

Course Syllabus

Columbia College
 Fort Worth Campus
 NAS JRB Fort Worth
 1564 Headquarters Ave., Bldg 1564.
 Fort Worth, TX 76127

Course Syllabus

11 / 13 - Winter Session
 January - March 2012

Course Prefix and Number:	ENGL 107 A
Course Title:	Developmental English Composition
Semester Credit Hours:	3
Class Day and Time:	Wed 5:15 PM-10:15 PM <i>Additional Notes:</i> <i>Developmental English is a course designed to prepare the student for the Composition sequence. The emphasis is on correctness in word, sentence, paragraph, and essay. The overall goal is to obtain the skills necessary to write an essay on the Five Paragraph, 500 word model.</i>
Instructor:	Laura Knudson Faculty Member Cell Phone: [REDACTED] CougarMail: lkknudson@cougars.ccis.edu

Catalog Description

Comprehensive review of basic English grammar and writing skills as preparation for ENGL 111. Grade of C or higher is required. Prerequisite: Placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 1 to 17 (or whose SAT Writing Score is from 300-420) shall be placed in ENGL 107.

Prerequisites/Corequisites

Placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 1 to 17 (or whose SAT Writing Score is from 300-420) shall be placed in ENGL 107.

Text

The Little, Brown Compact Handbook

Author: Aaron, Jane E. (Longman)
 ISBN: 0205651631

The Writer's Workplace with Readings: Building College Writing Skills

Author: Scarry, Sandra, and Scarry, John (Wadsworth)
 ISBN: 1439082103

Course Objectives

·To comprehend correct writing conventions and correct grammar.

Measurable Learning Outcomes

- Use standard English in essays and on short texts.
- Organize an essay with a thesis statement in an effective introduction, topic sentences in body paragraphs with adequate support and appropriate transitions, and a conclusion that mirrors the thesis and makes a final statement.
- Recognize and practice effective sentence structures, such as subordination, coordination, parallelism and active voice.
- Recognize and avoid incorrect and ineffective usage and construction, such as fragments, run-on sentences, comma splices, dangling modifiers, errors in agreement, reference, point-of-view, tense,

case and spelling.
 · Revise effectively.

Special Course Requirements

HOW ALL WRITTEN WORK SHOULD LOOK - You must double-space paragraphs, indent the first line of each paragraph, center your title, use 12-point Times New Roman (ONLY) font, and use page numbers at the top right of each page in an header. Also, there is never any additional space between paragraphs in your paper. Simply hit the enter key when you have finished the last sentence of your paragraph.

In this course, students are expected to:

1. Read the assignments in the textbooks and demonstrate knowledge and comprehension of the material through class participation, texts, and writing assignments. Readings will emphasize grammar, conventions of educated writing, and appropriate paragraph development. Unless specified, you do not need to complete text book exercises accompanying the readings.
2. Select and limit topics for composition as assigned.
3. Formulate and state the point of each written composition.
4. Maintain unity and coherence through explicit statement of the point, topic sentences in paragraphs, transitional words and phrases, and a significant organization of the evidence.
5. Complete all assignments, including paragraphs and personal essays. Paragraphs will emphasize unity and coherence, each structured with a topic sentence, supporting sentences, and a concluding sentence. Essays will emphasize the same principles, extended to papers of 300-500 words.
6. Practice effective and active sentence construction.
7. Recognize and avoid incorrect and ineffective usage and construction, such as fragments, fused sentences, commas splices, dangling modifiers, and errors in agreement, reference, point of view, tense, case, and spelling.
8. Practice effective punctuation.

Instructional Methods

This English 107 course combines lecture, discussion, in-class and out-of-class writing, reading journals, quizzes, and exams. All work for this course is graded, and information covered in readings or in-class lectures and discussions is subject to examination.

Out of Class Activities

Outside of class the student should complete all assigned work, both major and daily, and read the texts assigned for the coming week. There will be quizzes, in-class writings, and exams all testing reading comprehension and retention.

Graded Activities

Attendance/Participation Description -	80 Points	10% of grade
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As your attendance and participation in this class is critical it is imperative that you attend class on time and stay for the entire class period. One day of class (5 hrs) at CC is equivalent to almost 2 weeks (1.6 weeks) of class at other institutions. When you further realize that weeks 1 and 8 are exempt (introductions/final exams), you realize we have just lost a little over 3 weeks of class and still must fit the same amount of material and learning in the remaining time. This is a difficult task for you and a difficult task for me. This is also why your attendance and participation is paramount to your success and why I have implemented a strict policy.

Method of Evaluation -

1. One class absence is allowed (excused/unexcused). Upon a second absence (excused/unexcused), you should report to Dr. Cole to be withdrawn from the course.
2. Effective weeks 2-7, if you are late arriving to class or leave early from class be aware there will be a points penalty to your final grade. 80 pts are available (10% of your final grade) for the term which means approx. 10 pts per day.
 - a. If you come to class late (any time between 5:15-7:30pm) you will not only NOT be allowed to makeup any quizzes, but you will also be docked 5 pts from attendance.
 - b. If you leave class early (any time from 7:30pm until the conclusion of the class) you will also be docked 5 pts from attendance.
 - c. If you are absent 1 day (excused - requires a copy of a doctor note, copy of orders, etc.) you will be allowed to make up the quiz, but you will still lose 10 pts for attendance.
 - d. If you are absent 1 day (unexcused - or you cannot provide documentation for an "excused" absence) you will NOT be allowed to make up the quiz AND you will lose 10 pts for attendance.
3. If you are habitually coming late/leaving early to/from class (not work related), upon your 3rd time you should report to Dr. Cole to determine the problem and whether or not you will or should remain in the course.
4. Participation Requirement:
 - a. a positive attitude toward learning,
 - b. frequent contributions to the class discussions,
 - c. quality contributions.
5. This means that if you attend class regularly, but do not come to class prepared, choose not to contribute, or have a poor attitude I will also dock your 8 pts accordingly. So yes, if you show up late and do not contribute in class you will lose a full 10 pts for the day.

Weekly Writing Responses

80 Points

20% of grade

Description -

Each week you will complete a one page response to the assigned readings. You should bring a hard copy of this assignment to class, making sure that your response adheres to the document design criteria laid out in the syllabus.

Method of Evaluation -

Writing responses will be graded on the author's ability to satisfy all parts of the writing prompt, the author's correct use of grammar and punctuation, and the author's organization (introduction, controlling idea, appropriate paragraphing, and conclusion).

In-Class Writing

30 Points

10% of grade

Description -

Since we are working on our writing skills together, we will occasionally have in-class writing workshops. These are noted as "Writer's Workshops" in the course schedule. The in-class writing will correspond with that week's writing objective.

Method of Evaluation -

In-Class writing will be graded on the author's ability to satisfy all parts of the writing prompt and the author's correct use of grammar and punctuation.

Midterm Exam

50 Points

15% of grade

Description -

In week four you will complete a midterm grammar exam which will your knowledge and retention of grammar lessons thus far.

Method of Evaluation -

The exam is a 25 question, multiple choice test.

Process Analysis Paper

100 Points

20% of grade

Description -

The Process Analysis Paper is the culminating assignment for this course. You will write a 500-word essay detailing a step-by-step approach to an everyday task.

Method of Evaluation -

All parts of the Process Analysis Paper will be graded, including processes of drafting, revision, peer-workshopping, as well as final draft. Please see "Process Analysis Paper Assignment Sheet and Gradesheet" for further information.

Final Exam

50 Points

15% of grade

Description -

In week eight you will complete a final exam which will assess your knowledge and retention of grammar lessons

since week four.

Method of Evaluation -

The exam is a 25 question, multiple choice test.

Grammar Quizzes

80 Points

10% of grade

Description -

Almost every week, you will take a grammar quiz (or two), adding up to eight for the semester.

Method of Evaluation -

Quizzes are multiple choice, matching, or identification. Each quiz is worth 10 points.

Grading Scale

90 - 100 **A**

80 - 89 **B**

70 - 79 **C**

60 - 69 **D**

0 - 60 **F**

Additional Information / Instructions

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. **READ THE ENTIRE SYLLABUS BEFORE CONTINUING THE COURSE.** The instructor reserves the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All Columbia College students, whether enrolled in a land-based or on-line course, are responsible for behaving in a manner consistent with Columbia College's Code of Student Conduct. Students violating these codes will be referred to the Campus Life Office for possible disciplinary action. The Code for Student Conduct and the Ethics Code for Computer Users can be found in the Columbia College Student Handbook, a copy of which can be obtained by dropping by the office on base.

Failure to turn in assignments by the date due, or timely participation in discussions may result in the student being withdrawn from the class. Emergencies should be communicated and documented to the instructor as soon as possible. Students are expected to read the assigned texts each week and attend class. Active participation in the course will guide students in studying. All work is due on the dates indicated. Writing assignments (papers) should be completed and successfully submitted so that they are received by the due date.

All Columbia College policies are in effect as described in the Academic Dishonesty/Misconduct section of the current college Catalog. All your work must be your own unless collaboration has been authorized. If collaboration is authorized, you must acknowledge the collaboration in writing. Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting as one's own the words, ideas, or expression of another in any form is cheating though plagiarism. If you are unsure what constitutes plagiarism, review the rules of original writing at the following web site: <http://tinyurl.com/89xnlc7>. . . this link provides valuable information, including examples about plagiarism. To review some plagiarism tools available to students, take a look at either of these sites: <http://www.schoolsucks.com> and <http://www.thepaperexperts.com/>. The content of these plagiarism sites would, if you were lucky, get you a "D" in this course, IF you were not caught. It is substandard work indeed, but you will almost always be caught if you try to cheat, due to the plagiarism prevention tools available to instructors. Here are two sites that may be of interest: <http://www.plagiarism.com/> and <http://www.turnitin.com>. Plagiarism will not be tolerated and the claim of ignorance is no excuse. Those found plagiarizing will be subject to the guidelines found in the section on Academic Misconduct found in the Columbia College Student Handbook.

The English Department has developed the following standards for the evaluation of all student papers. The instructor will evaluate the student's graded essays, including the final examination essay, according to the following criteria to determine college-level quality:

Content: An essay will develop a central point, idea, or thesis, clearly defined and supported by concrete substantial and relevant evidence.

Organization: An essay will demonstrate point, organization, and method of development, in paragraphs that are unified, coherent, and effective, with transitions between ideas. The sentences will be correctly constructed, logical and complete.

Diction: An essay will be written in appropriate, clean and idiomatic diction.

Grammar, Punctuation and Spelling: An essay will demonstrate consistently the standard grammar, punctuation and spelling of American English.

The student's final grade is dependent on consistent achievement of the following levels of writing, as defined by the Columbia College English Department:

An "A" essay has all these qualities: original thought; a clearly defined point; exceptional organization, sentence structure, transitions and paragraph development; fitting, lively and consistent diction; almost total freedom from mechanical errors.

A "B" essay has all these qualities: competent thought; a clearly defined point; effective organization, sentence structure, transitions and paragraph development; accurate diction; only infrequent and minor errors.

A "C" essay has some of the qualities: predictable thought; defined point; adequate organization, transitions, and paragraph development; usually coherent sentence structure; understandable diction, isolated serious mechanical errors; occasional minor mechanical errors.

A "D" essay is deficient for any of these qualities: somewhat confused thought; vapid or somewhat muddled point, frequently weak and chaotic organization, transitions and paragraph development; frequently incoherent sentence structure; frequently inexact diction; occasional serious errors in mechanics; fairly frequent minor errors.

An "F" essay is seriously deficient for any of these reasons: confused thought; absence of point; incoherence in organization and paragraph development; ineptly constructed, unidiomatically and obscurely-worded sentences; frequent mechanical errors, either serious or minor.

Schedule of Activities and Assignments

Week 1

Introduction to the Course

Activities: In week one we will review the syllabus, discuss the elements of effective writing, workshop writing in the first person, and practice avoiding common "look-alike" and "sound-alike" errors. We will also discuss academic honesty and plagiarism.

Reading: *The Writer's Workplace:*
 "Strategies for the Active Reader," pp. 614-616 Chapter 2,
 "Recognizing the Elements of Good Writing"
 Chapter 3, "Finding Subject and Verbs"
 Chapter 4, "Making Subjects and Verbs Agree"
 Chapter 15, "Paying Attention to Look-Alikes and Sound-Alikes"

The Little, Brown Compact Handbook
 Review "Part 4: Sentences Parts and Patterns" and "Glossary of Usage" for general knowledge.

Assignments: Before Class:
 Compose a one page introduction, telling me and your classmates a little about yourself. Please take the time to add information about your hobbies, family, educational goals, and

goals for this course.

In Class:

Syllabus Review

Writing Workshop: Composing in the First Person

Paying Attention to Look-Alikes and Sound-Alikes

Examinations:

Quiz One: Finding Subjects and Verbs

Quiz Two: Look-Alikes and Sound-Alikes

Week 2

Paragraphs and Supporting Details

Activities:

In week two we will work on basic paragraphing skills, practicing topic sentences and supporting details. We will also discuss sentence construction: correcting fragments and run-on sentences.

Reading:

The Writer's Workplace:

Chapter 5, "Understanding Fragments and Phrases"

Chapter 8, "Correcting Fragments and Run-Ons"

Chapter 14, "Choosing Words that Work"

Chapter 16, "Working with Paragraphs: Topic Sentences and Controlling Ideas"

Chapter 17, "Working with Paragraphs: Supporting Details"

ONE essay of your choosing from *The Writer's Workplace* pp. 679-687

The Little, Brown Compact Handbook:

"Emphasis," pp. 141-148

"Variety and Details," pp. 154-157

Assignments:

Before Class:

After you have completed all the readings for this week, compose a one page discussion of your chosen essay. In your composition, please complete the following:

- In a sentence or two, summarize the essay.
- List some of your favorite details from the essay that provide support based on the essay's thesis or controlling idea.
- Why do you think these details support the thesis or controlling idea so well?

Examinations:

Quiz Three: Fragments and Run-Ons

Quiz Four: Supporting Details

Week 3

Topic Sentences and Controlling Ideas

Activities:

In week three we will continue paragraph construction, isolating topic sentences and discussing controlling ideas. We will also practice using supporting details to develop a controlling idea. We will also continue our grammar lessons, focusing on sentence variety and combining.

Reading:

The Writer's Workplace:

Chapter 6, "Combining Sentences Using Three Options for Coordination"

Chapter 7, "Combining Sentences Using Subordination"

Chapter 16, "Working with Paragraphs: Topic Sentences and Controlling Ideas"

Chapter 18, "Developing Paragraphs: Illustration"

ONE of the "Example/Illustration" essays from pp. 634-638

The Little, Brown Compact Handbook:

"Phrases and Subordinate Clauses," pp. 191-194

Assignments:

Before Class:

After you have completed all the readings for this week, compose a one page response to your chosen "Example/Illustration" essay. In your response, please complete the following:

- Briefly summarize the essay in one to two sentences.
- What is the author's intention? In other words, what is the author's point or purpose in writing the essay?
- What is your opinion about the author's essay or central theme? What did you like best about his or her essay? What did you think he or she could improve upon? Your answer to this should be at least three sentences.
- Attempt to support your answer with citations from the essay where necessary.

Examinations: Quiz Five: Subordination/Coordination
Writer's Workshop: Illustration Paragraph

Week 4

Midterm Grammar Review and Writing Workshop

Activities: In week four we will review and assess our grammar comprehension in a Midterm Exam. We will also practice reviewing each other's writing, using the grammar skills we've learned this semester.

Reading: *The Writer's Workplace:*
Chapters 16-19, review as necessary
Chapter 3, "Finding Subjects and Verbs"
Chapter 4, "Making Subjects and Verbs Agree"
Chapter 5, "Understanding Fragments and Phrases"
Chapter 6, "Combining Sentences Using Three Options for Coordination"
Chapter 7, "Combining Sentences Using Subordination"

The Little, Brown Compact Handbook:
Review previously assignment chapters as necessary.

Assignments: Compose a one page description of your reading habits. In your composition, please complete the following:

- What types of literary works or other kinds of texts (including visuals) influenced you as a child? As an adult?
- What is the title of the last book you read?
- What did you like best about that work?
- How well did the author do his or her job in creating a scene or "pictures in your mind" of what was taking place?
- Name a few other authors or books that you would recommend to the class. Why?

Examinations: Midterm Exam

Week 5

Introductions and Conclusions

Activities: In week five we will review introductions and conclusions. We will also continue our grammar lessons, focusing this week on capitalization and punctuation.

Reading: *The Writer's Workplace:*
Chapter 13, "Using Correct Capitalization and Punctuation" "Neat
People vs. Sloppy People," by Suzanne Britt, pp. 650

The Little, Brown Compact Handbook:
"Punctuation," pp. 38-44

Assignments: After you have completed this week's readings, please compose a one page response to Britt's "Neat People vs. Sloppy People." In your response, complete the following:

- Summarize the essay in one or two sentences.
- What is the author's thesis or controlling idea?
- When does her thesis emerge? The beginning? The middle? The end?
- How does the author encourage you to care about her topic? Try using quotes from the text to offer support.

Examinations: Quiz 6: Punctuation
Writer's Workshop: Drafting Introductions and Conclusions

Week 6 Narrative Paragraphs

Activities: In week six we will work on using narration to make a point, studying model paragraphs and writing our own. These skills will lead to our final project: a Process Analysis Paper, which we will introduce in class. We will also continue our grammar lessons, focusing this week on pronouns, adjectives, and adverbs.

Reading: *The Writer's Workplace:*
Chapter 19, "Developing Paragraphs: Narration"
Chapter 9, "Choosing Correct Pronouns"
Chapter 10, "Working with Adjectives, Adverbs, and Parallel Structure"

ONE of the "Narration" essays, pp. 617-623

The Little, Brown Compact Handbook:
"Pronouns," pp. 224-233
"Verbs," pp. 196-218
"Adjectives and Adverbs," pp. 236-244
"Parallelism," pp. 151-153

Assignments: Once you have completed all the reading for this week, please write a one (to two) page response to your chosen narrative essay. In your response, please complete the following:

- Briefly summarize the essay in three to five sentences.
- Discern the author's intention. In other words, what is the author's point or purpose in writing the essay?
- What is the author's attitude?
- What is your opinion about the author's attitude or central theme? Your answer to this question should be at least three to five sentences. Attempt to support your answer with citations from the essay when necessary.

Examinations: Quiz 7: Pronouns, Adjectives, and Adverbs
Writer's Workshop: Drafting Narrative Paragraphs

Additional Notes: I will introduce the Process Analysis Paper today.

Week 7 - Thursday 5/6/2010 Process Analysis Paper

Activities: In week 7 we will begin the Process Analysis style of writing, and expand our learning into outlining and editing in this style. We will again discuss Introduction, Body, and Conclusion, with focus on transition from topic to topic and paragraph to paragraph. We will also continue our grammar lessons, focusing on verb tenses, mood, and voice.

Reading: *The Writer's Workplace:*
Chapter 11, "Practicing Irregular Verbs"
Chapter 12, "Mastering Verb Tenses"
Chapter 21, "Developing Paragraphs: Process Analysis"
Chapter 25, "Moving from the Paragraph to the Essay"
Chapter 26, "Following the Progress of a Student Essay"

The Little, Brown Compact Handbook:
Review "Verbs," pp. 196-223

Assignments: Once you have completed all the readings for this week, please compose the introduction and first two body paragraphs for your Process Analysis Paper. Bring four copies of this draft to class.

Examinations: Quiz 8: Verbs
Peer-Review Workshop

Week 8 Final Exam/Final Process Analysis Paper

Activities: In week 8 we will complete the Process Analysis Paper, have a final grammar exam, and submit all final work.

- Reading:** *The Writer's Workplace:*
Read ONE of the "Process Analysis" essays from pp. 642-645
- Assignments:** Once you have completed the reading for this week, please compose a one page response to your chosen essay. In your response, please complete the following:
- Briefly summarize the essay in one to two sentences.
 - Discern the author's intention. In other words, what is the author's point or purpose in writing the essay?
 - What is the writer's attitude?
 - What is your opinion about the author's essay or central theme? Your answer to this should be at least three to five sentences. Attempt to support your answer with citations from the essay where necessary.
- Examinations:** Final Exam: all grammar since week four. Please review as necessary.

Library Resources

Columbia College Resources - Online databases are available at <http://www.ccis.edu/offices/library/index.asp>. You may access them from off-campus using your eServices login and password when prompted.

Campus Resources - Additional library resources are available at the Base Library in Building 1802.

Course Policies and Procedures

Attendance

Columbia College Policy - Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled. Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, an instructor may withdraw a student from the course with a grade of "F" or "W" at the discretion of the instructor.

Academic Integrity

Columbia College Policy - Columbia College students must fulfill their academic obligations through honest, independent effort. Dishonesty is considered a serious offense subject to strong disciplinary actions. Activities which constitute academic dishonesty include plagiarism, unauthorized joint effort on exams or assignments, falsification of forms or records, providing false or misleading information, or aiding another in an act of academic dishonesty. Possible penalties for these activities are discussed in detail in the AHE Degree Completion Catalog.

Class Conduct and Personal Conduct

Columbia College Policy - Students must conduct themselves so others will not be distracted from the pursuit of learning. Students may be disciplined for any conduct which constitutes a hazard to the health, safety, or well-being of members of the college community or which is deemed detrimental to the college's interests. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. Examples of misconduct and possible disciplinary actions are described in the AHE Degree Completion Catalog.

Campus Policy - Classroom Performance and Dress Code: Columbia College students in the class should dress and act in a professional manner. Students should be conscious of the image that is being projected. Be polite, enthusiastic, and exhibit professionalism in comments and class discussions.

Cancelled Class Make-Up

Columbia College Policy - Classes cancelled because of inclement weather or other reasons must be rescheduled.

Campus Policy - Classes will only be cancelled for inclement weather if the Base closes. Base closures/delayed openings will be broadcast from:
Television: Channels 4, 5, 8, & 11.
Radio: WBAP - 820 AM or KRLD - 1080 AM

Make-Up Examinations

Columbia College Policy - Make-up examinations may be authorized for students who miss regularly scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Campus Policy - Make-up examinations must be scheduled in advance by contacting the instructor and campus office

to set up a time for the exam to be administered. Make-up examinations will only be scheduled at 9:00 am or 1:00 pm.

Adding, Dropping or Withdrawing from a Course

Columbia College Policy - Students may add a course during the first week of the session and drop a course without academic or financial liability through close of business on Monday of the second week of the session. Once enrolled, a student is considered a member of that class until he or she officially drops or withdraws in accordance with College policy. An official drop/withdrawal takes place only when a student has submitted a Drop/Add/Withdrawal form. A failure to attend class, or advising a fellow student, staff or adjunct faculty member of an intent to withdraw from a class does not constitute official drop/withdrawal. The drop/add/withdrawal periods begin the same day/date the session starts, not the first day a particular class begins. If a student stops attending a class but does not submit the required Drop/Withdrawal form a grade of "F" will be awarded. The AHE Degree Completion Catalog contains details concerning drop/withdrawal and financial liability.

Withdrawal Excused

Columbia College Policy - A student may request an excused withdrawal (WE) under extraordinary circumstances by submitting a Drop/Withdrawal form accompanied by an complete explanation of the circumstances and supporting documentation to the campus director. The WE request must include all classes in which the student is currently enrolled. The Vice President for Adult Higher Education is the approving authority for all WE requests. A student who receives approval of their WE request may still be required to return some or all of the federal financial assistance received for the session. See the AHE Degree Completion Catalog for details.

Incomplete

Columbia College Policy - A student may request that the instructor award a grade of "I" due to extraordinary circumstances (unforeseen or unexpected circumstances beyond the student's control) that prevent a student from completing the requirements of a course by the end of a session. An "I" will not be given because a student is failing, negligent or not meeting requirements. If the instructor believes an "I" is appropriate, the instructor will specify the work needed to complete the course and the time allowed to complete the work. Work missed must be made up within two subsequent sessions unless the instructor specifies an earlier date. Extensions beyond two sessions must be approved by the Vice President for Adult Higher Education. If the work is completed during the specified time period, the instructor will change the "I" to the grade earned. If the work is not completed during the specified time, the instructor may allow the incomplete to remain on the student's permanent record or change it to any other letter grade.

Grade Appeal

Columbia College Policy - A student may appeal any grade given if it is believed to be in error or in conflict with Columbia College policy and procedures. The student must state in writing to the Campus Director why the grade awarded is believed to be in error and request a desired remedy. The faculty member who awarded the grade will be given the opportunity to comment on all student allegations. If the issue cannot be resolved at the campus the appeal will be transmitted through the Director to the Vice President for Adult Higher Education. A grade appeal must be received for review by the Vice President for Adult Higher Education prior to the end of 60 days from the date the grade was awarded.

Prerequisites

Columbia College Policy - Course prerequisites are established to ensure that a student has adequate academic preparation to succeed in a particular course. Staff members will attempt to ensure that students meet prerequisite requirements. However, it is the student's responsibility to closely examine the Degree Completion Catalog course descriptions to determine if prerequisites exist and to enroll in courses in the proper sequence. In some exceptional cases it may be apparent that the student possesses the required skills and knowledge to succeed in a particular course, even though they have not taken the prerequisite course. In this case the prerequisite course may be waived by the Campus Director. Waiver of a course as a prerequisite does not remove the requirement to complete the course if it is a requirement for the student's degree program.

eServices

Columbia College Policy - The college provides all students access to CougarMail (the official means of e-mail communication for the College), online resources from the Stafford Library, and their Columbia College records (transcripts, grades, student schedules, etc.) through eServices.

Use of Cougarmail

Columbia College Policy - The official student email address (also known as CougarMail) will be used for all official correspondence from faculty and staff. Students are responsible for the information received and are required to monitor their email account on a regular basis. Students may forward their CougarMail to another email account but will be held responsible for the information sent over CougarMail, even if there is a problem with the alternate mail service.

Cell Phones

Columbia College Policy - Cell phones can be a distraction to the learning process. Campus directors or course instructors may require that cell phones be turned off or set to vibrate during class periods. Students requiring special

arrangements to receive a cell phone call during class should make prior arrangements with their director or course instructor.

Course Textbooks

Columbia College Policy - The textbooks listed on this syllabus are required for this course. They are guaranteed to be available through the authorized textbook suppliers designated by Columbia College. The college is not responsible for the academic or financial consequences of late textbook orders or incorrect editions not purchased from a college-authorized vendor.

Campus Policy - The college-authorized vendor for the Fort Worth Campus is MBS Books.
<http://direct.mbsbooks.com/columbia.htm>

FERPA

Columbia College Policy - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are described in detail in the AHE Degree Completion Catalog.

Disability Services

Columbia College Policy - Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Alcohol and Other Drugs: Columbia College Policies & Resources

Columbia College Policy - The complete policy is available at <http://www.ccis.edu/offices/studentaffairs/policies.asp#alc>.