You will need to post to the discussion questions each week. It is important that everyone stays on track so you do not get behind with the discussions. All exams need to be taken in order.

NOTE: If you are a nursing student please review the lecture on the nursing process in pharmacology as it relates to the administration of medications. The nursing process does not apply to non-nursing students, as this is a function of nursing only. Medication administration by non-nursing personnel will be according to the policies of the healthcare facility in which you are employed. All healthcare personnel who administer medications are responsible for knowing the law(s) that pertain to medication administration.

Textbook(s):

Essentials of Pharmacology for Health Professions (7th edition) by Ruth Woodrow, Bruce J. Colbert & Davide M. Smith. ISBN-13: 978-1-285-07788-8

Students are also required to purchase a drug handbook. These may be purchsed at the DCB bookstore, online or elsewhere, if you choose.

Course Requirements:

Student Responsibilities:

1. The student is expected to read the assigned chapters for the week as well as the PowerPoint lectures that are posted by the instructor.
2. Remember to check email and the announcements daily for any new information.
3. It is the student's responsibility to participate and provide feedback on discussion questions.
4. It is the student's responsibility to read ALL the posted discussions for each unit and be familiar with the content as they may appear on exams.
5. You do not need to send me any assignments on drug calculations though you do need to know the basics of how to calculate drug dosages, as the information will appear on your final exam.
6. The only extra credit you can earn is by completing and submitting the chapter review quizzes at the end of each chapter in your textbook. These are worth 10 points each, and you may submit no more than 5 chapters for credit. I will not send the answers back to you, unless you request them with your submission for studying purposes.

Course Evaluation Method:

1. Final grades will be based on the total number of points achieved for the semester.

2. The student will receive 10-15 points for each discussion question relating to the topic/question posted. The amount of points earned depends on the complexity of the post question. The discussions are expected to be somewhat in-depth, (not just one or two sentences). Students must post one response per question. Your response to another student's post will be worth an extra 3 points providing it is relevant information. If you do not receive the total points on the discussion question it is most likely because you did not go in- depth with the question. Your response to the discussion questions must be relevant using critical thinking. You certainly can post to more than one student's discussion, though you will only receive credit for the one response.
3. All students are expected to display critical thinking throughout the course in the assignments, exams and on the discussion board.

Grading Scale:

A (94 - 100)
B (84 - 93)
C (75 - 83)
D (65 - 74)
F (0 - 64)

Tentative Course Outline:

Week 1
- Chapter 1 – Consumer Safety and Drug Regulations
- Chapter 2 - Drug Names and References

Week 2
- Chapter 3 – Sources and Bodily Effects of Drugs
- Chapter 4- Medication Preparations and Supplies

Week 3
- Chapter 5- Abbreviations and Systems of Measurement
- Chapter 6- Safe Dosage Calculations

Week 4
- Chapter 7- Responsibilities and Principles of Drug Administration
- Exam 1 (Chapters 1-7)

Week 5
- Chapter 8 – Administration by the Gastrointestinal Route
- Chapter 9 – Administration by the Parenteral Route

Week 6
- Chapter 10 – Poison Control
- Chapter 11 – Vitamins, Minerals, and Herbs

Week 7
- Chapter 12 – Skin Medications
- Chapter 13 – Autonomic Nervous System Drugs

Week 8
- Chapter 14 – Antineoplastic Drugs
- Exam 2 (Chapters 8-14)

Week 9
- Chapter 15 – Urinary System Drugs
- Chapter 16 – Gastrointestinal Drugs

Week 10
- Chapter 17 – Anti-infective Drugs
- Chapter 18 – Eye Medications

Week 11
- Chapter 19 – Analgesics, Sedatives, and Hypnotics
- Chapter 20 – Psychotropic Medications, Alcohol, and Drug Abuse

Week 12
- Chapter 21 – Musculoskeletal and Anti-inflammatory Drugs
- Exam 3 (Chapters 15-21)

Week 13
- Chapter 22 – Anticonvulsants, Antiparkinsonian Drugs, and Agents for Alzheimer's Disease
- Chapter 23 – Endocrine System Drugs

Week 14
- Chapter 24 – Reproductive System Drugs

Week 15
- Chapter 25 – Cardiovascular Drugs

Week 16

- Chapter 26 – Respiratory System Drugs and Antihistamines
- Chapter 27 – Drugs and Older Adults FINAL EXAM over Part 2 (Chapters 11 – 27)
- Exam 4 (Chapters 22-27)

Week 17

- Final Exam

General Education Goals/Objectives:

This course specifically relates to the following general education goals and objectives:

1. This course evaluates and applies research information as it relates to pharmacology.
2. This course analyzes information to determine its validity as it relates to pharmacology.

Relationship to Campus Theme:

This course specifically relates to the "Technology" aspect of the campus' focus. In the ever-changing world of the technology associated with healthcare, students will recognize how that technology plays an important part in the healthcare arena.

Classroom Policies:

1. There are four exams and a final exam. All students are required to complete all exams within the course.
2. You must participate in all weekly discussions, using critical thinking and posting only relevant information.

Student Email Policy:

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

Academic Integrity:

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

Disabilities and Special Needs:

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

Dakota College at Bottineau Course Syllabus
Spring

Course Prefix/Number/Title: Physics 120
Number of credits: 4
Course Description: Application of physics concepts and principles to the real world. Topics selected from mechanics, heat, optics, electricity, and magnetism. Astronomy and modern physics will also be surveyed
Pre-/Co-requisites: High-School Algebra
Course Objectives: The primary goal of this course is to provide the students with an understanding of basic physical principles that will aid them in everyday lives and careers as informed members of society as well as in other courses. The students should attain a conceptual understanding of physics and math concepts so that they can readily apply their knowledge to real world problems and situations. Travel may be necessary to understand the role of physics in their everyday life.
Instructor: Angie Bartholomay
Office: NSC 111
Office Hours: MWF 9-10am
Phone: 701-228-5471
Email: angela.bartholomay@dakotacollege.edu
Lecture/Lab Schedule: Lecture M,W,F 12:15-12:59, NSC 105 Lab T 12:00-1:50 pm NSC 121
Textbook(s): Physics; Paul G Hewitt, 9th Ed. 2012
Course Requirements:

Textbook, Scientific calculator, Notebook

Grading Policy: Grades will be assigned based on the following scheme:

A- 90-100%; B 80-89.4% ; C- 70-79.4%; D- 60-69.4%; F<60%

Component	points possible	total
Unit exams	3 x 100	300
Final exam	1 x 120	120
Quizzes	12 x 15	180
Lab reports	12x 25	300
	Total	900 pts

In order for you to be successful in physics you will need to attend class & lab, practice assigned problems, reading the text and participating in class.
Tentative Course Outline:

Week #1	Chapter #1- Science, scientific method, structure of the solar system
Week #2	**Martin Luther King Day Jan. 16th No Class**
	Chapter #2 & 3 - Motion in one dimension
Week #3	Chapter #4- Force, Newton's Laws of motion
Week #4	**Exam Unit #1**
Week #5	Chapter #6- momentum, work
Week #6	Chapter #7- energy, conservation of energy, power
Week #6	Chapter #8- rotational motion
Week #7	Chapter #9- gravity
	President's Day Feb 20th – No Classes
Week #8	Chapter #10 projection and satellite motion
	Exam Unit #2
Week #9	Chapter #11- Atomic nature of matter & Chapter #12- Solids
Spring Break	**March 13-17**
Week #10	Chapter #13- liquids & Chapter #14- gases

Week #11	Chapter #15 Temperature, heat & expansion
Week #12	Chapter #16 heat transfer
	Chapter #17 Change of phase
Week #13	Chapter #18 Thermodynamics
	Exam Unit #4
Easter Break March 25-28	
	Chapter #19 vibration and waves
Week #14	Chapter #20 Sound
	Chapter #22 electrostatics
Week #15	Chapter #23 electric current
	Chapter #24 magnetism
Week #16	Chapter #25 properties of light
	Exam unit #5
Special Topics	Chapter #32 the atom & the quantum
	Chapter #33 atomic nucleus & radioactivity
	Chapter #35 Special theory of relativity
	Chapter #36 general theory of relativity
Week #17	**Final exam May 9th 12:00 -2pm pm**

General Education Goals/Objectives: This course meets General Education Goal 1: Explains the interrelationships between physics and their environment and the role of science in their lives. Specific objectives include:

1) Demonstrates the application of the scientific method of inquiry (Objective #1).
2) Demonstrates an awareness of the role of science in everyday life (Objective #3)

Relationship to Campus Theme: This course addresses the campus theme by incorporating the role that physics plays in our everyday life and the impact it has on our natural world. In addition, students will use technology to conduct labs as well as study how technology can be used in physics. The course will address the role of physics in their everyday life as well as in their future.

Classroom Policies: The use of calculator software on cell phones, tablets and laptops will not be permitted on exams. There will be a 30% deduction for any exam not taken on time unless prior arrangements have been made with the instructor, and the exam must be made up within one week. Labs & Quizzes cannot be made up, unless special circumstances exist and prior approval has been made with the instructor. **No Credit will be given for dry labs.**

Early Warn Attendance Policy will be followed!

Cell phone and related technology are prohibited in the classroom at all times. Be respectful of other students, technicians, instructors, and guests.

Academic Integrity: All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

Disabilities and Special Needs: If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: Plant Science 177 Floral Design I

Number of credits: 3

Course Description: Floral Design I will acquaint students with the history of Floral Design, proper care and handling of floral materials and proper use and care of tools and equipment. Safety techniques for the use of tools, proper lifting techniques, standing to avoid fatigue and basic first aid will be covered.

Pre-/Co-requisites: Pre-none/ Co-Floral Design II

Course Objectives:
Students will become familiar with proper care and handling techniques of floral materials and tools used in the industry.
Students will study the principles and elements of design and floral terminology.
Students will become familiar with the use of color in design.
Students will become familiar with everyday floral design styles and be able to make them successfully by the end if the class.

Instructor: Diann Beckman

Office: I will be available during class hours to discuss any questions students may have.

Office Hours: I will be on campus M, T from 9-4:50 and W from 9-12:50

Phone: 7-1-228-5442

Email: diann.beckman@dakotacollege.edu

Lecture/Lab Schedule: M, T 9-4:50 and W 9-12.50

Textbook(s) The AIFD Guide to Floral Design
Supplement; FloraLife: The Art of Flower Care
Care and Handling of Fresh Cut Flower

Course Requirements: Students are expected to attend class daily. This is a hands on learning experience and lack of attendance will hinder your learning.

Tentative Course Outline:
Unit one;
Students will become acquainted with the history of Floral Design, proper use and care of tools and equipment and care and handling techniques along with identification of flowers and foliage's used in the floral industry.
Students will study the Principles and elements of design, the use of color in design and become familiar with floral terminology.

Students will practice design styles beginning with one-sided triangular designs, moving on to all-sided designs that are used in every day design.
Students will be required to be proficient in a list of design styles by the end of the class so that we may move on to the next level in Floral Design II.

Relationship to Campus Theme: Flowers and plants are some of the most beautiful aspects of nature and students will practice arranging flowers in a pleasing natural style. Technologies that have evolved through the years will be covered as they apply to cut flower care and handling.

Classroom Policies:
Students are expected to attend classes daily and work alongside and respectfully with other students. Cell phone use should be curtailed to breaks.

Student Email Policy:

> Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:
Students must perform His/Her own work. Since this is a personal hands on class this should be easy to do. This class is all about you and your ability to develop your talent for design. If you put your all into it you will come away with a skill that should be able to get you employed in the floral industry.

Disabilities and Special Needs:
See me if you have any requirements for taking tests or have issues with lifting and standing for extended periods of time.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PLSC 273 Arboriculture

Number of credits: 3

Course Description:

Students taking arboriculture will learn how to properly care for trees and shrubs. They will also learn about the biology, development, and growth of woody plants. A main focus of this course will be on modern principles of plant health care.

Pre-/Co-requisites:

None

Course Objectives:

Students will:

Gain an understand plant structure and function.
Be able to describe the benefits of trees.
Learn how to plant and maintain trees.
Learn how to diagnose and manage problems with trees and shrubs.

Instructor:

Bob Underwood

Office:

Home Avon, Illinois

Office Hours:

Whenever.

Phone:

701-871-1041

Email:

bob.underwood@dakotacollege.edu

Lecture/Lab Schedule:

Online

Textbook:

Title: Arboriculture
Author: Richard W. Harris, James R. Clark, and Nelda P. Matheny
Publisher: Pearson Prentice Hall
Edition/Year: 4th Edition
ISBN: 0-13-088882-6

Course Requirements:

12 reading assignments.
12 quizzes ranging in length from 10 to 76 points will be given for a total of 438 points.
A midterm and final test each worth 50 points.
538 points total for class.

Grading will be on the 90-80-70-60% grading scale.

Tentative Course Outline:

Topic 1
Chapter 1 – Introduction to Arboriculture

Topic 2
Chapter 2 – Plant Structure and Function

Topic 3
Chapter 2 – Plant Structure and Function

Topic 4
Chapter 2 – Plant Structure and Function

Topic 5
Chapter 3 - Site Evaluation: Climate and Environment

Topic 6
Chapter 4 - Planting Site: Soil and Water

Topic 7
Chapter 5 – Benefits of Trees

Topic 8
Chapter 6 – Plant Selection

Topic 9
Chapter 7 – Modifying and Managing the Site

Topic 10
Chapter 8 – Planting

Topic 11
Chapter 12 – Nutrient Management

Topic 12
Chapter 13 – Water Management

Topic 13
Final Test

Relationship to Campus Theme: Nature, Technology and Beyond

Arboriculture is the cultivation of trees and shrubs. By planting trees and shrubs in our cities, near our homes, and in rural areas, we are utilizing their **natural** ability to clean the air, temper high winds, and cool our homes. **Technology** in arboriculture includes new techniques for planting, watering and pruning, along with the constant improvement of the tools used to perform these tasks. **As we look to the future**, trees become even more important in the face of a gradually warming planet and the effects it will have on people everywhere.

Classroom Policies:

This 3 credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.
Complete and submit coursework on time.
Pace yourself, and make sure that all assignments are completed by the end of the semester.
Late work may not be submitted and will earn 0 points.
Communicate with the instructor.
Reading the assigned texts is the student's responsibility and is essential to success in this course.
This academic environment is open and harassment free.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:
Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

Disabilities and Special Needs:
If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PLSC 275 Advanced Arboriculture

Number of credits: 3

Course Description:

Students will learn advanced arboricultural practices such as the transplanting of large trees, preserving existing trees on a construction site, cabling, bracing, and the evaluation of hazardous trees.

Pre-requisites:

PLSC 273 Arboriculture

Course Objectives:

It is expected that students will:

Understand how to transplant large trees and know how to properly use a tree spade.
Be able to manage special situations such as root-pavement conflicts, trees in pavement, recycling wood waste, managing fire-safe landscaping, trees in planters, and landfill sites.
Be able to select trees for preservation and be able to protect them during construction.
Understand the role of chemicals used to control plant growth.
Be able to evaluate hazard trees and to properly deal with them.
Understand cabling and bracing systems.
Be able to diagnose plant problems.
Understand the principles of plant health care.

Instructor:

Eden McLeod

Email:

Use Imail within the course

Lecture/Lab Schedule:

Online

Textbook:

Title: Arboriculture
Author: Richard W. Harris, James R. Clark, and Nelda P. Matheny
Publisher: Pearson Prentice Hall
Edition/Year: 4th Edition
ISBN: 0-13-088882-6

Course Requirements:

Tests: 8 chapter quizzes worth 20 to 40 points each. 8 essay assignments worth 25 points each. 464 points total for class.

Grading is on the 90-80-70-60% grading scale.

Tentative Course Outline:

Week 1
Chapter 9 – Transplanting Large Plants

Week 2
Chapter 10 – Special Management Situations

Week 3
Chapter 10 – Special Management Situations

Week 4
Chapter 11 - Preserving Existing Trees
Protection

Week 5
Chapter 11 - Preserving Existing Trees
Damage

Week 6
Chapter 11 - Preserving Existing Trees
Post Damage Care

Week 7
Chapter 15 – Control of Plant Growth

Week 8
Chapter 16 – Tree Hazard Management
Liability and Site Analysis

Week 9
Chapter 16 – Tree Hazard Management
Evaluating Defects

Week 10
Chapter 16 – Tree Hazard Management
Inspection Techniques

Week 11
Chapter 16 – Tree Hazard Management
Hazard Rating Systems and Hazard Abatement

Week 12
Chapter 17 - Preventative Maintenance and Repair
Cabling and Bracing

Week 13
Chapter 17 - Preventative Maintenance and Repair
Lighting Protection, Wounds and Cavities

Week 14
Chapter 18 – Diagnosing Plant Problems

Week 15
Chapter 19 - Plant Health Care

Week 16
Chapter 19 - Plant Health Care

Relationship to Campus Theme: Nature, Technology and Beyond

Arboriculture is the cultivation of trees and shrubs. By planting trees and shrubs in our cities, near our homes, and in rural areas, we are utilizing their **natural** ability to clean the air, temper high winds, and cool our homes. **Technology** in arboriculture includes new techniques for planting, watering and pruning, along with the constant improvement of the tools used to perform these tasks. **As we look to the future**, trees become even more important in the face of a gradually warming planet and the effects it will have on people everywhere.

Classroom Policies:

This three credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.
Complete and submit coursework on time.
Pace yourself, and make sure that all assignments are completed by the end of the semester.
Late work may not be submitted and will earn 0 points.
Communicate with the instructor.
Reading the assigned texts is the student's responsibility and is essential to success in this course.

This academic environment is open and harassment free.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PLSC 280 Principles of Pruning

Number of credits: 3

Course Description:

Students will learn how to make effective pruning cuts and how trees respond to them. They will learn which tools are used and the proper timing for different pruning methods. The concept of structural pruning will be discussed, as well as how to prune shrubs, roots and storm-damaged trees.

Pre-requisites:

PLSC 273 Arboriculture

Course Objectives:

It is expected that students will:

Learn the best way to minimize pruning needs.
Learn the different pruning cuts and their implications.
Learn how to use pruning tools and equipment.
Learn the different types of pruning based on specific pruning objectives.
Learn to utilize pruning standards and specifications.
Learn the special pruning requirements of shrubs.

Instructor:

Eden McLeod

Email:

Use iMail within course

Lecture/Lab Schedule:

Online

Textbook:

Title: An Illustrated Guide to Pruning
Author: Edward F. Gilman
Publisher: Delmar

Edition/Year: 3rd Edition
ISBN: 978-1-111-30730-1

Course Requirements:

Activities: 18 ungraded activities including flashcards, matching, and crossword puzzles, used to learn each chapters important terms.
Essay Assignments: 18 assignments worth 10 to 26 points each.
Tests: 18 chapter quizzes worth 8 to 20 points each.
528 points total for class.
Grading is on the 90-80-70-60% grading scale.

Tentative Course Outline:

Week 1
Chapter 1 - Introduction to Pruning
Chapter 2 – Plant Selection, Placement, and Management

Week 2
Chapter 3 – Tree Structure and Strength

Week 3
Chapter 4 – Wood, Energy, and Compartmentalization

Week 4
Chapter 5 – Pruning Cuts and Implications

Week 5
Chapter 6 – Pruning Tools

Week 6
Chapter 7 – When to Prune

Week 7
Chapter 8 – Nursery Tree Production Pruning

Week 8
Chapter 9 - Nursery Tree Production Pruning: Developing the Crown

Week 9
Chapter 10 – Developing and Maintaining Special Forms

Week 10
Chapter 11 – Structural Pruning in the Landscape: Perspective

Week 11
Chapter 12 – Structural Pruning in the Landscape: Practice

Week 12
Chapter 13 – Pruning Types for Established Trees

Week 13
Chapter 14 – Mature and Storm-Damaged Trees

Week 14
Chapter 15 – Maintaining Special Trees and Sites

Week 15
Chapter 16 – Root Pruning and Management

Week 16
Chapter 17 – Standards and Specifications
Chapter 18 – Shrub Pruning

Relationship to Campus Theme: Nature, Technology and Beyond

By planting trees and shrubs in our cities, near our homes, and in rural areas, we are utilizing their **natural** ability to clean the air, temper high winds, and cool our homes. **Technology** in arboriculture includes new techniques for planting, watering and pruning, along with the constant improvement of the tools used to perform these tasks safely. **As we look to the future**, trees become even more important in the face of a gradually warming planet and the effects it will have on people everywhere.

Classroom Policies:

This three credit, online course requires the following to build a classroom community of learners:

Log in to the course a minimum of three times per week.
Complete and submit coursework on time.
Pace yourself, and make sure that all assignments are completed by the end of the semester.
Late work may not be submitted and will earn 0 points.
Communicate with the instructor.
Reading the assigned texts is the student's responsibility and is essential to success in this course.
This academic environment is open and harassment free.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.

Dakota College Course Syllabus

Course Prefix/Number/Title:

POLS 115 – American Government

Credits: 3

Course Description:

This course examines the principles of American government, political behavior and institutions.

Course Objectives:

Upon successful completion of this course, the student will have an understanding of the roots of the American governmental system, its current operating mechanisms and its place in our daily lives as Americans.

Pre/Co-requisite: None, although it is suggested that a student complete HIST 103 before taking this class.

Instructor:

Steven J. Sathre

Office:

Thatcher Hall 2206

Office Hours:

MWF 9:00-10:00
T-Th 1:00-2:00

Phone:

701-228-5456

Email:

steve.sathre@dakotacollege.edu

Lecture/Lab Schedule:

T-Th 2:00-3:15
Arntzen 1

Textbook(s):

American Government, Gitelson, Dudley & Dubnick, 10th Edition, 2012.

The Origins of American Constitutionalism, Lutz, Donald S., 1988.

Various Handouts

Course Requirements:

The formula for grades is as follows.

5 exams (non-cumulative), 25 pts. each = 125 pts.
10 quizzes, 2 pts. each = 20 pts.
1 essay (details to follow) = 55 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A
80-90% - 160-179pts. = B
70-80% - 140-159pts. = C
60-70% - 120-139pts. = D
<59% - <119pts. = F

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes.

You will be taking the final exam on Monday, May 8 at 3:00 - taking the exam early is not an option. Plan accordingly.

Quizzes will be 2 questions and given randomly. They cannot be made up under *any* circumstances. They cover material in that week's reading and are short answer in form.

The essay is thesis-based, 1800 words at minimum and written in *Chicago Style* format.

Tentative Course Outline:

Week 1
Introduction to Political Science as a Social Science

Week 2
Influences on the American Constitution before the American Revolution

Week 3
Influences on the American Constitution after the American Revolution
Exam #1

Week 4
Making sense of American politics

Week 5
Federalism and Intergovernmental relations

Week 6
Civil Rights and Liberties
Exam #2

Week 7
Public Opinion and Political Participation

Week 8
Political Parties

Week 9
Campaigns and Elections
Exam #3

Week 10
Spring Break

Week 11
Interest Groups

Week 12
Media and Politics

Week 13
Congress
Exam #4

Week 14
The President

Week 15
Bureaucracy

Week 16

*Trip to Bismarck to visit the legislature in session – April 27
Courts, Judges and the Law

Week 17
Domestic Policy and Policymaking

Finals
Arntzen 1 – Monday, May 8, 3:00

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity
Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the politcal process of the United States and reflecting on how future events hinge on current decisions.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, or texting. Turn all electronic junk off. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PPTH 255 Plant Disease Management

Number of credits: 3

Course Description:

Plant Disease Management is an introductory course to plant pathology. Students will learn what organisms cause plant diseases, the plants response, and how these diseases can be treated or prevented.

Pre-requisites:

None

Course Objectives:

It is expected that student will be able to identify:

The types of organisms which cause plant diseases.
The types of plant diseases which affect plants.
How plants interact with pathogens.
How people influence disease epidemics.
Plant diseases and ways to prevent or manage them.

Instructor:

Eden McLeod

Email:
Use Imail within course.

Lecture/Lab Schedule:

Online

Textbook:

Title: Essential Plant Pathology
Author: Schumann and D'Arcy
Publisher: APS Press
Edition/Year: 2nd edition 2010
ISBN: 978-0-89054-381-8

Course Requirements:

Tests: 11 chapter quizzes worth approximately 30 points each.
Lab Assignments: Labs are worth anywhere between 10 - 75 points. Most are worth 10-20 points.

Grading is on the 90-80-70-60% grading scale.

Tentative Course Outline:

Week 1
Chapter 1 -What Is Wrong with My Plant
Lab – Research a plant disease of your choice.

Week 2
Chapter 2 - Fungi
Lab – Research a fungal plant disease of your choice.

Week 3
Chapter 3 - Bacteria
Lab – Research a bacterial disease of an annual herbaceous plant.

Week 4
Chapter 4 - Nematodes
Lab – Soybean cyst nematode.

Week 5
Chapter 5 - Viruses
Lab – Plant viruses.

Week 6
Chapter 6 – Parasitic Flowering Plants
Lab – Mistletoe.
Week 7
Chapter 7 – Abiotic Factors
Lab – No Lab

Week 8
Chapter 7 – Abiotic Factors
Lab – Identify and Control Noninfectious Diseases of Trees

Week 9
Chapter 8 – What Types of Plant Diseases Are There?
Lab – Identifying Different Types of Plant Diseases

Week 10
Chapter 9 – How Do Plants Interact With Pathogens? Ecological Interactions
Lab – No Lab

Week 11
Chapter 9 – How Do Plants Interact With Pathogens? Physiological Interactions
Lab – No Lab

Week 12
Chapter 9 – How Do Plants Interact With Pathogens? Genetic Interactions
Lab – Genetically Modified Organisms

Week 13
Chapter 10 – How Do People Influence Plant Disease Epidemics?
Lab – No Lab

Week 14
Chapter 10 – How Do People Influence Plant Disease Epidemics?
Lab – Dutch Elm Disease and Late Blight of Potato

Week 15
Chapter 11 – How Can We Prevent or Manage Plant Disease Epidemics?
Lab – No Lab

Week 16
Chapter 11 – How Can We Prevent or Manage Plant Disease Epidemics?
Lab – The Green Revolution and World Hunger

Relationship to Campus Theme: Nature, Technology and Beyond

Plant diseases have a huge impact on people, most notably when they attack our sources of food. Yet, in **nature** diseases play an important role in promoting diversity among species as well as helping to keep overall plant populations strong. New **technologies** are introduced constantly in order to battle these pathogens. The **future** of plant pathology will be to find ways to work with nature in order to prevent or manage plant diseases.

Classroom Policies:

This three credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.
Complete and submit coursework on time.
Pace yourself, and make sure that all assignments are completed by the end of the semester.
Late work may not be submitted and will earn 0 points.
Communicate with the instructor.
Reading the assigned texts is the student's responsibility and is essential to success in this course.
This academic environment is open and harassment free.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PPTH 260 Diseases of Trees & Shrubs

Number of credits: 3

Course Description:

In Diseases of Trees & Shrubs students will learn how to properly diagnose and treat specific diseases, abiotic disorders, and insect pests which attack woody plants.

Pre-requisites:

None (Ideally, students will have already taken PPTH 255 Plant Disease Management.)

Course Objectives:

It is expected that students will:

Learn how to diagnose and treat tree diseases.
Learn how to recognize abiotic disorders and how to prevent them.
Learn how to identify insect damage and the treatment options available.

Instructor:

Bob Underwood

Office:

Home: Avon, IL

Office Hours:

When you email or call

Phone:

701-871-1041

Email:

bob.underwood@dakotacollege.edu

Lecture/Lab Schedule:

Online

Textbook:

Title: Diseases of Trees and Shrubs
Author: Wayne A Sinclair and Howard H. Lyon
Publisher: Cornell University Press
Edition/Year: 2nd Edition
ISBN: 978-0-8014-4371-8

Course Requirements:

Tests: 13 topic quizzes worth 18-36 points each.
Lab Assignments: 13 labs are worth 8-22 points. 754 points total for class.
Grading is on the 90-80-70-60% grading scale.

Course Outline:

Week 1
Abiotic Disorders

Week 2
Abiotic Disorders

Week 3
Abiotic Disorders

Week 4
Lichens, Moss, and Other Non-parasites

Week 5
Overview of Fungal Disease

Week 6
Fungal Leaf Diseases

Week 7
Fungal Leaf Diseases

Week 8
Mid-Terms

Week 9
Canker Diseases

Week 10
Wood Rots

Week 11
Bacterial Disorders

Week 12
Wilts and Rusts

Week 13
Viruses

Week 14
Nematodes

Week 15
Review

Week 16
Final Exam

Relationship to Campus Theme: Nature, Technology and Beyond

Plant diseases impact our forests, parks, and urban landscapes. Yet, in **nature** diseases play an important role in promoting diversity among species as well as helping to keep overall plant populations strong. New **technologies** are introduced constantly in order to battle these pathogens. The **future** of plant pathology will be to find ways to work with nature in order to prevent disease instead of trying to control it.

Classroom Policies:

This three credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.
Complete and submit coursework on time.
Pace yourself, and make sure that all assignments are completed by the end of the semester.
Late work may not be submitted and will earn 0 points.
Communicate with the instructor.
Reading the assigned texts is the student's responsibility and is essential to success in this course.
This academic environment is open and harassment free.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: PSYC 100—HUMAN RELATIONS IN ORGANIZATIONS
Number of Credits: 3 semester hours
Pre/Co-requisites: None

Course Description: Psyc 100 Human Relations in Organizations

This course examines the importance of human relations and professional development. Students are provided the opportunity to achieve a deepened sense of awareness of themselves and others. This understanding is applied to human relations at home and on the job. The topics covered include the impact of personal and organizational values, motivation, attitudes, self-awareness, individual differences, goal setting, conflict management, diversity, cultural awareness cross-culture relations and communications, and stress management.

Course Objectives: Upon successful completion of this course, the student should be able to:

1. Explain the nature, purpose, and importance of human relations in an organizational setting.
2. Identify major developments in the workplace that have given new importance to human relations.
3. Identify major forces influencing human behavior at work.
4. Understand the historical development of the human relations movement.
5. Identify seven basic themes that serve as the foundation for effective human relations.
6. Understand the communication process
7. Identify and explain the filters that affect communication.
8. Identify ways to improve personal communication, including non-verbal and developing listening skills.
9. Learn how to effectively communicate through technology.
10. Define self-esteem; understand how it is developed, individual characteristics, and ways to raise it.
11. Understand how personal values are formed, value conflicts, making ethical decisions, and corporate crime.
12. Understand employee attitudes, the ways people acquire attitudes, attitudes employers value, how to change your attitudes and the attitudes held by others, and organization adjustments to develop positive attitudes.
13. Explain the importance of professional presence and first impressions, image projection, and etiquette.
14. Understand diversity, discrimination, cross-cultural interactions, organizational cultures that value diversity, and affirmative action as it relates to the United States.
15. List and describe the causes of conflict, assertiveness skills, negotiation skills, the resolution process, emotions influencing behavior, emotional development, dealing with anger, and emotional control.
16. Understand positive reinforcement, expectancy theory, TA. Theory X/Y, and the Hierarchy of Needs theory as they apply to motivating people. Understand how a positive, nurturing person can influence coworkers, the skills and behaviors necessary for mentoring, coaching, and training. Identify interpersonal styles.
17. Develop positive political skills through the rules of business etiquette, building relationships with managers, coworkers and other work associates and diverse communities.
18. Identify the attitudes, values, skills, and techniques that affect productivity including procrastination, time wasters, stress, burnout, and how to manage stress effectively.

Instructor: Professor Russ Gagnon, 852-3463, not after 9 p.m.

Office: Minot Campus Administration Building Room 160
Office Hours: M-F 9:00 a.m. to 4:00 p.m. and by appointment when not in class.
Phone: 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232,
Email: russ.gagnon@ndus.edu

Textbook(s): *Human Relations Interpersonal Job-Oriented Skills,* by DuBrin, ISBN-13: 978-0-13-350682-2 and *Self-Assessment Library Insight into Your Skills, Interests, and Abilities* version 3.4 ISBN-13: 978-0-13-608375-7.

Course Requirements:

1. Completion of assignments, tests, and presenting the final paper are required.
2. Everyone will complete a final research paper or project based upon a Human Relations topic covered during the class. This paper should consist of an academic report, approximately 5–7 pages in length, including a cover page and reference page. You must use at least three references, one of which may be the textbook. Grading will be on such factors as applicability, effectiveness, and quality. In addition to the written paper, you will give a 5-10 minute overview of your paper to the class. The presentation is not graded; however, you must complete the presentation as part of the final. Instructions on LibGuides.
3. Grading is the accumulation of assignments, quizzes, and tests for total points.

90-100= A 80-89=B 70-79=C 60-69=D below 60=F

Tentative Course Outline:

Interpersonal Skill Development
Understanding Individual Differences
Building Self-Esteem and Self-Confidence
Interpersonal Communication
Interpersonal Skills for the Digital World
Developing Teamwork Skills
Group Problem Solving and Decision Making
Cross-Cultural Relations and Diversity
Resolving Conflicts with Others
Becoming an Effective Leader
Motivating Others
Helping Others Develop and Grow
Positive Political Skills
Customer Satisfaction Skills
Enhancing Ethical Behavior
Stress Management
Job Search and Career Management Skills

General Education Goals/Objectives:

Goal 6: Demonstrates the knowledge of the human experience throughout history.
Objective 2: Recognizes the world of human diversity.
Skill 1: Demonstrates knowledge of varying cultural standards throughout the world.

Relationship to Campus Theme: Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the diverse makeup of the business community, which enhances the "Human" nature.

Classroom Policies:

Missed Classes: Attendance is expected. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

Assignments: All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise number appear in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

Electronic Devices: Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications. Basically, do not be rude to other students trying to learn.

IVN Classes:

Inclement Weather Information

In the event of poor weather conditions, please call 701-777-6486, press option #5 for the latest information on class cancellations.

Trouble Call Phone Number: Students should call the host site number first if a problem occurs during the event.

Wearing of hats: With the IVN system, the studios are sometimes not conducive to student identification. With this in mind, hats will not be acceptable attire since they can hinder student-instructor interaction and thus will affect the learning environment.

Academic Dishonesty and Grade Appeals: plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" or "Grade Appeal" policy in the university catalog or the student handbook online: http://www.dakotacollege.edu/handbook/

Disabilities and Special Needs: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the **ONLY** one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: PSYC 100—HUMAN RELATIONS IN ORGANIZATIONS
Number of Credits: 3 semester hours
Pre/Co-requisites: None

Instructor: Penny Belgarde
Phone: 701-857-3183 Office
Email: penny.belgarde@dakotacollege.edu
Lecture/Lab Schedule: None

Textbook(s): Human Relations: Interpersonal Job-Oriented Skills, 12th Edition, by Andrew Dubrin

Course Requirements

1. Completion of assignments, tests, and discussions are required.
2. Everyone will complete two research papers.
3. Grading is the accumulation of assignments, quizzes, and tests for total points.

Grading Scale

90-100 = A
80-89 = B
70-79 = C
65-69 = D
Below 65 = F

Course Description

This course examines the importance of human relations and professional development. Students are given the opportunity to achieve a deepened sense of awareness of themselves and others. This understanding is applied to human relations at home and on the job. The topics covered include the impact of personal and organizational values, motivation, self-awareness, goal setting, conflict management, communications, and stress management.

Course Objectives - Upon successful completion of this course, the student should be able to:

1. Explain interpersonal skill development
2. Understand individual differences
3. Learn to build self-esteem and self-confidence in the workplace
4. Understand interpersonal communications
5. Exhibit teamwork skills
6. Group problem solving and decision making
7. Comprehend cross cultural relations and diversity
8. Understand how to resolve conflict with others
9. Become an effective leader
10. Understand how to motivate others
11. Helping others develop and grow
12. Explain positive political skills
13. Demonstrate customer satisfaction skills
14. Explain ethical behavior
15. Learn about stress management and personal productivity
16. Demonstrate job search and career management skills

Tentative Course Outline

- Interpersonal Skill Development
- Understanding Individual Differences
- Building Self-Esteem and Self-Confidence
- Interpersonal Communication
- Interpersonal Skills for the Digital World
- Developing Teamwork Skills
- Group Problem Solving and Decision Making
- Cross-Cultural Relations and Diversity
- Resolving Conflicts with Others
- Becoming an Effective Leader
- Motivating Others
- Helping Others Develop and Grow
- Positive Political Skills
- Customer Satisfaction Skills
- Enhancing Ethical Behavior
- Stress Management
- Job Search and Career Management Skill

General Education Goals/Objectives

- Demonstrates the knowledge of the human experience throughout history.
- Recognizes the world of human diversity.
- Demonstrates knowledge of varying cultural standards throughout the world.

Classroom Policies:

Plagiarism

To plagiarize is to "steal and pass off the ideas or words of another and one's own" (Webster's Dictionary). Plagiarism will not be tolerated in this course. When completing a research paper, it is necessary to cite all information gathered from other sources – including direct quotations and paraphrases – within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for research papers. If you have any questions – please contact myself or go to the learning center for more information. Students found plagiarizing material will receive an "o" for the assignment.

Absences and Assignments Due Dates

Late work will incur point deductions: 10% off in points for each day it is late. Any assignment turned in after 3 days will result in a 0. This is the policy for all assignments. Participation is expected. You are responsible for the activities for each weekly module. If you know of a conflict ahead of time, you are welcome to submit assignments early or notify prior to the assignment due date.

Disabilities and Special Needs

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Relationship to Campus Theme

Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the diverse makeup of the business community, which enhances the "Human" nature.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PSYC 111—Introduction to Psychology

Number of credits:

3 credits

Course Description:

This course involves the scientific study of behavior and mental processes. It is a basic prerequisite to most other psychology classes.

This class is designed as an introduction to the complex and vast field of psychology. Psychology is a social science which aims to understand the behavioral and mental processes within human beings. In this course, students will learn the history of psychology, psychological theory, scientific method, as well as an overview of the major fields in psychology (e.g., cognitive psychology, clinical psychology, social psychology).

Pre-/Co-requisites:

None

Course Objectives:

Students will:

1. Define key concepts in the field of psychology.
2. Demonstrate an understanding of psychology, including the field's history, methods, and future directions.
3. Explain basic human behaviors from a psychologist's perspective.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

Instructor:

Lexi R. Kvasnicka, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Tuesdays 9:00am-noon, 1:00-3:00pm, and by appointment

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:

MWF 11:00-11:50
TH 1107

Textbook(s):

Myers, D. (2010). *Psychology*, 9th Ed. New York: Worth Publishers.

Course Requirements:

- Exams (4 exams (non-cumulative), each worth 50 points) 200 points
- Quizzes (10 quizzes, each worth 5 points) 50 points
- Term Paper 50 points

Total: 300 points

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

Major Assignments:

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each. All exams are closed book and notes.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under *any* circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Term Paper:** Each student will complete a term paper covering a psychological theory or concept covered in class. Students should provide the history of the theory or concept, as well as cite current research that utilizes the theory or concept. The term paper will be written in APA style and should be between 2-4 pages (double-spaced). An informational lecture and discussion over APA style, as well as paper requirements, will be given after the first exam.

Tentative Course Outline:

Week	Date	Day	Topic	Chapter
Week 1	1/11	Wednesday	Class Introduction	
	1/13	Friday	Thinking Critically with Psych. Science	1
Week 2	1/16	Monday	*Martin Luther King Jr. Day (No Class)*	
	1/18	Wednesday	Thinking Critically with Psych. Science	1
	1/20	Friday	Biology of the Mind	2
Week 3	1/23	Monday	Biology of the Mind	2
	1/25	Wednesday	Biology of the Mind	2
	1/27	Friday	Consciousness and the Mind	3

Week 4	1/30	Monday	Consciousness and the Mind	3
	2/1	Wednesday	Nature, Nurture, Human Diversity	4
	2/3	Friday	Nature, Nurture, Human Diversity	4
Week 5	2/6	Monday	Review	1-4
	2/8	Wednesday	**Exam #1**	1-4
	2/10	Friday	APA Style and Paper Discussion	
Week 6	2/13	Monday	Plagiarism and Paper Discussion	
	2/15	Wednesday	Developing Through the Life Span	5
	2/17	Friday	Developing Through the Life Span	5
Week 7	2/20	Monday	*Presidents' Day (No Class)*	
	2/22	Wednesday	Sensation and Perception	6
	2/24	Friday	Sensation and Perception	6
Week 8	2/27	Monday	Learning	7
	3/1	Wednesday	Learning	7
	3/3	Friday	Learning/Memory	7-8
Week 9	3/6	Monday	Memory	8
	3/8	Wednesday	Memory/Review	8, 5-8
	3/10	Friday	**Exam #2**	5-8
Week 10	3/13	Monday	*Spring Break*	
	3/15	Wednesday	*Spring Break*	
	3/17	Friday	*Spring Break*	
Week 11	3/20	Monday	Thinking and Language	9
	3/22	Wednesday	Thinking and Language	9
	3/24	Friday	Intelligence	10
Week 12	3/27	Monday	Intelligence	10
	3/29	Wednesday	Intelligence	10
	3/31	Friday	Motivation and Work	11
Week 13	4/3	Monday	Motivation and Work	11
	4/5	Wednesday	Stress and Health (+10 pts paper)	12
	4/7	Friday	Stress and Health	12
Week 14	4/10	Monday	Paper Work Day	
	4/12	Wednesday	Review (Term Papers Due)	9-12
	4/14	Friday	*No Class*	
Week 15	4/17	Monday	*No Class*	
	4/19	Wednesday	**Exam #3**	9-12
	4/21	Friday	Psychological Disorders	14
Week 16	4/24	Monday	Psychological Disorders	14
	4/26	Wednesday	Psychological Disorders/Social Psychology	14, 16
	4/28	Friday	Social Psychology	16
Week 17	5/1	Monday	Social Psychology	16
	5/3	Wednesday	Review	14 & 16
	5/5	Friday	**Exam #4** (Final Exam)	**14 & 16**

*****The final will NOT be given early. You must take the final during the final exam time, no exceptions.**

General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication

- Goal 6: Demonstrates the knowledge of the human experience throughout history

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.

- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

  If a student is aware that they will miss an exam, they must inform the instructor *at least* two weeks prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. If a student is sick or experiences unforeseen circumstances where an exam must be missed**, the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. If the student does not notify the instructor ***before*** the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner then 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The "assignment" will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor's absence by a note on the classroom door, as well as with a notification on the class Moodle shell. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

Academic Integrity:

Plagiarism (taking the ideas, thoughts, or language or someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Student E-mail Policy

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

PSYC 111 Introduction to Psychology

Online

Course Description: This course involves the scientific study of behavior and mental processes. It is a basic prerequisite to most other psychology classes.

Credits: 3 semester hour credits

Prerequisite(s): none

Delivery method*:* online

Course Objectives/Student Outcomes: It is expected that students will be able to:

· Identify theoretical perspectives and research methods.

· Identify the parts of the brain and nervous system and their functions.

· Outline the different types of learning.

· Summarize current theories about memory and forgetting.

· Discuss key concepts regarding intelligence and psychological testing.

· Describe the psychological changes humans undergo during childhood, adolescence, and adulthood.

· Define the different types of psychological disorders and outline the methods used to treat them.

· Recognize the factors that influence how humans behave

toward one another in social situations.

Instructor: Amy Lopez

Office: Online. You may post questions in the Virtual Office in the online classroom. These will be visible to all students. Use the eMail tool within the online course to communicate with the instructor privately.

Office Hours: Course eMail messages will be checked daily, Monday through Friday. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5623 or 1-888-918-5623 (toll-free).

Class Schedule: Online

Textbook: Weiten, Wayne. Psychology: Themes & Variations. 9th ed.

Order by e-mail: janeen.pollman@dakotacollege.edu

or Order by calling: 701-228-5458

Course Requirements:

There are weekly deadlines for completing assignments.

Discussion Forums: Each week, you will have one or more discussion forums (one for each chapter.) For each forum, you will need to post one answer to a question, two replies to other students' answers, and two replies to students who have replied to you. Forums will close on Sunday nights at 11:45 p.m. Central Time. If you wait until Sunday night to post your answer, other students will not have time to reply to you, and you will not have time to reply to them, resulting in a loss of points for you. So please, make the discussion

forums your first priority each week.

Homework Assignments: Weekly 1 page papers will cover the material discussed in that week. These papers are to be submitted in the drop box for that week. The deadline for submitting this homework to the drop box is 11:45 p.m. Central Time Sunday nights.

Paper: A 3 to 5 page paper on a topic from our textbook of your choosing is due at the end of the course. The topic for your paper is due the 2nd week of the term and must be approved by your instructor.

The quality of the paper determines the total number of points, with a maximum of 50 points. The paper should be in American Psychological Association (APA) style.

Tests: There will be four tests given during the semester. The questions will be multiple choice in nature. Each test consists of 30 questions, will be available for one week and will close at 11:45 p.m. Central Time Sunday nights. Each test will be worth 30 points, so a total of 120 points can be earned.

Attendance: Regular participation is expected. Students should complete all assignments by the due dates.

Relationship to Campus Theme: This course develops a background in psychology that can be used to understand people in family, social, professional, and community settings.

Classroom Policies:

· Regular participation is expected.

· All tests can be taken on any computer with Internet access.

· Students need to set up or select an environment conducive for testing (e.g. distraction-free area at home, a computer lab at a library, etc.)

· Students can take the tests at any time between the given dates and times.

· A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.

· Homework assignments and the paper will lose 10% for each day they are late, and will not be accepted more than one week after the due date.

Evaluation:

Grades are based on total points earned.

Discussion Forums (10 pts ea)

Drop Box Homework (15 pts ea)

Paper 50

Tests (30 pts ea)

A--90-100% B--80-89% C--70-79% D--60-69% F--59% or lower

Academic Integrity:

The academic community is operated on the basis of

honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PSYC 250—Developmental Psychology

Number of credits:

3 credits

Course Description:

A survey of the psychology of human life span development. Includes a study of human development through the life-span with an emphasis on physical, cognitive, social, emotional and personality development.

Pre-/Co-requisites:

PSYC 111—Introduction to Psychology

Course Objectives:

Students will:

1. Define key concepts in the field of developmental psychology.
2. Demonstrate an understanding of developmental psychology, including the field's history, methods, and future directions.
3. Explain basic physical, cognitive, social, emotional, and personality development throughout the lifespan.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Tuesdays 9:00am-noon, 1:00-3:00pm, and by appointment

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:

MWF 9:00-9:50
TH 1108

Textbook(s):

Berger, K. S. (2011). *The developing person throughout the life span*, 8th Ed. New York: Worth Publishers.

Course Requirements:

- Exams (4 exams (non-cumulative), each worth 50 points) 200 points
- Quizzes (10 quizzes, each worth 5 points) 50 points
- Papers (2 papers, each worth 25 points) 50 points

Total: 300 points

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

Major Assignments:

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each. All exams are closed book and notes.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under *any* circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Papers:** Each student will complete two papers throughout the semester. The first paper will be a gendered toy analysis, and another will apply class concepts to a movie review. Each paper will be two pages (double-spaced) in length. Paper descriptions and rubrics are available on Moodle. Papers are due on the specified due dates, but can be submitted in advance.

Tentative Course Outline:

Week	Date	Day	Topic	Chapter
Week 1	1/11	Wednesday	Class Introduction	
	1/13	Friday	Introduction	1
Week 2	1/16	Monday	*Martin Luther King Jr. Day (No Class)*	
	1/18	Wednesday	Theories of Development	2
	1/20	Friday	Theories of Development	2
Week 3	1/23	Monday	Heredity and Environment	3
	1/25	Wednesday	Prenatal Development and Birth	4
	1/27	Friday	Prenatal Development and Birth	4
Week 4	1/30	Monday	First Two Years	5-7

	2/1	Wednesday	First Two Years	5-7
	2/3	Friday	First Two Years	5-7
Week 5	2/6	Monday	First Two Years	5-7
	2/8	Wednesday	Review	1-7
	2/10	Friday	**Exam #1**	1-7
Week 6	2/13	Monday	Early Childhood	8-10
	2/15	Wednesday	Early Childhood	8-10
	2/17	Friday	Early Childhood	8-10
Week 7	2/20	Monday	*Presidents' Day (No Class)*	
	2/22	Wednesday	Early Childhood	8-10
	2/24	Friday	Middle Childhood	11-13
Week 8	2/27	Monday	Middle Childhood	11-13
	3/1	Wednesday	Middle Childhood	11-13
	3/3	Friday	Middle Childhood **(Paper #1 Due)**	11-13
Week 9	3/6	Monday	Review	8-13
	3/8	Wednesday	**Exam #2**	8-13
	3/10	Friday	Adolescence	14-16
Week 10	3/13	Monday	*Spring Break (No Class)*	
	3/15	Wednesday	*Spring Break (No Class)*	
	3/17	Friday	*Spring Break (No Class)*	
Week 11	3/20	Monday	Adolescence	14-16
	3/22	Wednesday	Adolescence	14-16
	3/24	Friday	Adolescence	14-16
Week 12	3/27	Monday	Emerging Adulthood	17-19
	3/29	Wednesday	Emerging Adulthood	17-19
	3/31	Friday	Emerging Adulthood	17-19
Week 13	4/3	Monday	Emerging Adulthood	17-19
	4/5	Wednesday	Review	14-19
	4/7	Friday	**Exam #3**	14-19
Week 14	4/10	Monday	Adulthood	20-22
	4/12	Wednesday	Adulthood **(Paper #2 Due)**	20-22
	4/14	Friday	*No Class*	
Week 15	4/17	Monday	*No Class*	
	4/19	Wednesday	Adulthood	20-22
	4/21	Friday	Late Adulthood	23-25
Week 16	4/24	Monday	Late Adulthood	23-25
	4/26	Wednesday	Death and Dying	Epilogue
	4/28	Friday	"Tuesdays with Morrie"	
Week 17	5/1	Monday	"Tuesdays with Morrie"	
	5/3	Wednesday	Review	20-25, Ep.
	5/5	Friday	**Exam #4**	20-25, Ep.

*****The final will NOT be given early. You must take the final during the final exam time, no exceptions.**

General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.

- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

  If a student is aware that they will miss an exam, they must inform the instructor *at least* two weeks prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. If a student is sick or experiences unforeseen circumstances where an exam must be missed**, the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. If the student does not notify the instructor ***before*** the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner then 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The "assignment" will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor's absence by a note on the classroom door, as well as with a notification on the class Moodle shell. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

Academic Integrity:

Plagiarism (taking the ideas, thoughts, or language or someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Student E-mail Policy

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

PSYC 250 Developmental Psychology

Online

Course Description: This course involves the human life span development from infancy through adolescence.

Credits: 3 semester hour credits
Prerequisite(s): PSYC 111 Introduction to Psychology
Delivery Method: Online

Course Objectives/Student Outcomes:

It is expected that students will be able to

- Identify theoretical perspectives and research methods.
- Demonstrate an understanding of terms used in developmental psychology.
- Recognize domains of human development.
- Describe the characteristics of infancy, childhood, and adolescence and identify the changes that occur in each domain.
- Discuss the relevance of course content to parenting, future professions, and their own development.

Instructor: Alice West, M.A.
Office: Online. You may post questions in my Virtual Office in our online classroom.
Office Hours: Use the eMail tool within the online course to communicate with the instructor. Course eMail messages will be checked daily, Monday through Friday. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5623 or 1-888-918-5623 (toll-free).
Email: Use online course eMail tool.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Class Schedule: Online

Textbooks:

Martorell, G., D. Papalia, and R. Feldman. *A Child's World: Infancy through Adolescence. 13th ed.* McGraw-Hill. ISBN: 978-0-07-803543-2

Order by e-mail: bookstore@dakotacollege.edu
Bookstore: http://www.dakotacollege.edu/bookstore/order-books/

Course Requirements:

There are **weekly deadlines** for completing assignments.

Discussion Forums:

Each week, you will have one or more discussion forums (one for each chapter.) For each forum, you will need to post one answer to a question, two replies to other students' answers, and two replies to students who have replied to you. Forums will close on Saturday nights at 11:45 p.m. If you wait until Saturday night to post your answer, other students will not have time to reply to you, and you will not have time to reply to them, resulting in a loss of points for you. So please, make the discussion forums your first priority each week in this class.

Homework Assignments:

Throughout the term, you will have six short papers due in the drop box. Each paper is to be one-half to one page long. The deadline for submitting this homework to the drop box is 11:45 p.m. Saturday night during the week it is due.

Paper:

A research paper is due near the end of the term. The topic for your paper is due early in the term. Both are to be submitted to the drop box just like homework assignments.

Quizzes:

Each week you will need to take one or more quizzes (one for each chapter.) There is no time limit on the quizzes, and you can take each one as many times as you like. The highest grade you earn will be the grade recorded in the gradebook. The quizzes for each week will be available until 11:45 p.m. Saturday nights.

Final Exam:

The final exam will be taken at the end of the term. It will have a time limit, and it can only be taken once.

Attendance: Regular participation is expected. Students should complete all assignments by the due dates.

Course Outline:

WEEK 1: Chapter 1
WEEK 2: Chapter 2
WEEK 3: Chapters 3 & 4
WEEK 4: Chapter 5
WEEK 5: Chapter 6
WEEK 6: Chapter 7
WEEK 7: Chapter 8
WEEK 8: Chapter 9
WEEK 9: Chapter 10
WEEK 10: Chapter 11
WEEK 11: Chapter 12
WEEK 12: Chapter 13
WEEK 13: Chapter 14
WEEK 14: Chapter 15
WEEK 15: Chapter 16
WEEK 16: Chapter 17
WEEK 17: Final Exam

General Education Goals and Objectives:

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity
Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

This course develops a background in the psychology of human development that can be used to understand people in family, social, professional, and community settings.

Classroom Policies:

- Regular participation is expected.

- All quizzes and exams can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction-free area at home, a computer lab at a library, etc.)
- Students can take the quizzes and exam at any time between the given dates and times.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Homework assignments and the paper will lose 10% for each day they are late, and will not be accepted more than one week after the due date.

Evaluation:
Grades are based on total points earned.

	Points
Discussion Forums	170
Quizzes	170
Drop Box Homework	60
Paper	100
Final Exam	100
Total Points:	600

A--90-100%	(540 points)
B--80-89%	(480 points)
C--70-79%	(420 points)
D--60-69%	(360 points)
F--59% or lower	(359 points or lower)

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, Is It Plagiarism Yet?

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PSYC 270H—Honors Abnormal Psychology

Number of credits:

1 credits

Course Description:

In this course, students will learn extensively about different psychological disorders through the use of popular media, non-fiction and fictional accounts of these disorders. Each week, students will be asked to reflect on one of these media sources, and apply DSM-IV-TR diagnostic criteria to determine the correct diagnosis and whether or not the portrayal of the disease is accurate and/or typical.

Pre-/Co-requisites:

Pre-requisite: PSYC 111—Introduction to Psychology
Co-requisite: PSYC 270—Abnormal Psychology

Course Objectives:

Students will:

1. Define key concepts in the field of abnormal psychology.
2. Demonstrate an understanding of basic diagnosis of psychological disorders.
3. Explain basic psychological disorders, including classification, symptoms, and etiology.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Tuesdays and Thursdays 10:00am-noon, 1:00pm-2:30pm

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:

TBA

Textbook(s):

American Psychological Association. (2010). *Diagnostic and statistical manual of mental disorders*-5. Washington, DC: APA.

Course Requirements:

- Read weekly readings and come to class prepared to discuss.
- Participate in seminar style discussion.
- Weekly diagnostic criteria assignments.

*****If the above criteria are met, the student will receive a passing grade. If students fail to meet the above criteria, students will not pass the honors portion of PSYC 270.**

Major Assignments:

- **Weekly Readings:** We will read three different novels throughout the semester. Student are responsible for reading the assigned pages, understanding the text, and noting any psychological disorder symptoms. Furthermore, students should devise questions regarding the content of the novels. These questions will facilitate discussion if needed.
- **Weekly Diagnostic Criteria Assignments:** While reading the assigned readings, students should keep detailed notes on "patient" symptoms. These notes enable the students to diagnosis the "patient" with an appropriate psychological diagnosis.
- **Honors Symposium Presentation:** Students will compile diagnostic information from the "patients" and will present this during an Honors Symposium at the end of the semester. Students will compare and contrast diagnostic criteria from the DSM-IV-TR to the DSM-5.

Tentative Course Outline:

Week	**Topic**
Week 1	Class Introduction
Week 2	*Book 1*
Week 3	*Book 1*
Week 4	*Book 2*
Week 5	*Book 2*
Week 6	*Book 3*
Week 7	*Book 3*
Week 8	Prepare Symposium Presentation
Week 9	Prepare Symposium Presentation

General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are NOT allowed in this seminar style class.

- **Grades.** Grades in this class are based on participation in class discussions, and coming to class prepared (i.e. reading the assigned readings and completing the diagnostic criteria requirements). The instructor will notify the students of their pass/fail status during Week 5 and Week 13 (students should feel free to inquire about their status whenever they see fit).

Academic Integrity:

Plagiarism (taking the ideas, thoughts, or language or someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PSYC 270—Abnormal Psychology

Number of credits:

3 credits

Course Description:

A survey of the classification, symptoms, and etiology of psychological disorders. This class focuses on the entire range and scope of human behavior, including theoretical, etiological, epidemiological, and phenomenological approaches to mental illness. It is intended that the student increases their understanding of psychopathology in general and learn more about basic psychological disorders. The course will also explore the aspects of social consequences and treatment options offered in the past and at the current time.

Pre-/Co-requisites:

PSYC 111—Introduction to Psychology

Course Objectives:

Students will:

1. Define key concepts in the field of abnormal psychology.
2. Demonstrate an understanding of abnormal psychology, including the field's history, methods, and future directions.
3. Explain basic psychological disorders, including classification, symptoms, and etiology.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Tuesdays 9:00am-noon, 1:00-3:00pm, and by appointment

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:

MWF 2:00-2:50
TH 1107
End Date: March 3, 2016 ***This is a fast paced class. Extensions WILL NOT be granted.

Required Texts:

American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Edition). Washington, DC: APA.

Oltmanns, T. F., Martin, M. T., Neale, J. M., & Davison, G. C. (2012). *Case Studies in Abnormal Psychology*, 9th Ed. Hoboken, NJ: Wiley.

Course Requirements:

- Quizzes (10 quizzes, each worth 15 points) 150 points
- Papers (10-10 points each) 100 points
- Discussion Participation (10-5 points each) 50 points

Total: 300 points

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

Major Assignments:

- **Quizzes:** Ten (10) quizzes will be given throughout the semester. Each quiz will be worth 15 points, and will consist of ten multiple choice questions worth 1-point each, and one essay question worth 5 points. The essay question on each quiz (except the first) will be: What are some challenges that you would experience if you had _____ disorder. These quizzes will cover material presented in the week's readings, assignments and lectures.
- **Papers:** There are a total of eight (8) case studies covered throughout the semester. Each student will be responsible for writing a summary and reflection on all eight case studies. The summary and reflection should be one page (double-spaced) in length. Additionally, the first paper due in the class will reflect over changes to the DSM, and the ninth paper in the class will summarize and reflect on the movie *Still Alice.* These assignments must be turned in at the beginning of the class period of which it is due. Full points will be awarded for summary and reflections that are thorough and insightful.
- **Discussion Participation:** There are a total of ten (10) discussions over class topics in Moodle. Students are expected to actively participate in ALL discussions. Students who contribute multiple insights and facilitating discussion will earn the full 5 points.

Tentative Course Outline:

Week	Date	Day	Topic	DSM-5
Week 1	1/11 1/13	Wednesday Friday	Class Introduction/Responsibilities & Assignments History of the DSM/Using the DSM	
Week 2	1/16 1/18 1/20	Monday Wednesday Friday	*Martin Luther King Jr. Day (No Class)* Using the DSM/**Quiz #1 (Paper and Discussion)** Neurodevelopmental Disorders (watch T.G.)	 p. 31
Week 3	1/23 1/25 1/27	Monday Wednesday Friday	**Quiz #2/Autistic Disorder (Paper & Discussion)** Depressive Disorders **Quiz #3/Depression (Paper and Discussion)**	 p. 155
Week 4	1/30 2/1 2/3	Monday Wednesday Friday	Obsessive-Compulsive and Related Disorders **Quiz #4/OCD (Paper and Discussion)** Dissociative Disorders	p. 235 p. 291
Week 5	2/6 2/8 2/10	Monday Wednesday Friday	**Quiz #5/DID (Paper and Discussion)** Feeding and Eating Disorders **Quiz #6/Bulimia (Paper and Discussion)**	 p. 329
Week 6	2/13 2/15 2/17	Monday Wednesday Friday	Sexual Dysfunctions/Paraphilic Disorders **Quiz #7/Paraphilic (Paper and Discussion)** Substance-Related and Addictive Disorders	p. 423, 685 p. 481
Week 7	2/20 2/22 2/24	Monday Wednesday Friday	*Presidents' Day (No Class)* **Quiz #8/Alcohol Depend. (Paper & Discussion)** Neurocognitive Disorder	 p. 591
Week 8	2/27 3/1 3/3	Monday Wednesday Friday	**Quiz #9/Still Alice (Paper and Discussion)** Personality Disorders **Quiz #10/Borderline (Paper and Discussion)**	 p. 645

*****The final will NOT be given early. You must take the final during the final exam time, no exceptions.**

General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.

- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

  If a student is aware that they will miss a quiz, they must inform the instructor *at least* two weeks prior to the missed quiz. An essay quiz (worth 15 points) will substitute for the missed quiz. This quiz must be taken *before* the scheduled quiz date. If a student is sick or experiences unforeseen circumstances where a quiz must be missed**, the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay quiz will take the place of the missed quiz and must be taken within one week of the missed quiz. If the student does not notify the instructor ***before*** the next class period, the student will receive a "0" for the missed quiz. Students involved in college activities (e.g., athletics) that require them to miss a quiz will take a make-up which is the same format as typical quizzes (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay quiz.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner then 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. Students will be notified of the professor's absence by a note on the classroom door, as well as with a notification on the class Moodle shell. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

Academic Integrity:

Plagiarism (taking the ideas, thoughts, or language or someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Student E-mail Policy

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

PSYC 270 Abnormal Psychology

3 semester hour credits

Course Description:

A survey of the classification, symptoms, and etiology of psychological disorders. This class focuses on the entire range and scope of human behavior, including theoretical, etiological, epidemiological, and phenomenological approaches to mental illness. It is intended that the student increases their understanding of psychopathology in general and learn more about basic psychological disorders. The course will also explore the aspects of social consequences and treatment options offered in the past and at the current time.

Prerequisite: PSYC 111 Introduction to Psychology

Course Objectives:

The student will be required to think objectively about research, social issues, case studies, etc.
This is a social science course, so understanding and analysis using the scientific method is a crucial cornerstone here.
This course will cover the entire spectrum of human behavior, showing the student the varying forms of mental processes.

1. Define abnormal behavior.
2. Describe the influences that produce and maintain mental disorders.
3. Outline the processes of clinical assessment and diagnosis.
4. Describe the symptoms, causes, and treatments of anxiety disorders, somatic symptom disorders, dissociative disorders, mood disorders and suicide, eating and sleep disorders, sexual dysfunctions, gender dysphoria, substance-related and impulse-control disorders, personality disorders, schizophrenia and other psychotic disorders, developmental disorders, and cognitive disorders.
5. Explain the psychological and social factors that influence the development of physical disorders, including the relationships between stress, the immune system, and lifestyle choices.
6. Discuss the legal and ethical issues associated with the assessment and treatment of abnormal behavior.

Instructor: Alice West, M.A.
Office: Online. You may post questions in my Virtual Office in our online classroom.
Office Hours: Use the eMail tool within the online course to communicate with the instructor. Course eMail messages will be checked daily, Monday through Friday. If you have a technical problem, contact the Distance Education office by calling 1-701-228-

5623 or 1-888-918-5623 (toll-free).
Email: Use online course eMail tool.
Class Schedule: Online

Student Email Policy:

> Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Textbooks:

Barlow, D. H. and V. Durand. *Abnormal Psychology: An Integrative Approach;* 7th Ed. Cengage. ISBN: 978-1-285-75561-8.

Order by e-mail: bookstore@dakotacollege.edu
Bookstore: http://www.dakotacollege.edu/bookstore/order-books/

Course Requirements:

There are **weekly deadlines** for completing assignments.

Discussion Forums:

Each week, you will have one or more discussion forums (one for each chapter.) For each forum, you will need to post one answer to a question, two replies to other students' answers, and two replies to students who have replied to you. Forums will close on Saturday nights at 11:45 p.m. If you wait until Saturday night to post your answer, other students will not have time to reply to you, and you will not have time to reply to them, resulting in a loss of points for you. So please, make the discussion forums your first priority each week in this class.

Homework Assignments:

During the term, you will have six short papers (one-half to one page each) due in the drop box. The deadline for submitting this homework to the drop box is 11:45 p.m. Saturday nights.

Paper:

A research paper is due the last week of the term. The topic for your paper is due in the 2nd drop box of the term. Both are to be submitted to the drop box just like homework assignments.

Quizzes:

Each week you will need to take one or more quizzes (one for each chapter.) There is no time limit on the quizzes, and you can take each one as many times as you like. The highest grade you earn will be the grade recorded in the gradebook. The quiz for each week will be available until 11:45 p.m. Saturday night.

Final Exam:

A comprehensive final exam will be taken at the end of the term. It will have a 2-hour time limit, and it can only be taken once.

Attendance: Regular participation is expected. Students should complete all assignments by the due dates.

Be sure to read my Lecture Notes for each chapter. They will be posted weekly in our classroom.

Course Outline:

WEEK 1: Chapter 1
WEEK 2: Chapter 2
WEEK 3: Chapter 3
WEEK 4: paper topic due
WEEK 5: Chapter 5
WEEK 6: Chapter 6
WEEK 7: Chapter 7
WEEK 8: Chapter 8
WEEK 9: Chapter 9
WEEK 10: Chapter 10
WEEK 11: Chapter 11
WEEK 12: Chapter 12
WEEK 13: Chapter 13
WEEK 14: Chapter 14
WEEK 15: Chapter 15
WEEK 16: Chapter 16, paper due
WEEK 17: Final Exam

General Education Goals and Objectives:

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity

Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

Upon completion of the course, the student will be familiar with modern diagnostic technologies and treatments within the field.

Classroom Policies:

- Regular participation is expected.
- All quizzes and exams can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction-free area at home, a computer lab at a library, etc.)
- Students can take the quizzes and exam at any time between the given dates and times.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Homework assignments and the paper will lose 10% for each day they are late, and will not be accepted more than one week after the due date.
- Grades are based on total points earned.

Discussion Forums	150
Quizzes	150
Drop Box Homework	96
Research Paper	104
Final Exam	100
Total Points:	600

A--90-100%	(540 points)
B--80-89%	(480 points)
C--70-79%	(420 points)

D--60-69%	(360 points)
F--59% or lower	(359 points or lower)

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, Is It Plagiarism Yet?

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PSYC 280—Introduction to Health Psychology

Number of credits:

3 credits

Course Description:

Health is not just about physical ailments and taking medicine. One's thoughts, emotions and behaviors are all influential factors in health. This course examines how biological, psychological, and social factors interact with and affect health. Students will gain an understanding of the important role that psychology plays within the health care system. Everyone has experienced some kind of health issue. I encourage you to relate your own experiences to the topics we discuss in class. This course will consist of lecture, discussion, and group work

Schedule:

Spring, full-term

Pre-/Co-requisites:

None

Course Objectives:

Students will:

1. Demonstrate an understanding of health psychology, including the field's history, methods, and future directions.
2. Apply the biopsychosocial model of health psychology to concepts covered in class (i.e., understand that physical well-being is the result of complex biological, social, and psychological factors).
3. Appraise their own health including history, current behaviors, and implications for one's future health.
4. Implement a health behavior change project.
5. Identify and examine factors involved in different health issues (i.e., causes, maintenance, prevention, and treatment factors).

Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Mondays, Wednesdays and Fridays
8:30-9:00am
10:30-11:00am
3:00-4:00pm

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Textbook(s):

Taylor, S. E. (2008). *Health Psychology*, 7th Ed. New York: McGraw-Hill Companies, Inc.

Course Requirements:

- Exams (5 exams, each worth 40 pts) 200 points
- Quizzes 50 points
- Discussion Board Participation 50 points
- Health Behavior Change Poster 50 points

Total: 350 points

A	315 and above
B	280-314
C	245-279
D	210-244
F	Below 210

Major Assignments (all done on Moodle):

- **Exams:** There will be 5 exams throughout the semester worth 40 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 40 multiple choice questions worth 1 point each. Exams are over specified chapters (non-cumulative).
    - **Exam Procedures:** Exams will be taken online (thus internet access is needed) and are located on the course Moodle shell under the appropriate week (see the Course Schedule). Students will have 90 minutes to complete the exam, and ONLY ONE ATTEMPT. All exams are open until the closing date. Closing dates for exams are also the closing dates for quizzes and discussions over the exam material (e.g., quizzes and discussions over Chapters 6-7 will close when Exam #3 closes).
        - **Exam Closing Dates and Times:**
            - Exam #1 Material: Closes at 11:59pm on January 22
            - Exam #2 Material: Closes at 11:59pm on February 12
            - Exam #3 Material: Closes at 11:59pm on March 5
            - Exam #4 Material: Closes at 11:59pm on April 2
                - Health Behavior Change Projects are also due on this date.
            - Exam #5 Material: Closes at 11:59pm on May 7

- **Quizzes:** Ten (10) quizzes will be given throughout the semester. Each quiz is worth 5 points, and will consist of multiple choice questions. These quizzes are posted on the course Moodle shell. These quizzes cover material presented in the week's readings and lectures. Quizzes are

open until the exam covering the quiz material closes (e.g. quizzes over Chapters 6-7 will close when Exam #3 closes).

- **Discussion Board Participation:** In the course outline for the class, ten different weeks are identified as "Discussion" weeks. During these weeks, the instructor has posed a discussion question on the course Moodle shell for the given week. Each student is responsible for participating in the discussion by posting his/her own response to the discussion question (3 points), and engaging in discussion with at least one additional student (2 points). Discussions are open until the exam covering the discussion material closes (e.g. discussion over Chapters 6-7 will close when Exam #3 closes).

- **Health Behavior Change Poster:** Each student will complete a health behavior change project during the course of the semester. This will consist of identifying a personal health behavior that could be changed or modified to improve one's health. The student will do research on this behavior, will implement a change of the behavior for one week, and then will reflect upon this behavior. Each of these steps should be documented.

  Each student will create a conference style poster based off of information gathered through the Health Behavior Change Project. The poster will be the size of a standard sheet of computer paper. PowerPoint will be the primary tool used to make these posters. A more detailed description of the poster is available on Moodle. **Posters should be in the drop box by April 2, 2017, at 11:59pm.**

Course Outline

Week	Topic	Chapter	Discussion	Quiz	Exam
Week 1	What is Health Psych?	1	Discussion #1	Quiz #1	
Week 2	Systems of the Body	2		Quiz #2	**Exam #1 Chapters 1-2**
Week 3	Health Behaviors	3	Discussion #2		
Week 4	Health-Related Behaviors	4		Quiz #3	
Week 5	Health-Compromising Behaviors	5	Discussion #3		**Exam #2 Chapters 3-5**
Week 6	What is Stress	6		Quiz #4	
Week 7	Moderators of Stress	7	Discussion #4	Quiz #5	
Week 8	Project Discussion		Discussion #5		**Exam #3 Chapters 6-7**
Week 9	Using Health Services	8		Quiz #6	
Week 10	Spring Break				
Week 11	Patient-Provider Relations	9	Discussion #6	Quiz #7	
Week 12	Management of Pain/Discomfort *****HCB Poster Due*****	10			**Exam #4 Chapters 8-10**
Week 13	SCT and Body Image Management of Chronic Illness	11	Discussion #7	Quiz #8	
Week 14	Psych Issues in Illness (Tuesdays with Morrie)	12	Discussion #8	Quiz #9	
Week 15	Heart Disease and Hypertension	13	Discussion #9		
Week 16	AIDS and Cancer	14	Discussion #10	Quiz #10	
Week 17					**Exam #5**

					Chapters 11-14

General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to stay up-to-date in the class. If a student needs extra help with course technology, it is the student's responsibility to alert the instructor (via email, Moodle message, or phone) as soon as possible. Please utilize the course Moodle shell. The classroom environment is open and harassment free, so please engaged in discussion.

- **Deadlines.** All assignments are due by Sunday at 11:59pm of the assigned week. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends. All exams, quizzes, discussions, and project drop boxes are open until the closing date. DO NOT wait for the last minute to complete assignments. If a student does not turn in or complete an assignment by the necessary time, the student will receive a "0" for the incomplete assignment.
    - Exam #1 Material: Closes at 11:59pm on January 22
        - Chapters 1-2
    - Exam #2 Material: Closes at 11:59pm on February 12
        - Chapters 3-5
    - Exam #3 Material: Closes at 11:59pm on March 5
        - Chapters 6-7
    - Exam #4 Material: Closes at 11:59pm on April 2
        - Chapters 8-10
        - Health Behavior Change Projects are also due on this date.
    - Exam #5 Material: Closes at 11:59pm on May 7
        - Chapters 11-14

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner then 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

Academic Integrity:

Plagiarism (taking the ideas, thoughts, or language or someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Student E-mail Policy

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: RLS 212 Principles of Interpretation

Course Description: The course will provide an introduction into the field of environmental education; facilitate methods to teach environmental educational and environmental literacy.

Course Objectives:

It is expected that students will be able to:

- Explain the importance of interpretation in our natural and cultural settings.
- Utilize planning techniques to plan and present an effective interpretive program.

Instructor: Sherry Niesar

Office: Online

Office Hours: Mondays, Tuesdays & Thursdays, 2-4 pm

Phone: 701-527-3714

Email: Sherry.Niesar@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s*): Interpretation for the 21st Century - Fifteen Guiding Principles for Interpreting Nature and Culture* by Larry Beck and Ted Cable, Sagamore Publishing, Second Edition

Course Requirements:

- Regular participation in the class is expected.
- Graded assignments: Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters.
- Graded quizzes/tests: 2 one-hour exams of approximately 30 questions will be given. Quizzes follow each chapter with the exception of chapter 1 where no quiz is given.
- Grades: Grades are based on total points earned and include the points earned on practice exercises.

Tentative Course Outline:

Chapter 1 - Lighting a Spark
Chapter 2 - 2nd Principle - Interpreting in the Information Age
Chapter 3 - 3rd Principle - The Importance of a Story
Chapter 4 - 4th Principle - Provocation
Chapter 5 - Holistic Interpretation
Chapter 6 - Interpreting Throughout the Life Span

Chapter 7 - Bringing the Past Alive
Chapter 8 - Modern Tools of Interpretation
Chapter 8 Part 2
Chapter 9 - Enough is Enough
Chapter 10 - Technique Before Art
C 11 - Interpretive Writing
Chapter 13 - Interpreting Beauty
Chapter 14 - Promoting Optimal Experiences
Chapter 15 - Passion
Conclusion: The Gift

General Education Goals/Objectives: Not a General Education Course

Relationship to Campus Theme:

Environmental Education provides the opportunity for students to learn to teach effectively about nature and to use technology to further their knowledege in the field.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. Any late work will not be accepted for full credit.

This academic environment is an open and harassment free one. Participation within the online classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: RLS 222 Recreation Programming & Planning

Course Description: The course will cover basic concepts of recreation programming including, theories and philosophies, needs assessment, promotion and program evaluation.

Course Objectives:

It is expected that students will be able to:

- Develop a working knowledge of basic principles and philosophy of recreation programming.
- Understand how develop a plan for a recreation program and the process to initiate the program.
- Use assessment techniques to evaluate recreation program success.

Instructor: Sherry Niesar

Office: Online

Office Hours: Mondays, Tuesdays & Thursdays, 4:00-6:00 pm

Phone: 701-527-3714

Email: Sherry.Niesar@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s*):* DeGraaf, Jordan, Degraaf. ***Programming for Parks, Recreation and Leisure Services, A Servant Leadership Approach.*** Venture Publishing. ISBN: 0-910251-99-1

Course Requirements:

Regular participation in the class is expected.

- Graded assignments: Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters.
- Graded quizzes/tests: Four one-hour exams of approximately 30 questions will be given.
- Grades: Grades are based on total points earned and include the points earned on assignments and exams.

Tentative Course Outline:

- Basic Programming Concepts
- Service & Quality in Programming
- Theories
- Philosophy
- Needs Assessment
- Program Design
- Program Promotion
- Pricing, Facilitating the Programming Experience
- The Programming, Evaluation

General Education Goals/Objectives: Not a General Education Course

Relationship to Campus Theme:

Recreation Programming provides the opportunity for students to learn to teach manage events and programs about nature, to use technology to further their knowledege in the field.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. Any late work will not be accepted for full credit.

This academic environment is an open and harassment free one. Participation within the online classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: RLS 280 Community and Commercial Recreation

Course Description: This course will focus on most aspects of establishing and managing a recreation facility. This includes operations management, financial management and programming. Tourism, travel and local community and commercial recreation facilities will be explored.

Course Objectives:

- Develop a working knowledge of basic principles of the overall management of a recreation enterprise. This includes operations management, financial management and programming.
- Understand how to apply feasibility to a new program or recreation enterprise.
- Students will be acquainted with the travel industry, hospitality industry and local commercial recreation.

Instructor: Sherry Niesar

Office: Online

Office Hours: Mondays, Tuesdays & Thursdays, 3:15-6:00 pm

Phone: 701-527-3714

Email: Sherry.Niesar@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s): ***Introduction to Commercial Recreation and Tourism,*** Crossley, Jamieson, & Brayley, 4th Edition, Sagamore Publishing, ISBN: 1-57167-475-6

Course Requirements:

- Regular participation in the class is expected.
- Graded assignments: Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters.
- Graded quizzes/tests: Three one-hour exams of approximately 30 questions will be given.
- Grades: Grades are based on total points earned and include the points earned on practice exercises.

Tentative Course Outline:

- Introduction to commercial recreation
- Entrepreneurship
- Economic and other obstacles in commercial recreation
- Starting a commercial recreation business
- Financial management
- Marketing
- Operations Management

- Programming in commercial recreation
- The travel industry
- Hospitality industry
- Local commercial recreation

General Education Goals/Objectives: Not a General Education Course

Relationship to Campus Theme:

Students completing this course will devclop understanding of commercial recreation and its reliance on the natural environment and technology.

Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. Late work will not be accepted for full credit.

This academic environment is an open and harassment free one. Participation within the online classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: RLS 288 Accessibility and Public Policy in Leisure Services

Number of credits: 3

Course Description: This Course will introduce students to the concepts of programmatic and physical accessibility in parks, recreation and leisure services. This course will discuss the American with Disabilities Act (ADA), The Rehabilitation Act of 1973 Section 504 and other laws that apply to parks, recreation and leisure services. This course will explore the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.

Pre-/Co-requisites: RLS 290 Introduction to Inclusive Recreation

- **Course Objectives:**

- Critically analyze programmatic and physical accessibility for individuals with disabilities.
- Analyze laws that apply to persons with disabilities in parks, recreation and leisure services.
- Describe available resources that can assist with disability related questions.
- Describe the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.
- Assess environmental, and financial factors that influence organizational based bias toward person with disabilities and community based policy development, planning, funding, delivery, and utilization of leisure services by persons with disabilities in local, regional, and global contexts.

Instructor: Jim Holben

Office: Can be reach through course e-mail or through Dakota College e-mail

Office Hours: The course is checked daily throughout the semester and will answer questions at that time.

Phone: N/A

Email: james.holben@dakotacollege.edu

Lecture/Lab Schedule: On-Line follows course calendar and weekly schedule posted in the course

Textbook(s):
DVD- Access is Good Business- Utah State University & Rocky Mountain ADA Center

Pocket Guide- Service Animals- Provided by the Rocky Mountain ADA Center Operated By Meeting the Challenge (ADA National Network)

ADA Quiz Book 4th Edition; Edited by Sandy Lahmann, Rob Gilkerson and Jane Burke Copyright 2012 by Meeting the Challenge

Disability Law Handbook Author Jacquie Brennan Published by DBTAC Southwest ADA Center Copyright 2009

2010 ADA Standards for Accessible Design Department of Justice Printed 2011

Outdoor Developed Areas: a Summary of Accessibility Standards for Federal Developed Areas And ABA Standards For Outdoor Developed Areas. http://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/a-summary-of-accessibility-standards-for-federal-outdoor-developed-areas/conditions-for-exceptions

Inclusion U Online From the Inclusive Recreation Resource Center (IRRC) SUNY Cortland, NY. $49.95 will need to go to this web address to access course: https://www.inclusiverec.org/

Website Resources for Course:

https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/final-guidelines-for-outdoor-developed-areas/text-of-the-guidelines

https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/final-guidelines-for-outdoor-developed-areas

https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas

https://www.access-board.gov/guidelines-and-standards/recreation-facilities

https://www.access-board.gov/guidelines-and-standards

https://adata.org/ada-publications

https://adata.org/region-8-rocky-mountain-ada-center

https://adata.org/find-your-region

http://www.fs.fed.us/recreation/programs/accessibility/pubs/pdfpubs/pdf12232806/pdf12232806Pdpi300.pdf

https://www.ada.gov/2010ADAstandards_index.htm

https://www.ada.gov/ta-pubs-pg2.htm

https://www.ada.gov/enforce_current.htm

http://www.ncaonline.org/education/index.shtml

http://www.swmodatr.com/

http://www.peninsulailc.org/programs/trails/

http://www.accessibilityonline.org/ao/archives/

Course Requirements: Students must have access to a computer with specific versions of Internet Explorer or Fire Fox. To see which versions are compatible, please refer to our pages.

Course Outline: This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are expected to complete the course in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

Students must read assigned chapters from the textbook and other course material and resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be one leisure paper, one article review paper and one reaction paper. There will be a total of 3 tests that include a midterm exam and a comprehensive final, as well as 10 quizzes, 10 forum questions, 1 semester project outdoor developed areas assignment/ADA Assignment/Introduction to IRRC (Inclusion Recreation Resource Center) Inclusivity Assessment.

Test 1	50 Points
Midterm Exam	50 Points
Final Exam	100 Points
Leisure Paper	25 Points
Article Review	25 Points
Reaction Paper	25 Points
Quizzes 1-10	50 Points (5 points each)
Forum Questions	50 Points (5 points each)
Semester Project	125 Points
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	500 Points Total

General Education Goals/Objectives:

- Critically analyze program and physical accessibility for an agency.
- Analyze the skills necessary to develop accessible programs and physical accessible facilities.
- Describe the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.

- Describe and evaluate the laws that apply to parks, recreation and leisure services. Define the Resource agencies available to assist with accessibility questions, and Department of Justice Complaints.

Relationship to Campus Theme:

The Accessibility and Public Policy in parks, recreation and leisure services course provides an introduction to physical accessibility and public policy in leisure services for individuals providing services in the field of Recreation, Parks Management, and Commercial Recreation

Classroom Policies:

- Regular participation in the class is expected.
- Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
- All quizzes and exams can be taken on any computer with Internet access.
- Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
- Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
- Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.
- Each quiz/test will be available for a 3-5 day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5 day period.
- Quizzes and test are given for a limited time only.
- Each quiz/test will be available for a limited period of time (15-90 minutes) depending upon the number of questions.
- Expectations: There are ten quizzes, and three test that are given during the course of the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay and matching. The final is comprehensive.
- Tests are comprised primarily of multiple choice, true/false, fill in the blank and matching. Quizzes have approximately 5 questions each and tests have around 25 questions each. A comprehensive final of 100 points is given at the end of the course.

Evaluation

- Your final grade is determined by dividing total points earned by total points possible. There are a total of 500 points possible for this course.
- 1 semester project outdoor developed areas assignment/ADA Assignment (150 Points)
- 10 Forum Questions (5 points each for a total of 50 points)
- 3 Tests (50 points each for a total of 150 points)

  Test 1 (DVD)- Access is Good Business, Pocket Guide- Service Animals, ADA Quiz Book 4th Edition, Disability Law Handbook,

  Test 2 Combo 4 pack 2010 Standard and Regulations, Outdoor Developed Areas: a Summary of Accessibility Standards for Federal Developed Areas And ABA Standards For Outdoor Developed Areas.

  Test 3 Inclusion U Online From the Inclusive Recreation Resource Center

- Comprehensive Final (100 Points)
- 10 Quizzes (5 points each for a total of 50 points)

Grades will be calculated using the following criteria:

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 and below

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

All submitted work is to be your own.

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, Is It Plagiarism Yet?

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook on pages 18, 19, and 37.

Disabilities and Special Needs: If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623. The instructor will make necessary accommodations.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: SOC 105—FIRST YEAR EXPERIENCE
Number of Credits: 1 semester hour
Pre/Co-requisites: None

Course Description: This course is designed to provide students with important concepts in student retention and positive student outcomes. Topics may involve drug and alcohol issues, health and personal safety, library resources, computer resources, academic policies and procedures, freshman transitions, general education, career exploration and diversity.

Course Objectives: As a two-year college, Dakota College at Bottineau subscribes to a philosophy that promotes student success through faculty, staff, and student interaction. This course is formatted to foster that interaction and to meet the following objectives:

1. Increase student's ability to adjust to the demands of the first year of college
2. Assist students in developing positive learning skills
3. Expose and orient students to the programs and services available on campus
4. Inform students about policies and procedures that govern campus life

Instructor: Professor Russ Gagnon, 852-3463, not after 9 p.m.

Office: Minot Campus Administration Building Room 160
Office Hours: M-F 9:00 a.m. to 4:00 p.m. and by appointment when not in class.
Phone: 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232,
Email: russ.gagnon@ndus.edu

Textbook(s): *The Snarktastic Guide to College Success,* Posey and von Bohlen, 978-0-321-94732-1, Pearson *Crack Da Code,* Sanyika Calloway Boyce, 0-9726320-0-x, this is a hard to find book but the Bottineau Bookstore will be able to help.

Course Requirements:

1. Attend class.
2. Completion of assignments, tests, and daily in-class work.
3. Grading:

90-100% =A 80-89% =B 70-79%= C 60-69%= D 0-59% =F

Tentative Course Outline:

First Week Survival
Confidence Building and Goals
Minimizing and Managing Stress
Multisensory Learning
Time Management
Active Listening and Notetaking
Textbooks: Critical Reading and Thinking
Diversity
Managing Your Money
Well-being and Being Well
Relationships
Safety: Protecting Yourself from Crime

General Education Goals/Objectives:

Technology - Objective 2:
Uses electronic resources for course related assignments and information
Skill 1: Selects appropriate electronic resources
Skill 2: Recognizes differences in Internet resources based on address extensions

Skill 3: Identifies proper academic library search engines
Skill 4: Evaluates quality/value of web-based information

Beyond - Objective 4:
Works collaboratively with others
Skill 1: Participates in class discussions and in any group projects or activities
Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

Relationship to Campus Theme: Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course utilizes technology to enhance the educational environment and encourages personal growth as they embark on the adventure of being a college student.

Classroom Policies:

Missed Classes: Attendance is required. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

Assignments: All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise number appears in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

Electronic Devices: Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications.

Academic Dishonesty and Grade Appeals: plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" or “Grade Appeal” policy in the university catalog or the student handbook online: http://www.dakotacollege.edu/handbook/

Disabilities and Special Needs: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the **ONLY** one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: SOC 105 First Year Experience

Number of credits: 1

Course Description: This course is intended to provide students with insight and information about what the institution deems are the most important concepts in student retention and positive student outcomes.

Pre-/Co-requisites: None

Course Objectives:

- Demonstrate knowledge about the key features within Moodle
- Utilize other technologies within Moodle
- Develop an understanding of DCB's policies and procedures
- Learn more about financial aid and fee payment
- Register and provide course schedules
- Knowledgeable about the Library and its resources
- Develop leadership skills
- Develop study skills
- Develop career awareness

Instructor: Heidi Hall

Office: Learning Center

Office Hours: Early Morning or Evening appointments arranged upon request.

Phone: Upon request

Email: iMail feature within Moodle

Lecture/Lab Schedule: Online; See outline for deadlines.

Textbook(s): None

Course Requirements:

- View PowerPoint/video presentations as required
- Complete weekly tests and/or assignments
- Midterm Paper
- Final Test

Grading Scale:

100-90%	**A**
89-80%	**B**
79-70%	**C**
69-60%	**D**
Less than 60%	**F**

Tentative Course Outline:

Week	**Dates**	**Topic(s)**
1	January 9-13	Becoming an Online Student
2	January 16 January 16-20	MLK Day – Campus Closed Using Key Features
3	January 23-27	Understanding Financial Aid & Fee Payment
4	January 30 – February 3	Library
5	February 6-10	Study Skills
6	February 13-17	Midterm Paper
7	February 20 February 20-24	President's Day – Campus Closed Respondus Lockdown Browser
8	February 27 - March 3	Tegrity Test Proctoring
9	March 6-10	Policies & Procedures
10	March 13-17	Spring Break
11	March 20-24	Career Awareness
12	March 27-31	Online Scavenger Hunt
13	April 3 - 7	Registration for Summer & Fall
14	April 10-14 April 14	Bookstore Holiday – Campus Closed
15	April 17-21	Blackboard Collaborate
16	April 24-28	Review
17	May 1-5	Final Exam
18	May 8-12	Course Evaluation

General Education Goals/Objectives:

- Nature - Objective 2: Demonstrates appreciation of the natural environment
    - Skill 1: Recognizes the interrelationships between living and non-living entities and their effects on the environment
    - Skill 2: Assesses the impact of human activity on their environment
    - Skill 3: Identifies and implements wise use management of our natural resources
    - Skill 4: Promotes and applies an ethic of stewardship for our environment
- Technology - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate electronic resources
    - Skill 2: Recognizes differences in Internet resources based on address extensions
    - Skill 3: Identifies proper academic library search engines
    - Skill 4: Evaluates quality/value of web-based information
- Beyond - Objective 4: Works collaboratively with others
    - Skill 1: Participates in class discussions and in any group projects or activities
    - Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

Relationship to Campus Theme: Nature, Technology & Beyond

This course utilizes technology to enhance the educational environment and encourages personal growth as they embark on the adventure of being a college student.

Classroom Policies:

Late assignments will be docked 10% per day late. I do understand that sometimes emergencies do occur. In this case, arrangements can be made with instructor for a new due date, but ONLY if arrangements are made before the original due date.

Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook. The Student Handbook is available online or at Student Services.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, notify your instructors and contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

SOC 110—Introduction to Sociology

Number of credits:

3 credits

Course Description:

This course is an introductory analysis of the nature of society; the interrelationships of its component groups and the process whereby society persists in change.

This class is designed as an introduction to the study of sociology, which is the study of human society. In this class, students will explore the different components that make our society what it is (e.g., race, group dynamics, sexuality). Furthermore, students will learn the history of sociology, sociological theory, and scientific methods used in the field of sociology.

Pre-/Co-requisites:

None

Course Objectives:

Students will:

1. Define key concepts in the field of sociology.
2. Demonstrate an understanding of sociology, including the field's history, methods, and future directions.
3. Explain basic human behaviors from a sociologist's perspective.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Tuesdays 9:00am-noon, 1:00pm-3:00pm, and by appointment

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:

MWF 12:16-1:00pm
TH 1107

Textbook(s):

Ferris, K., & Stein, J. (2012). *The Real World: An Introduction to Sociology*, 3rd Ed. New York, W. W. Norton.

Course Requirements:

- Exams (4 exams (non-cumulative), each worth 50 points) 200 points
- Quizzes (10 quizzes, each worth 5 points) 50 points
- Term Paper 50 points

Total: 300 points

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

Major Assignments:

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each. All exams are closed book and notes.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under *any* circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Term Paper:** Each student will complete a term paper covering a sociological topic presented in class. Students should provide a history of the topic, as well as personal or interviewed experiences of the topic. The term paper will be written in APA style and should be between 2-4 pages (double-spaced). An informational lecture and discussion over APA style, as well as paper requirements, will be given after the first exam.

Tentative Course Outline:

Week	Date	Day	Topic	Chapter
Week 1	1/11	Wednesday	Class Introduction	
	1/13	Friday	Sociology and the Real World	1
Week 2	1/16	Monday	*Martin Luther King Jr. Day (No Class)*	
	1/18	Wednesday	Sociology and the Real World	1
	1/20	Friday	Sociology and the Real World	1
Week 3	1/23	Monday	Studying Social Life	2
	1/25	Wednesday	Studying Social Life	2
	1/27	Friday	Studying Social Life (Stanford Prison Experiment)	2

Week 4	1/30	Monday	Review	1-2
	2/1	Wednesday	**Exam #1**	1-2
	2/3	Friday	APA Paper Discussion	
Week 5	2/6	Monday	Cultural Crossroads	3
	2/8	Wednesday	Cultural Crossroads (Devil's Playground)	3
	2/10	Friday	Cultural Crossroads (Devil's Playground)	3
Week 6	2/13	Monday	The Self and Interaction	4
	2/15	Wednesday	The Self and Interaction (Wild Child)	4
	2/17	Friday	The Self and Interaction (Wild Child)	4
Week 7	2/20	Monday	Presidents' Day (No Class)	
	2/22	Wednesday	Separate and Together: Life in Groups	5
	2/24	Friday	Separate and Together: Life in Groups	5
Week 8	2/27	Monday	Deviance	6
	3/1	Wednesday	Deviance	6
	3/3	Friday	Deviance	6
Week 9	3/6	Monday	Review	3-6
	3/8	Wednesday	**Exam #2**	3-6
	3/10	Friday	Social Class: The Structure of Inequality	7
Week 10	3/13	Monday	*Spring Break (No Class)*	
	3/15	Wednesday	*Spring Break (No Class)*	
	3/17	Friday	*Spring Break (No Class)*	
Week 11	3/20	Monday	Social Class: The Structure of Inequality	7
	3/22	Wednesday	Social Class: Inequality **(+10 pts for Papers**)	7
	3/24	Friday	Race and Ethnicity as Lived Experience	8
Week 12	3/27	Monday	Race and Ethnicity as Lived Experience	8
	3/29	Wednesday	Gender & Sexuality (**Term Paper Due**)	9
	3/31	Friday	Gender & Sexuality	9
Week 13	4/3	Monday	Gender & Sexuality	9
	4/5	Wednesday	Review	7-9
	4/7	Friday	**Exam #3**	7-9
Week 14	4/10	Monday	Health and Illness	14
	4/12	Wednesday	Health and Illness	14
	4/14	Friday	*No Class*	
Week 15	4/17	Monday	*No Class*	
	4/19	Wednesday	Health and Illness	14
	4/21	Friday	Education and Religion (pp. 301-318)	10
Week 16	4/24	Monday	"Waiting for Superman"	
	4/26	Wednesday	"Waiting for Superman"	
	4/28	Friday	"Waiting for Superman"	
Week 17	5/1	Monday	Education and Religion (pp. 301-318)	10
	5/3	Wednesday	Review	14 & 10
	5/5	Friday	**Exam #4**	14 & 10

*****The final will <u>NOT</u> be given early. You must take the final during the final exam time, no exceptions.**

General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication

- Goal 6: Demonstrates the knowledge of the human experience throughout history.

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate society.
- Students will be familiar with how nature influences societal and cultural development.
- Students will use critical thinking to understand the importance of sociology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.

- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends. If a student is aware that they will miss an exam, they must inform the instructor *at least* two weeks prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. **If a student is sick or experiences unforeseen circumstances where an exam must be missed, the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. If the student does not notify the instructor ***before*** the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner then 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The "assignment" will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor's absence by a note on the classroom door, as well as with an email. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

Academic Integrity:

Plagiarism (taking the ideas, thoughts, or language or someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Student E-mail Policy

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

SOC 110—Introduction to Sociology

Number of credits:

3 credits

Course Description:

This course is an introductory analysis of the nature of society; the interrelationships of its component groups and the process whereby society persists in change.

This class is designed as an introduction to the study of sociology, which is the study of human society. In this class, students will explore the different components that make our society what it is (e.g., race, group dynamics, sexuality). Furthermore, students will learn the history of sociology, sociological theory, and scientific methods used in the field of sociology.

Pre-/Co-requisites:

None

Course Objectives:

Students will:

1. Define key concepts in the field of sociology.
2. Demonstrate an understanding of sociology, including the field's history, methods, and future directions.
3. Explain basic human behaviors from a sociologist's perspective.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Tuesdays 9:00am-noon, 1:00pm-3:00pm, and by appointment

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:

MWF 1:00-1:50
TH 1107

Textbook(s):

Ferris, K., & Stein, J. (2012). *The Real World: An Introduction to Sociology*, 3rd Ed. New York, W. W. Norton.

Course Requirements:

- Exams (4 exams (non-cumulative), each worth 50 points) 200 points
- Quizzes (10 quizzes, each worth 5 points) 50 points
- Term Paper 50 points

Total: 300 points

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

Major Assignments:

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each. All exams are closed book and notes.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under *any* circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Term Paper:** Each student will complete a term paper covering a sociological topic presented in class. Students should provide a history of the topic, as well as personal or interviewed experiences of the topic. The term paper will be written in APA style and should be between 2-4 pages (double-spaced). An informational lecture and discussion over APA style, as well as paper requirements, will be given after the first exam.

Tentative Course Outline:

Week	Date	Day	Topic	Chapter
Week 1	1/11	Wednesday	Class Introduction	
	1/13	Friday	Sociology and the Real World	1
Week 2	1/16	Monday	*Martin Luther King Jr. Day (No Class)*	
	1/18	Wednesday	Sociology and the Real World	1
	1/20	Friday	Sociology and the Real World	1
Week 3	1/23	Monday	Studying Social Life	2
	1/25	Wednesday	Studying Social Life	2
	1/27	Friday	Studying Social Life (Stanford Prison Experiment)	2

Week 4	1/30	Monday	Review	1-2
	2/1	Wednesday	**Exam #1**	1-2
	2/3	Friday	APA Paper Discussion	
Week 5	2/6	Monday	Cultural Crossroads	3
	2/8	Wednesday	Cultural Crossroads (Devil's Playground)	3
	2/10	Friday	Cultural Crossroads (Devil's Playground)	3
Week 6	2/13	Monday	The Self and Interaction	4
	2/15	Wednesday	The Self and Interaction (Wild Child)	4
	2/17	Friday	The Self and Interaction (Wild Child)	4
Week 7	2/20	Monday	Presidents' Day (No Class)	
	2/22	Wednesday	Separate and Together: Life in Groups	5
	2/24	Friday	Separate and Together: Life in Groups	5
Week 8	2/27	Monday	Deviance	6
	3/1	Wednesday	Deviance	6
	3/3	Friday	Deviance	6
Week 9	3/6	Monday	Review	3-6
	3/8	Wednesday	**Exam #2**	3-6
	3/10	Friday	Social Class: The Structure of Inequality	7
Week 10	3/13	Monday	*Spring Break (No Class)*	
	3/15	Wednesday	*Spring Break (No Class)*	
	3/17	Friday	*Spring Break (No Class)*	
Week 11	3/20	Monday	Social Class: The Structure of Inequality	7
	3/22	Wednesday	Social Class: Inequality **(+10 pts for Papers**)	7
	3/24	Friday	Race and Ethnicity as Lived Experience	8
Week 12	3/27	Monday	Race and Ethnicity as Lived Experience	8
	3/29	Wednesday	Gender & Sexuality (**Term Paper Due**)	9
	3/31	Friday	Gender & Sexuality	9
Week 13	4/3	Monday	Gender & Sexuality	9
	4/5	Wednesday	Review	7-9
	4/7	Friday	**Exam #3**	7-9
Week 14	4/10	Monday	Health and Illness	14
	4/12	Wednesday	Health and Illness	14
	4/14	Friday	*No Class*	
Week 15	4/17	Monday	*No Class*	
	4/19	Wednesday	Health and Illness	14
	4/21	Friday	Education and Religion (pp. 301-318)	10
Week 16	4/24	Monday	"Waiting for Superman"	
	4/26	Wednesday	"Waiting for Superman"	
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Week 17	5/1	Monday	Education and Religion (pp. 301-318)	10
	5/3	Wednesday	Review	14 & 10
	5/5	Friday	**Exam #4**	14 & 10

*****The final will <u>NOT</u> be given early. You must take the final during the final exam time, no exceptions.**

General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication

- Goal 6: Demonstrates the knowledge of the human experience throughout history.

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate society.
- Students will be familiar with how nature influences societal and cultural development.
- Students will use critical thinking to understand the importance of sociology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.

- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends. If a student is aware that they will miss an exam, they must inform the instructor *at least* two weeks prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. **If a student is sick or experiences unforeseen circumstances where an exam must be missed, the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. If the student does not notify the instructor ***before*** the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

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Academic Integrity:

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Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Student E-mail Policy

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Introduction to Soils Course Syllabus
Fall Semester - Online

Course Prefix/Number/Title: SOIL 210
Number of Credits: 3 semester hours

Course Description: This class is designed to introduce students to one of the most important resources we have. With the knowledge gained through courses such as this we can manage this slowly deteriorating resource so that it can serve and provide us with our requirements for life as well as for the future.

Course Objectives: The goal of this course is to facilitate student learning about soils and its management so that students better understand the interactions between this valuable resource and human activities.

Objectives:

1. To learn and retain information essential to understanding soils the managing this valuable resource.
2. To understand and utilize the scientific methods of inquiry.
3. To practice sound, safe, and sensible laboratory techniques.
4. To appreciate the historic development of science.
5. To apply scientific information and principles to everyday life.
6. To recognize the interrelationship among the sciences, technology and society.

Instructor: Robert (Bob) Underwood

Phone number: Home: 701-228-2732 Cell: 701-871-1041
Email: bob.underwood@dakotacollege.edu
Underwood.assoc@gmail.com

Textbook: Soils an Introduction; Michael J Singer, Donald N Munns 6th Edition
Available from the campus bookstore or from online sources.

Course Requirements:
Exams, discussions, and lab assignments will be used to determine the final grade. Any grievances about graded materials must be addressed within one week from the time the material is returned to the student.
Exams (5)
Labs: 9
Discussions: 2 Multiple Threads available from either instructor or students.

Exams: There will be five regular exams. Exams may contain short answer, multiple choice, matching true/false and problems. Notes and textbooks may be used on the test. Tests will allow 2 attempts with an average being the final score. **Be sure to do well on the first attempt and be sure to wait until I have gone over the first attempt before attempting the second. You may have answers right that the auto grading missed.**
Be sure to check your grades regularly to be sure that I have not missed any assignments that have been turned in. I try to check the class at least once a day, unless I am away from a computer hookup.

Laboratory: The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities.

- Some will involve activities performed in the field or in a lab situation. If it is a lab type project, it may be done with simple household or gardening type tools or it may be done in a regular soils lab setting if that is available to you.
- The majority of labs will be written reports on observations made in the local landscape or articles assigned to be read. These reports should be in your own words and complete enough to cover the subject.

Grades will be based on total points using the following grading scale:
A= 90-100%
B= 80-89.5%
C= 70-79.5%
D=60-69.5%
F= <59.5%

General Education Goals & Objectives:

- This course meets General Education Goal 1: Explains the interrelationships between soil and their environment and the role of science in their lives. Specific objectives include;
    - - Demonstrates the application of the scientific method of inquiry (Objective #1)
    - - Demonstrates an awareness of the role of science in everyday life (Objective #3)

Relationship to Campus Theme:
This course addresses the campus theme by incorporating the role soils play in our everyday life and the impact they have on our natural world. In addition students will use technology to conduct labs as well as study how technology can be used in soil science.

Academic Integrity:
All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory with assignments, quizzes and exams will not be tolerated. Refer to the student handbook for further information.

Disabilities and Special Needs:
If you have a disability for which you require accommodations, you are encouraged to contact your instructor and the learning center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

Tentative Course Outline: Reading and lab schedule

Since the online class is designed to be done at your own pace, these are a suggested schedule. Midterm grades, given to let you know how you are doing up to that point, will be based on the completion of the first 2 exams by October 10, 2012

Test dates are last date for completion. Labs and tests may be done in advance if desired.

Test 1	Introduction , Terminology	p. 1-9	
Sept. 15	Soil Formation	p. 10-14	soil profiles - Natural and Urban
	Soil Genesis	p. 267 – 300	
Test 2	Soil Solids and Pores	p. 15 - 44	texture analysis
Oct. 10	Liquids and Gases	p. 50 - 70	bulk density
	Soil Climate	p. 71 - 86	
	Soil Water	p. 87 - 109	soil pores / water movement

Oct. 12, 2012 Midterm grades will be determined based on the above tests.

Test 3	Soil Biology, Nutrient Cycles and Microbes		
Nov. 1		p. 134 - 151	
	Microbial Processes	p. 158- 184	myccorhizal roots
Test 4	Nutrients and their Management	p. 190 - 239	Non-Cropping deficiencies
Nov. 20	Acidity and Salinity	p. 240 - 266	
Test 5	Soil Information Management	p. 301 - 320	inferred properties
Dec. 10	Soil Degradation	p. 353 -384	bioremediation in Bakken
	Nonagricultural Uses of Soils	p.: 385 - 410	

SPED 110 - Introduction to Exceptional Children
Dakota College Bottineau
Spring 2017
Tuesday and Thursday - 2:00-3:15
3 Semester Credits

Instructor: Ms. Jackie Migler, MS
Phone: 701-228-5466
Email: jacalyn.migler@dakotacollege.edu
Office: Arntzen 11, Tuesday and Thursday, 10:00-11:00

Text Book: Hallohan, D.P., Kaufmann, J.M., & Pullen, P.C. (2009) *Exceptional Learners: An Introduction to Special Education,* Ally & Bacon, Inc. (2008) - Hardback - 656 pages - ISBN 013606793X

Resources: This course will use the Internet for viewing videos and various sites exploring educational sites. Please make sure that you have access to a computer/internet. There will also be additional discussion papers, supplemental readings, and reading assignments that will be required.

Course Description: This course will provide an introduction to special education as well as an overview of disability categories. Students will be introduced to laws governing the education of students with disabilities including IDEA, ADA, and 504. Students will explore the history of special education.

Prerequisites: None

Course Goals:
Upon completion of this course, students will be able to:

- Define exceptional learners and special education
- Explain the history and origins of special education
- Describe legislation (IDEA, 504, ADA, NCLB/Every Child Succeeds Act) and how its implications for special education
- Explain best practices for teaching bilingual students
- Describe ways a special educator can support families of students with disabilities
- Become familiar with the characteristics of students in each of the disability categories (Intellectual and Developmental Disabilities, Learning Disabilities, Physical Disabilities, Other Health Disabilities, Emotional or Behavioral Disabilities, Speech/Language Disorders, Deaf or Hard of Hearing, Blind or Visually Impaired, Autism Spectrum Disorder, Traumatic Brain Injury, Deaf-Blindness, Multiple Disabilities)
- Understand and provide examples of the parts of an IEP
- Describe the pre-referral/assessment process
- Define a functional behavior assessment and positive behavior intervention plan

- Discuss early intervention services and services for transition into adulthood
- Discuss the role of the general education teacher and special education teacher

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There will be a one week grace period to make up any missed exams or assignments. Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are based on the following criteria:

A - 89.5 - 100% of the total points
B - 79.5 - <89.5% of the total points
C - 69.5 - < 79.5% of the total points
D - 59.5 - <69.5% of the total points
F - <59.5% of the total points

Tentative Course Outline (Subject to Change):

WEEK	**Discussion Topic and Activities**	**Assignments/Readings**
Jan 10,12	10 - Review syllabus, Questionnaire, Overview of the class 12- Definition of exceptional learner, special education, careers in special education, person first language, history and origins of spec ed, legislation related to spec ed	Read Chapter 1 in text for Jan 12 IDEA, ADA Every Child Succeeds Scavenger Hunt
Jan 17,19	UDL, Self Determination, Deinstitutionalization, Inclusion, Differentiation, RtI/MTSS, Collaboration, Progress monitoring, Accommodations vs modifications, PBIS, zero tolerance	Read Chapter 2 in text
Jan 24,26	Multicultural and bilingual education, SIOP	Read Chapter 3 in text
Jan 31, Feb. 2	**Exam #1 on Jan 31**	Exam #1 on Jan 31 covering Chapters 1-3

	Working with families, grief cycle, family involvement, overview of Individualized Education Plan, Communication with families	Read Chapter 4 in text for Feb 2
Feb. 7, 9	Intellectual and Developmental Disabilities - Characteristics, Causes, Identification (Intelligence tests and Adaptive behavior scales), Other syndromes, Implications for education, Assessment, Early Intervention, Transition, supervision of paraprofessionals	Read Chapter 5 in text
Feb 14,16	Learning Disabilities - definitions, identification, causes, areas, implications for instruction, models of delivery	Read Chapter 6 in text
Feb 21,23	ADD/ADHD - history, definition, causes, characteristics, implications for education, medications	Read Chapter 7 in text
Feb. 28, March 2	ED - definition, causes, identification, educational considerations, assessment, mental health diagnoses, service delivery, FBA, BIP, Crisis Prevention	Feb 28 - Exam #2 covering Ch 4-7 March 2 - read Ch 8
March 7,9	Speech/Language (Communication) - definition (speech and language), implications for education, assessment, augmentative devices	March 9 - read Ch 9
March 14,16	Spring break	XXXXXX
March 21, 23	Deaf/Hard of Hearing - parts of the ear,	Read Ch 10

	screening, causes, sign language, educational implications, assistive technology, models of service delivery	
March 28, 30	Blind/Visually Impaired - definition, anatomy of the eye, causes, braille, O and M, assistive technology, models of service delivery Exam #3 - March 30 covering Ch 8-11	March 28 - Read Ch 11 **Exam #3 - March 30**
April 4,6	Autism Spectrum Disorder - history, definition, Asperger Syndrome, causes, identification, educational considerations, assessment, sensory needs, service delivery models	Read Ch 12
April 11, 13	TBI, Deaf Blindness, Multiple Disabilities	Read Ch 13
April 18.20	Physical Disabilities - CP, Epilepsy, Spina Bifida, MD, OI, Juvenile Rheumatoid Arthritis, FAS/FAE, Asthma, AIDS, PT, OT, DAPE	Read Ch 14
April 25, 27	G/T -	Read Ch 15

May 2,4	IEP, Secondary Transition, Student Led IEPs, Mandated reporter,	Develop an IEP

Final Exam covering Chapters 12-15

Tentative Course Assignments and Assessments:

There will be weekly readings, assignments, and assessments.

Week (Date Due)	**Assignment**	**Points**

Weekly	Participation attendance points	5 points per week (90 points)
Week 2 (Jan 17)	Legislative scavenger hunt	10 points
Week 4 (Jan 31)	Exam #1	50 points
Week 8 (Feb 28)	Exam #2	50 points
Week 9 (March 7)	Mental Health Paper	50 points
Week 11 (March 30)	Exam #3	50 points
Week 15 (April 25)	Disability Paper	100 points
Week 16 (May 4)	Extra Credit Mandated Reporter	20 points
Final (May 9)	Exam #4	50 points
	Quizzes	75 points total

Paper Requirements:

Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited and a reference page must be provided.

There will be two papers for this course (mental health condition and a disability category). Further information will be given about what is to be included for each paper.

Exams:

Four exams will be given in this course. More information will be given regarding content of exams prior to the exam.

Class Participation:

Attendance in class is very important. Participation points will be given for each class. If you need to miss class, please email me prior to class.

Relationship to Campus Theme:

The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

Classroom Policies:

- Cell phones, iPods, and related technology are prohibited in the classroom at all times unless you have visited with the instructor previously. If these technologies are used in the classroom without the instructor's prior permission, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors and guests.

Academic Integrity:

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook.
- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in classroom discussions. Lack of attendance and participation will affect your final grade.

Confidentiality:

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

Disabilities and Special Needs:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center to request disability support services as early as possible in the beginning of the semester.

SPED110 Introduction to Exceptional Children
Tanya R. Mooney, M.Ed.
Spring 2017
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Exceptional Children	**Instructor:** Tanya R. Mooney, M.Ed.
Course Prefix/Number: SPED110	**Office:** Online
Class Location: Online	**Office Hours:** Online and by Appointment
Lecture/Lab Schedule: Online	**Instructor Contact Information:**
Credits: 3	*Email: mrsmooney3@gmail.com*
Pre-/Co-requisites: None	

Course Description: This course introduces and examines exceptionalities of learning with a focus on understanding current social and educational responsibilities. The purpose of this course is to give an introduction to special education as well as an overview of some current issues relating to educating the exceptional learner. Introduction to laws including IDEA and ADA will be discussed in terms of how they affect schools, intervention and community organizations. A brief history of how far special education has come will also be included in this course.

Relationship to Campus Theme: The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals and adult caregivers. The discipline provides coursework which transitions to higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instructional techniques.

Goals/Objectives: Upon completion of this course, student will be able to…

- Better understand special education
- Stay current on laws such as IDEA, ADA and NCLB
- Speak in “people first” language
- Understand the broad array of disabilities concerning educators today
- Give the history and origins of special education
- Discuss types of Early Intervention services
- Understand Individual Family Service Plans as well as Individual Education Plans

- Better understand the professionalism, cultural sensitivity and family-based service model that must be used when dealing with families

Student Outcomes:

The student will demonstrate knowledge of the…	**CEC Standard**	**Evidence/Criteria**
Purposes of programs for individuals with exceptional learning needs	SEP1K1	Passport; Communication Project
Basic educational terminology regarding students, programs, roles and instructional activities	SEP1K2	Passport; Case Study
Effects an exceptional condition(s) can have on an individual's life	SEP2K1	Passport; Communication Project; Case Study
Rights and responsibilities of families and children as they relate to individual learning needs	SEP3K1	Passport; Case Study
Basic instructional and remedial strategies and materials	SEP4K1	Passport; Communication Project; Case Study
Basic technologies appropriate to individuals with exceptional learning needs	SEP4K2	Passport; Communication Project
Demands of various learning environments	SEP5K1	Passport
Rationale for assessment	SEP8K1	Case Study
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Passport
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Case Study
Common concerns of families of individuals with exceptional learning needs	SEP10K1	Case Study
Roles of stakeholders in planning an individualized program	SEP10K2	Passport
The student will have the ability to:	**CEC Standard**	**Evidence/Criteria**
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Passport; Communication Project
Use strategies, equipment, materials and technologies, as directed, to accomplish instruction objectives	SEP4S1	Communication Project; Case Study
Assist in adapting instructional strategies and materials as directed	SEP4S2	Passport; Communication Project
Use strategies as directed to facilitate effective integration into various settings	SEP4S3	Communication Project

Use strategies that promote the learner's independence as directed	SEP4S4	Passport; Communication Project
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Passport; Communication Project; Case Study
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Passport
Use strategies for managing behaviors as directed	SEP5S3	Communication Project
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Communication Project
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Passport
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Passport; Communication Project
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Passport; Communication Project
Collaborate with stakeholders as directed	SEP10S2	Passport
Foster respectful and beneficial relationships	SEP10S3	Communication Project
CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.		

Required Textbooks and Materials:

Hallahan, D., Kauffman, J., &Pullen, P. (2008). Exceptional learners: An introduction to special education(11th ed.). Boston, MA: Pearson Allyn & Bacon.

SPED110 Introduction to Exceptional Children
Tanya R. Mooney, M.Ed.
Spring 2017
Dakota College at Bottineau

Course Requirements:

Description of Assignment/Assessment
Forums, Activities & Quizzes: Serves as practice opportunity for course objectives and formative assessment on material learned, as well as encourages peer interaction within the online shell. Activities vary from week to week.
Family Resource List: Students will compile a list of resources relevant to families with children with special needs.
Case Law Review: Students will examine and reflect upon special education case law and determine how it is applied to today's teaching.
Inclusion Passport: Students will create a passport for a student with a disability. The passport will include a description of how the student's disability affects learning, learning needs and strategies, goals as well as a summary of provisions offered by the school to meet the pupil's needs.
Communication Project: Students will develop a communication device for a student without verbal language, write a brief summary of the project, and present it to the class.
Videos: Films will be posted in online shell to allow students a more in-depth understanding of some of the disabilities. Students will be expected to watch the films and respond to the material.
Assessments: There will be two assessments. One is a traditional assessment (short answer, multiple choice etc…) and the other is a case study assessment (open book).

Grades: *Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together one valuated assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc.

SPED110 Introduction to Exceptional Children
Tanya R. Mooney, M.Ed.
Spring 2017
Dakota College at Bottineau

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

Tentative Course Outline (Subject to Change)

Week	Discussion Topic	Dates (2017)
1	Introduction to Special Education	January 9-14
2	Working with Families	January 15-21
3	IDEA, ADA & Referral Process	January 22-28
4	IEPs	January 29-February 4
5	Case Law	February 5-11
6	Ted Talks	February 12-18
7	Assessment #1	February 19-25
8	Intellectual Disabilities	February 26-March 4
9	Communication Disorders	March 5-11
	Spring Break	March 12-18
10	Learning Disabilities	March 19-25
11	ADHD	March 26-April 1
12	Visual Impairment	April 2-8
13	Hearing Impairment	April 9-15
14	Physical and Other Health Impairments	April 16-22
15	Traumatic Brain Injury	April 23-29
16	Assessment #2	April 30-May 5

Due Dates*: Each week contains a list of readings and work to complete. All reading and assignments must be completed and submitted by noon of the Monday following the week.* The only exception is the last week of class in which all course work is due by noon on Friday. ***Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time. Late work will NOT be accepted after the last Friday of class.***

STUDY SKILLS
UNIV 110
1 SH

Instructor	Mr. Russ Gagnon, 852-3463, not after 9 p.m.
Email	russ.gagnon@ndus.edu
Office Info	Minot Phone & Address: 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232, Admin 160.
Textbook	*Study Skills, Do I really Need This Stuff?,* Steve Piscitelli, 3rd Ed. 978-0-13-278951-6

COURSE DESCRIPTION: This course emphasizes learning skills that are essential for success in college work. It includes study techniques, goal setting, memory and concentration, information literacy, time management, learning styles, note taking, critical thinking, reading, civility, and other techniques for improving student performance.

COURSE OBJECTIVES: At the end of the course, the student will be able to:

- Define critical thinking and use the R.E.D. Model to create solutions and establish a clear study plan
- Develop a written schedule with two hours of study time for every hour scheduled in the classroom
- Deal with procrastination, set priorities, minimize stress, and organize a study space
- Use and evaluate multiple types of information sources to help make an educated decision about challenges
- Identify the major motivating force in the student's life
- Identify the preferred learning style, develop and use practical strategies for learning styles
- Use and evaluate one note-taking style, identify the teaching style and classroom expectations of instructors
- Efficiently use the SQ4R method of reading
- Identify and use at least two strategies to help improve how inforamtion is stored
- Combat test anxiety and improve test-performance skills
- Use at least three active-listening techniques to improve communication skills

COURSE CONTENT: "Assessment of strengths and weaknesses allow students to self-identify what they already do well as a whole and what they need to improve, and then take shorter assessments specific to the study skill topic of each chapter. Chapter opening situations are presented through crisply written 'problem based learning' vignettes to engage in critical thinking and is referenced in key points to reinforce the R.E.D. model. Each chapter concludes with the reader asked to critically apply objectives and strategies and propose a plan for the student in the scenario, again 'problem based learning'. Priority management is a key feature and distinct from time management, as well as Information literacy coverage including social media and how to write for social media - strong and timely." (Piscitelli)

- INTRODUCTION: TODAY IS THE TOMORROW YOU CREATED YESTERDAY
- CHAPTER 1: DO I REALLY NEED THIS STUFF
- CHAPTER 2: CRITICAL THINKING
- CHAPTER 3: PRIORITY MANAGEMENT
- CHAPTER 4: INFORMATION LITERACY
- CHAPTER 5: MOTIVATION AND GOAL SETTING
- CHAPTER 6: LEARNING STYLES
- CHAPTER 7: CLASS TIME LISTENING AND NOTE-TAKING
- CHAPTER 8: REVIEWING AND USING YOUR NOTES OUTSIDE OF THE CLASSROOM
- CHAPTER 9: READING
- CHAPTER 10: MEMORY
- CHAPTER 11: TEST PREPARATION AND TEST PERFORMANCE
- CHAPTER 12: CIVILITY
- CHAPTER 13: THE CHOICES YOU MAKE

COURSE POLICIES:

Missed Classes: Attendance is required. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

Assignments: All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise number appears in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

Electronic Devices: Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications. Basically, do not be rude to other students trying to learn.

Course Requirements:

1. **Attend class.**
2. **Completion of assignments, tests, and daily in-class work.**
3. **Grading:** Assignments, quizzes, and tests are computed for total points for the final grade. Percentages (%) are listed below.

90-100% =A 80-89% =B 70-79%= C 60-69%= D 0-59% =F

ACADEMIC DISHONESTY AND GRADE APPEAL POLICES: plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" policy in the university catalog or the student handbook online: http://www.dakotacollege.edu/pdf/studenthandbook.pdf

Nature, Technology, and Beyond: Dakota College emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the use of technology equipment in an office setting.

Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

UNIV 110 College Study Skills –Spring 2017 TH 1108 Wednesday 12:00 – 12:50 pm

Instructor: Peggy Gregg
Office: TH 1104 – Student Success Center - Telephone: 228-5477
Email: peggy.gregg@dakotacollege.edu
Office Hours: 8:45 a.m. - 3:00 p.m. Monday – Wednesday;
8:45 a.m. – 1:15 p.m. Thursday; 9:00 a.m. - 12:00 p.m. Friday

Text (Optional): *Do I Really Need This Stuff?* by Steve Piscitelli
Course Description: The objective of this class is to explain and demonstrate what is needed to be successful in classes at the college level. Expect quizzes or assignments on lectures.

Attendance and Grades: **Regular attendance is essential**. You earn 20 points for each class you attend and 10 points for in-class assignments and quizzes. **Your final grade is based on total points for attendance and in-class work**. You are not allowed to make up missed in-class assignments unless the absence was excused.
90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; Below 60% = F.

Class Schedule (*subject to change*)

1/11	Class 1	Setting the Stage
1/18	Class 2	Goal Setting
1/25	Class 3	Organizing Time and Space
2/1	Class 4	Note Taking
2/8	Class 5	Learning Styles
2/15	Class 6	Class Time
2/22	Class 7	Test Taking
3/1	Class 8	Test Taking cont.
3/8	Class 9	Using the Library
3/15	**No class**	Spring Break
3/22	Class 10	Memory
3/29	Class 11	Memory cont.
4/5	Class 12	Civility
4/12	Class 13	Information Literacy
4/19	Class 14	The Choices You Make
4/26	Class 15	Review
5/3	Class 16	Final Exam

CLASS CALENDAR - UNIV 110 College Study Skills

Note: TBHI = To be handed in

WEEK I **1/10** **First class**

WEEK II **1/17** **Article Reading/Responses due.**

1/19 Last day to add classes (16 wk)
1/19 Last day to drop classes for full refund (16 wk)

WEEK III **1/24**

WEEK IV **1/31**

WEEK V **2/7**

WEEK VI **2/14**

WEEK VII **2/21**

WEEK VIII **2/28** Midterm Week

WEEK IX **3/7**

[SPRING BREAK: 3/13 – 3/17]

WEEK X **3/21**

WEEK XI **3/28**

WEEK XII **4/4**

[Fri. 4/7 Last day to drop classes with a "W" withdraw (16 wk)]

WEEK XIII **4/11**

[HOLIDAY BREAK: 4/14 – 4/17]

WEEK XIV **4/18**

WEEK XV **4/25**

WEEK XVI **5/2**

[FINALS WEEK is May – May 12]

COLLEGE STUDY SKILLS SYLLABUS

Title: UNIV 110 COLLEGE STUDY SKILLS Semester/Year: Spring 2017

Credits: 1 Day/Time: Tues. 1:00 - 1:50 Location: TBA

Instructor: Dr. Valerie Meidinger
Office: McFarland 136
Office Hours: MW 12-2, Tue. 11-1, or by appointment
Office phone: (701) 845-7490
Email: valerie.meidinger@vcsu.edu

Course Description: The emphasis on this course is on learning skills that are essential for success in college work. This includes strategies for a successful transfer to VCSU after one year in the Bridges Program.

Course Objectives:
Students will be able to

- Learn time management and organizational skills
- Understand Library Resources
- Develop better reading and vocabulary skills
- Apply successful test taking strategies
- Develop effective strategies to better utilize class time
- Analyze and apply individual learning styles
- Work in an online learning environment for greater college success
- Analyze and apply critical thinking techniques
- Learn effective communication within the college setting

Textbook: No textbook required

Attendance and Grades: Grades are based on attendance, participation, weekly assignments, quizzes, and exams. This class meets once a week so **missing class is not acceptable.** If you miss 2 classes, your grade will be lowered by one letter grade. (Ex.: If you would have gotten a B in the class, your grade will be lowered to a C if you've missed 2 classes.) Any necessary absences will only be excused if approved by the instructor prior to class time.

Grade Breakdown: A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = Below 60

FINAL EXAMS are scheduled for the week of May 8 – May 12. Your Final Exam is mandatory and cannot be taken early. Please do NOT make travel arrangements for Winter Break and expect to take your final early.

Topics that will be covered in this class:

- Introductions/Blackboard/CampusConnection/Email
- Time management
- Library and Campus Resources
- Note taking
- Learning Styles and effective studying
- Test taking skills
- Self care - mental and physical
- Tools for academic success
- Your major and your career

Student Rights and Responsibilities: Please refer to the DCB Academic Catalog/Student Handbook for issues related to your rights and responsibilities as a student enrolled at Dakota College of Bottineau.

Academic Dishonesty: (Cheating and Plagarism) Dakota College demands intellectual honesty. Proven plagarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the DCB Academic Catalog/Student Handbook for more information about this topic.

Disabilities and Special Needs:
If you have a disability for which you need accommodation, contact Peggy Gregg at DCB (701) 228-5477 or peggy.gregg@dakotacollege.edu.

Safety Notice: In case of a fire, students will gather their materials, exit the building using the south stairs and will meet in front of the President's house stairs.
In case of a tornado, students will follow the stairs down to the basement of the library and remain there until the weather improves. Students will not be allowed to leave until an "all clear" notice has been given.
In case of a lockdown, we will remain in the classroom. Students will NOT leave the room until an "all clear" notice has been given. If a lockdown occurs, students are expected to work as a team, silence cell phones, and remain calm.

Classroom Policies: Please refrain from doing anything that might be offensive, disruptive or disturbing to other students and the instructor. This academic environment is an open and harassment free zone. Participation is class is highly encouraged and is an integral part of the higher education experience. Ask questions, give comments in discussions, etc.

Offensive language is not tolerated, not only in your speech but in your writing. You will be asked to leave the classroom for this and any other offensive, disturbing behavior and will receive a failing grade for that day. If negative behavior is a continual issue, you may be asked to withdraw from the class.

Cell phone use is not necessary in class. Please turn your phones to silent, put them away or turn them over if leaving them on your desk. Refrain from texting, browsing or other use (unless directed by the instructor). Cell phone use is a disrespectful distraction to the rest of the class, whether you believe this or not.

Dakota College at Bottineau Course Syllabus

UNIV 110 College Study Skills
1 Semester Hour Credit

Course Description: The emphasis of this course is on learning skills that are essential for success in college work. Includes study techniques, goal setting, memory and concentration, information literacy, time management, learning styles, note taking, critical thinking, reading, civility and other techniques for improving student performance.

Schedule: Fall and spring semesters. This course follows the tradtional on-campus schedule for beginning and ending dates.

Delivery Method: Online. Students are not expected to come to campus anytime.

Prerequisite Courses: None

Instructor: Peggy Gregg; email: peggy.gregg@dakotacollege.edu

Textbook: Piscitelli, Steve. *Do I Really Need This Stuff?* 2nd ed. Pearson Education, Inc. ISBN: 0-13-514657-7

You can order your book through the **DCB Bookstore**.

Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Course Objectives: Students will be able to

- Learn time management and organizational skills
- Develop better reading skills
- Apply successful test taking strategies
- Identify and apply key concepts of memory and concentration
- Identify and construct personal, educational and career goals
- Analyze and apply individual learning styles
- Develop effective strategies to better utilize class time
- Develop an effective system of taking notes
- Discuss information literacy and develop methods to make it work effectively
- Analyze and apply critical thinking techniques
- Discuss the usefulness of civility in academic success

Course Requirements:

- Regular participation in the class is expected.
- Grades are based on total points earned and include the points earned from assignments

completed, quizzes and discussions. Grading scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F.

Technology Required: Click here to view our technology required page.

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, Is It Plagiarism Yet?

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook on pages 18, 19, and 37.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: UNLV 201

Course Description:

The development of occupational knowledge and skills through activities that may include seminars, field trips, public service and/or work experience. Individual and group meetings are held to monitor each student's assigned activities. Students will be introduced to methods of improving social, political, community and family life through this student organization. The purpose of the service-learning experience is to give students the opportunity to apply course concepts in a real world setting and provided needed services while collaborating with community partners.

Course Objectives:

- Develop an understanding and appreciation of the issues and needs of the populations served by our selected community partners.
- Work with community partners to identify a specific need that can be addressed through student involvement.
- Develop and implement a project designed to respond to that identified need.
- Develop an awareness and understanding of one's multiple roles and responsibilities as a citizen of a community.
- Develop leadership, interpersonal, and professional skills
- Engage students in actual leadership situations.
- Learn methods of improving social, political, community, and family life.
- Improve communication and critical thinking skills.
- Appreciate differences among people and foster interpersonal development

Instructors	Brandi Rudland	Angie Bartholomay
Office	Thatcher 1109	NSC 111
Office hours	M-F	M, W 9-10am, M, F 1-2pm
Phone	228-5604	228-5471
Email	brandi.rudland@dakotacollege.edu	angela.bartholomay@dakotacollge.edu

Lecture/Lab Schedule: One evening per month with one project per month.

Class topics	lesson
1. The Art of Changing Culture	Critical Mass Family Virus
2. The Art of Engaging Communication	House on Fire Polk a Dotted Pig
3. The Art of Navigating Transition	Windshields and Review Mirrors Shortcut or second mile
4. The Art of Self-Reflection	Reflection and Discussion

Textbook(s): None.

Course Requirements: Students are expected to be actively engaged in the learning process, in class, and in the community. Class participation is required and essential. Students will graded in class participation and point accumulation.

Grading Procedure: The following scale will determine grades:

Service Learning Volunteer hours (16 hours x 10 points)	160 points
Monthly electronic reflections (4 reflections x 20 points)	80 points
Mid-term verification log and plan	10 points
Meeting attendance & participation (4 meetings x 15 points)	60 points
Final electronic reflection	60 points
Total points	**370 points**

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Course Assignment and Requirements

Service Learning Assignment: The majority of work for this course will stem from the serving learning experiences. Students will be required to work 4 hours a month during the semester for a minimum of 16 hours with 2+ hours a month for meeting attendance.

- Once you have started your service-learning experience, you will be required to submit monthly structured reflections in an electronic format detailing the 4 hours of service learning and committee meetings.
- Students are responsible for recording their service hours.
- A mid-term verification log of hours and plan is required.
- As part of your final project, in which you will thoughtfully describe your service learning experience in 3 slides.

Relationship to Campus Theme:
Students will better understand the nature of their community and its needs. Through the use of technology students will manage their learning portfolio.
Students will also understand how to utilize new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

Classroom Policies: If a student must miss a monthly meeting, he/she must contact the instructor within 24 hours **prior** of the meeting time.

Attendance and participation is expected. Students are expected to turn in all assignments on time. Points will be deducted for late assignments.

CELL PHONES will be turned off or set to silent.

Academic Integrity:

Plagiarism: To plagiarize is to "steal and pass off the ideas or words of another as one's own" (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a "0" for the assignment.**

Misrepresentation, fabrication, alteration, falsification, or misstatement of the contents of documents or other materials relating to academic matters or volunteer hours will not be tolerated. Students will immediately FAIL the course.

Disabilities and Special Needs:

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.