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Important Dates 2019/2020:

Deadline: Admission & Registration for Yearlong Classes (Thursday, **Sep. 2, 2019**)

Deadline: Drop Deadline for Fall and Yearlong classes (Thursday, **Sep. 9, 2018**)

Deadline: Online Registration for Yearlong Classes(Thursday, **Sep 9, 2018**)

Deadline: Withdrawal Deadline for Yearlong Classes (Saturday, **Jan 16, 2020**)

Course description (including special nature of a college vs. high school course, teaching philosophy, etc.)

This is a college course. It is a privilege for me to teach the class and a valuable opportunity for you to be able to receive college credit while still in high school. As you walk through our classroom door, you should expect to feel a difference and be prepared to act and perform differently than perhaps you do in your other classes. While we can't shut out all high school distractions, I am determined to do so as much as possible. We will complete the same assignments and use the same textbook as the on-campus course; nothing will be watered down. I expect an increased level of maturity, in this class, both in the level of our discussions and in the way you manage yourself. Disruptive or disrespectful behavior will not be tolerated; you will simply be dropped from the class. If you do not feel ready to raise the level of your attitude and performance, you should seriously consider dropping the course now, as a poor grade in this class will remain on your college transcript and could affect future scholarship opportunities.

This is a course about understanding and being understood. We will use reading, problem solving, discussion, critical thinking, and analysis to help us get at meaning and

convey it to others. Every class, every semester, is somewhat different, which is what keeps teaching fresh, for me. One nice thing (among many!) about the study of Physics is that virtually nothing is outside our realm of study. What in the world is not touched by language and communication? This rich diversity of personalities and subject matter should make for a serendipitous semester. Our major purposes in this course are to engage in intellectual inquiry and dialogue, to work towards a better understanding of the process of problem solving, to improve your confidence in your ability to solve problems, and to use rhetorical strategies competently.



General Education statement (must be included for general education classes, not necessary for Career/Technical classes):

This course is part of the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants. You will also explore a wide variety of topics with an eye toward discovering new interests and uncovering new talents.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life. General Education courses focus on communication, creativity, and critical thinking skills and along with the substance of the course's information, an appreciation of the esthetics of the area of study and its connection to the larger social web.

Outcome goals (from college department)

#1 Rhetorical Strategies, including adapting to differences in purpose, audience and genre



#2 Critical Thinking Processes, including summary, analysis, synthesis, and argumentation

#3 Composing Processes such as invention, drafting, revision, editing, peer feedback, and self-assessment

#4 Conventions of Problem Solving, especially the conventions of citing multiple texts and incorporating them into one's own method of Problem Solving.

Individual assignments will be scored based on the following:

100 % Exemplary. All aspects of the work completed above the minimum levels specified. Well written. Free of grammatical error. Evidence of careful analysis.

90 % Very good. One or more of the above elements is missing or lesser quality.

80% Well done. Two or more of the above elements is missing or of lesser quality.

70 % Acceptable. Task was completed at the minimum levels specified. Most aspects of the assignment were completed. Little or no evidence of careful analysis or application.

60% Not acceptable. Many aspects of the assignment are missing or completed at sub-standard level

A grade of Incomplete cannot be given in this class. Students who are unable to complete the coursework for any reason (including extended illness) are advised to withdraw. If you stop attending class and do not withdraw by the college deadline you will receive a failing grade (E). You must officially withdraw to receive a withdrawal grade (W). The W grade is not used to compute your GPA but may affect your eligibility for financial aid.



Course requirements

Students will be responsible for the textbook reading requirements and the material presented in class. It is expected that students will attend class and participate in class activities and discussions. Some assignments will be conducted and completed in class. In order to receive credit for these assignments, students must attend the corresponding class.

Academic honesty statement:

Concurrent enrollment students are first and foremost high school students. Public education guidelines and rules apply to them when there is a question. Every attempt should be made to resolve issues of academic dishonesty within the high school and school district. An appeal through the SLCC Student Code of Conduct may only be pursued after the public education options have been exhausted. The College Student Code of Conduct contains college standards and procedures. The following excerpts are quoted from the College Student Code of Conduct:



“ACADEMIC HONESTY”

“Honesty is an expectation at the College. This means that each member of the College community will adhere to the principles and rules of the College and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Any attempt to deviate from these principles is academic dishonesty and will be dealt with according to rules of due process as outlined.”

“This section establishes the expectation at the College for academic honesty and defines situations that constitute academic misconduct. It also presents the due process to be followed when a student violates academic standards.”

'FORMS OF ACADEMIC DISHONESTY'

“Cheating”: Presenting others’ work as one's own or assisting another student to do so in the classroom, lab or the Assessment Center. Cheating may also occur when a student violates the conditions governing an examination. Examples of cheating include, but are not limited to the following:

using oral, written, visual, or other forms of communication intended to give or receive improper assistance looking at or copying another's work
using unauthorized materials (texts, notes, calculators, etc.) taking an exam for another student having someone else take an exam altering one's work after an exam has been returned and before resubmitting it obtaining and/or using an upcoming exam ahead of test time.

“Misrepresentation”: Falsifying information. This includes, but is not limited to the following: Having another person represent or stand in for oneself in circumstances where one's attendance and/or performance are required
misrepresenting class attendance presenting false academic credentials
submitting someone else's work as one’s own submitting work originally submitted for one course to satisfy the requirements of another course without prior consent of the current instructor. It is assumed that the current instructor expects the work to be original. Forging or using another's signature altering or destroying academic records and documents presenting false data, experimental or physical results.

“Out-of-Class Work”: Collaborating on or aiding out-of-class work when prohibited by the instructor. Such unauthorized activity includes, but is not limited to the following: Receiving unauthorized outside help on take-home exams. Consulting with others about homework, laboratory reports, etc.

Copying another's homework, laboratory reports, etc. and submitting it as one's own.

“Plagiarism”: Using another person's ideas, evidence, or words without proper acknowledgment or conveying the false impression that the arguments and writing in a paper are one's own. Plagiarism includes, but is not limited to the following: Acquiring by purchase or otherwise, a part of or an entire document of work which is represented as one's own. Representing the ideas, data, or writing of another person as one's own work, even though some wording, method of citation, or arrangement of evidence, ideas, or arguments have been altered. Concealing the true sources of information, ideas, or argument in any piece of work.

“Other Academic Violations”: Violations of academic policy considered as academic dishonesty include, but are not limited to the following:

Removing materials from the library without proper authority.

Infringing on the rights of other students to fair and equal access to academic resources. Duplicating course materials expressly forbidden by the instructor. Using tape recorders or other recording devices in a classroom when not specifically authorized to do so by the faculty member or Disability Resource Center. Ignoring or willfully violating class or laboratory instructions or policies....



SANCTIONS FOR ACADEMIC DISHONESTY

“In cases of academic dishonesty”, faculty members may impose one or more of the following sanctions: Failing the assignment in which the infraction occurred. Failing the certification of competency in the area in which the infraction occurred. Failing the course in which the infraction occurred.

"In addition", in cases where academic dishonesty has been repeated or is of an especially serious nature, the faculty member should notify his/her Academic Administrator and the Director of Student Life and Leadership of the action taken. If the alleged violation occurs during the final examination period of the term, the faculty member may assign the student an “I” grade to indicate a problem or incomplete work at final time. This grade will remain unchanged until the alleged violation is adjudicated.”