

Western Wyoming Community College
Common Course Outline
Spreadsheet Applications: Excel 2010

Course Number: CMAP 1750

Credits: 3.0

Text: Microsoft Excel 2010: Comprehensive; Shelly, Quasney, and Jones; © 2012, Course Technology/Cengage Learning, ISBN 978-1-4390-7901-0

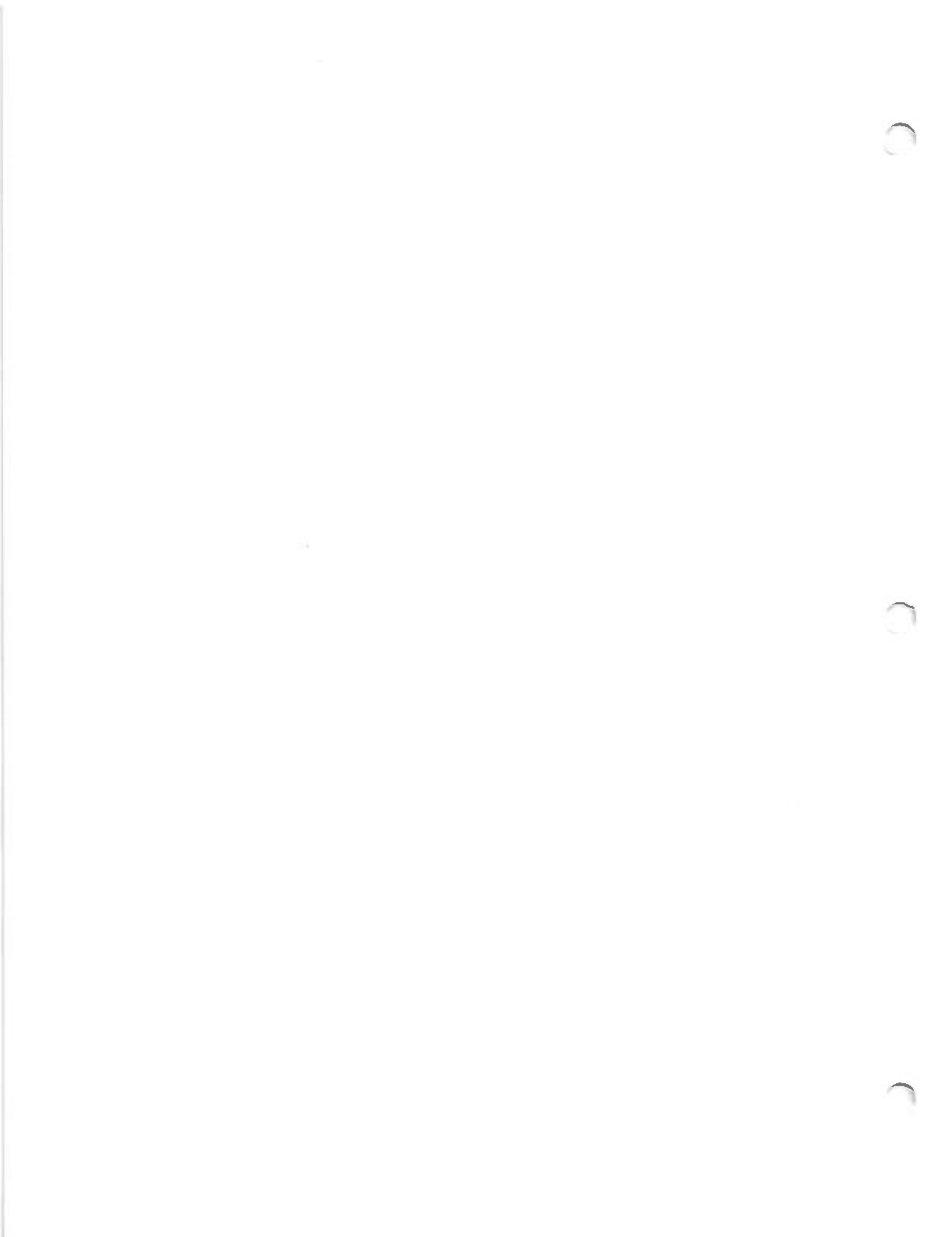
Description: This course offers the student individualized instruction using the spreadsheet software Microsoft Excel. Emphasis will be on spreadsheets applicable to business, government, and industry. Some of the topics include: creating and editing spreadsheets, formulas, functions, charts, data tables, databases, templates, integrating with word processing documents, macros, and Visual Basic. Students successfully completing this course should be prepared to take the Expert Level Microsoft Office Specialist certification exam in Excel.

Prerequisites: Keyboarding competency.

Materials: You will need to store your student files and completed work on your computer's hard drive or on some type of removable storage device. Many students utilize USB drives (or pen drives) for saving files for classes. Please designate a folder on your hard drive or USB drive for the Excel class. Backing up your work is your responsibility. If you need help making a backup, please ask for assistance. I will be happy to help you. It is a good idea to have a second workstation located for you to use in the event that your computer crashes or is unusable.

Method of Instruction: Individualized computer lab work. Instructions will be provided to guide you through the chapters in the textbook. Competency-based instruction—you will be asked to resubmit assignments that are not completed accurately. A schedule will be provided to inform you of assignments, tests, and due dates. Seek help from Lisa so that you can get your questions answered and you are able to move on with your assignment. Often times I will work with students online individually using meeting software called Elluminate. This program allows me to share my screen with you and also for me to see your screen. We can speak to each other using a "talk" button and we can chat using the messaging tool. I have had success working over the phone with students as well. I also have a program that I can create short video clips showing my screen as I perform a set of steps. Just because you are taking an online class, don't think that it is difficult to get instruction or assistance from me!

Mustang Cruiser: Your email address in the Mustang Cruiser System is:
firstlast@wwcc.mailcruiser.com I use this email address when I contact you electronically. Please make a habit of checking your mail and announcements on a regular basis.



WWCC Goals for Student Success:

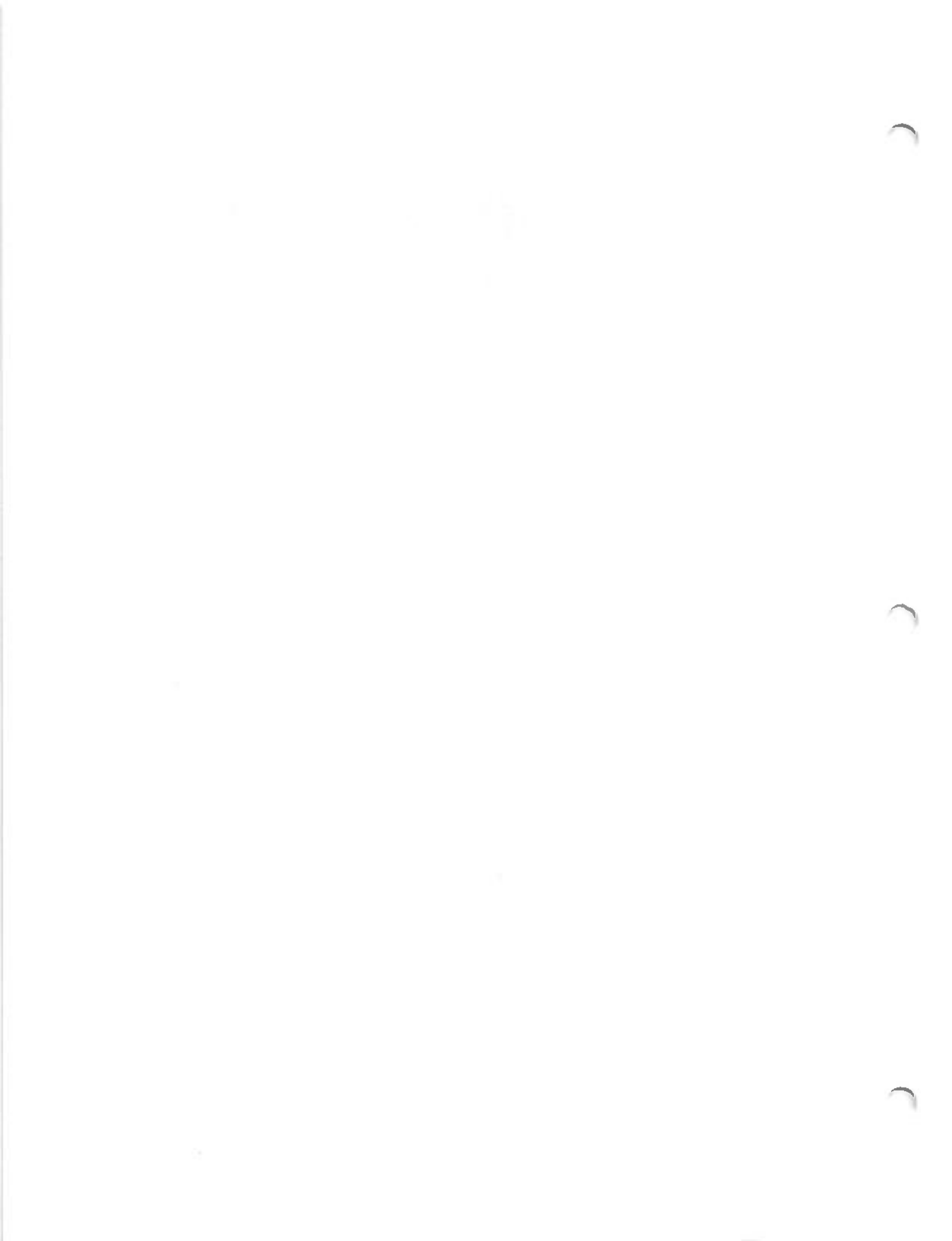
Five major goals - WWCC has identified the following as goals for student success -



Primary Course Learning Goals and Integration of the Goals for Student Success:

What students will learn (Course Goals)	These WWCC Goals will be Addressed	What specific skill will be measured (Course Competencies)	How the skills will be measured (Assessment)
<i>Students will learn to produce accurate spreadsheets and format them for easy reading</i>	Communicate Competently	<ul style="list-style-type: none"> Lessons are competency based. Students will “correct” their work until it is accurate. Design spreadsheets and produce charts that assist the reader in understanding the information on a spreadsheet. Organize data by sorting and filtering 	May include: <ul style="list-style-type: none"> Weekly Assignments Application Tests Chapter Quizzes
<i>Students will use formulas and functions to calculate and analyze data</i>	Solve Problems	<ul style="list-style-type: none"> Students will be able to create Excel functions that will calculate data IF statements for example will be a major unit of study and students will learn the syntax of writing a function 	May include: <ul style="list-style-type: none"> Weekly Assignments Application Tests Chapter Quizzes
<i>Demonstrate knowledge of advanced features of Excel</i>	Solve Problems Retrieve Information	<ul style="list-style-type: none"> Create formulas that combine information from more than one sheet and more than one workbook Use Visual Basic to write code to make an Excel workbook automated Use the Solver tool to find an optimum value for a formula in a cell Discover how a Pivot Table can enable you to create new views of worksheet data 	May include: <ul style="list-style-type: none"> Weekly Assignments Application Tests Chapter Quizzes
<i>Understand the terminology associated with spreadsheets</i>	Communicate Competently	<ul style="list-style-type: none"> Master basic terminology related to spreadsheets and in particular Microsoft Excel. 	May include: <ul style="list-style-type: none"> Chapter Quizzes Reflection Paper

Major Units of Study: See Work Schedule for a complete list of topics that will be covered.



Transferability: This course will transfer as an elective to most four-year institutions. Keep this syllabus so another institution can evaluate the course for transferability.

Attendance: Excel is an individualized, hands-on course delivered through the Internet. Plan to spend about 6 hours per week completing the required work this semester. It is important to stay on schedule. Please note the critical deadlines on your Work Schedule for Excel 2010. You should plan time for Excel in your daily schedule so you can be sure you will have enough time to complete the work. If you are receiving financial aid, please know that your instructors are asked to report your last date of attendance, should you fail a class. For this course, your last day of attendance is the last time you have submitted homework or a test.

Methods of Evaluation: The lessons in the text are step-by-step learning guides. The text lessons assigned will be checked by the instructor. You will be rewarded by turning in your work on time. *The Final Objective Test becomes optional if you have submitted your weekly assignments on time.* The Work Schedule for this course lists due dates for each assignment. After I have checked your work, if corrections are needed, the assignment must be resubmitted with corrections completed in order to earn full credit on the assignment. Assignments can be resubmitted more than once. Grades will be based upon successful completion of the weekly assignments, on Chapter Quizzes, on two Application Tests, a final Reflection Paper, and on one comprehensive objective-style test. Point values are listed below. Your grade is calculated by dividing the total points you earn by the total points possible. The grading scale is:

89.5% - 100% = A	79.5% - 89.4% = B	69.5% - 79.4% = C	59.5% - 69.4% = D	below 59.4% = F
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Assignments, Quizzes, & Tests	Points
Getting Started Quiz	10
Chapter 1	40
Chapter 2	40
Chapter 3	40
Chapter 4	40
Chapter 5	40
Midterm Application Test	100
Chapters 1-5 Quizzes (5 quizzes at 10 pts. each)	50
Chapter 6	40
Chapter 7	40
Chapter 8	40
Chapter 9	40
Chapter 10	40
Chapter 11	40
Reflection Paper	50
Final Application Test	100
Chapters 6-11 Quizzes (6 quizzes at 10 pts. each)	60
Final Objective Test*	100
Overall Points Earned*	910

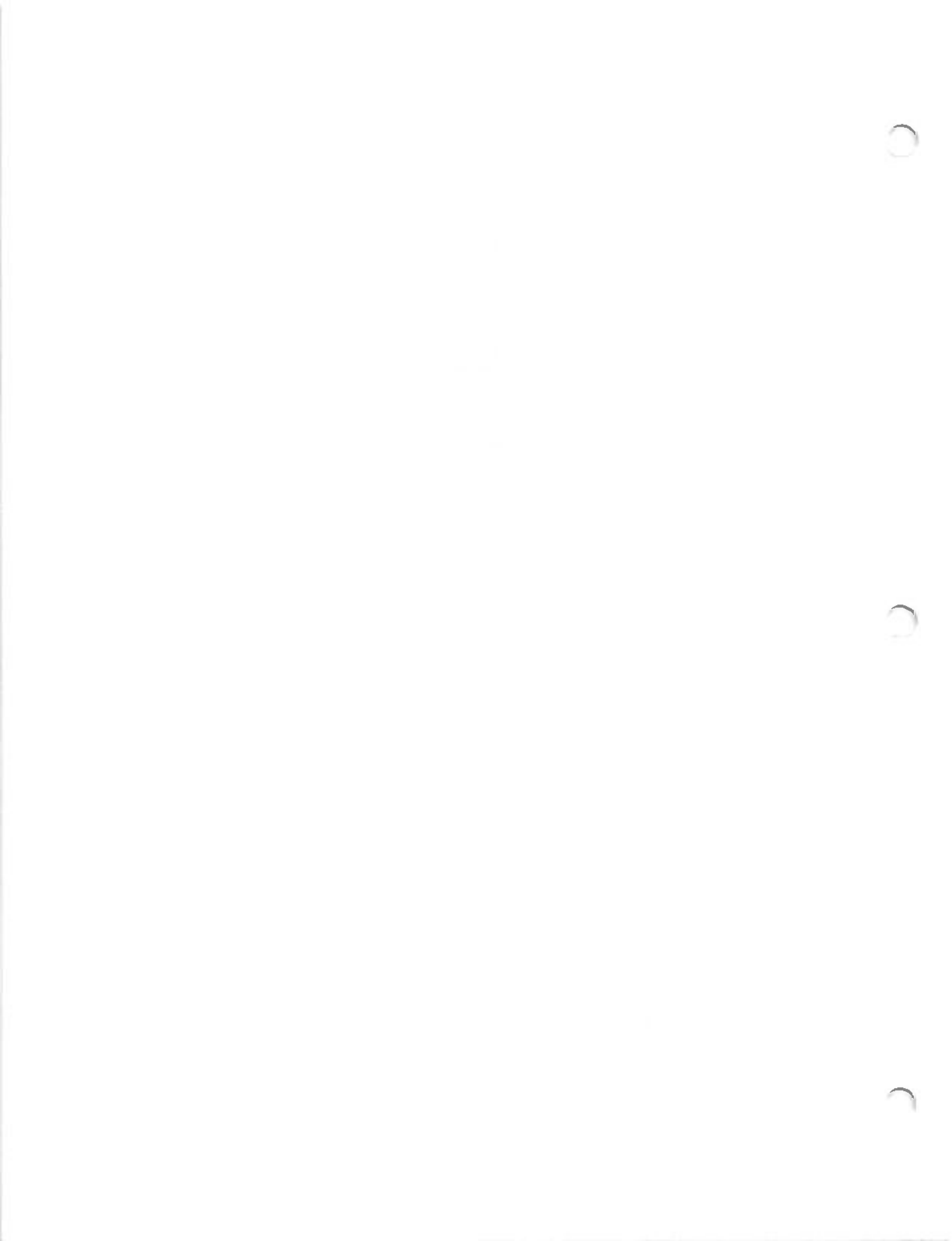
*Optional if all assignments have been turned in on time. (1 miss ok)

*810 points possible if Final Objective Test is not included in the grade.

Submitting your Assignments for Grading: When your assignment is complete, follow the instructions on your assignment sheets located at the BlackBoard site to "submit" your files for grading. Keep in mind that your assignments can be corrected and resubmitted for full credit. I will provide instructions for resubmitting your assignments at the Blackboard site.

Changes to Syllabus or Schedule: If any changes become necessary, I will post an announcement on the Excel 2010 web page through the Blackboard web site and through a message sent through Mustang Cruiser email.

Incompletes: Underestimating the time needed for completing this course is not a valid reason to request an incomplete. It is WWCC policy that you complete at least ½ of the coursework at



passing level before I will grant an incomplete grade. For this course, that means that you need to complete projects 1-5 and the first set of tests. If extenuating circumstances are preventing you from completing your coursework, please inform me as soon as you are able. Consult with me regarding an incomplete before the end of the semester. An incomplete form must be signed by you. This form is turned in with grades at the end of the semester.

Academic Dishonesty: Academic dishonesty of any kind will not be tolerated. Cheating can result in an "F" for the course. In this course, academic dishonesty includes but is not limited to: unapproved assistance during exams, copying files, and using other student's work as your own.

Cooperative group study, preparing for exams, and asking other students questions about homework is encouraged and shall not be considered academic dishonesty. Any questions regarding potential violations or questionable behavior should be directed to the instructor for clarification.

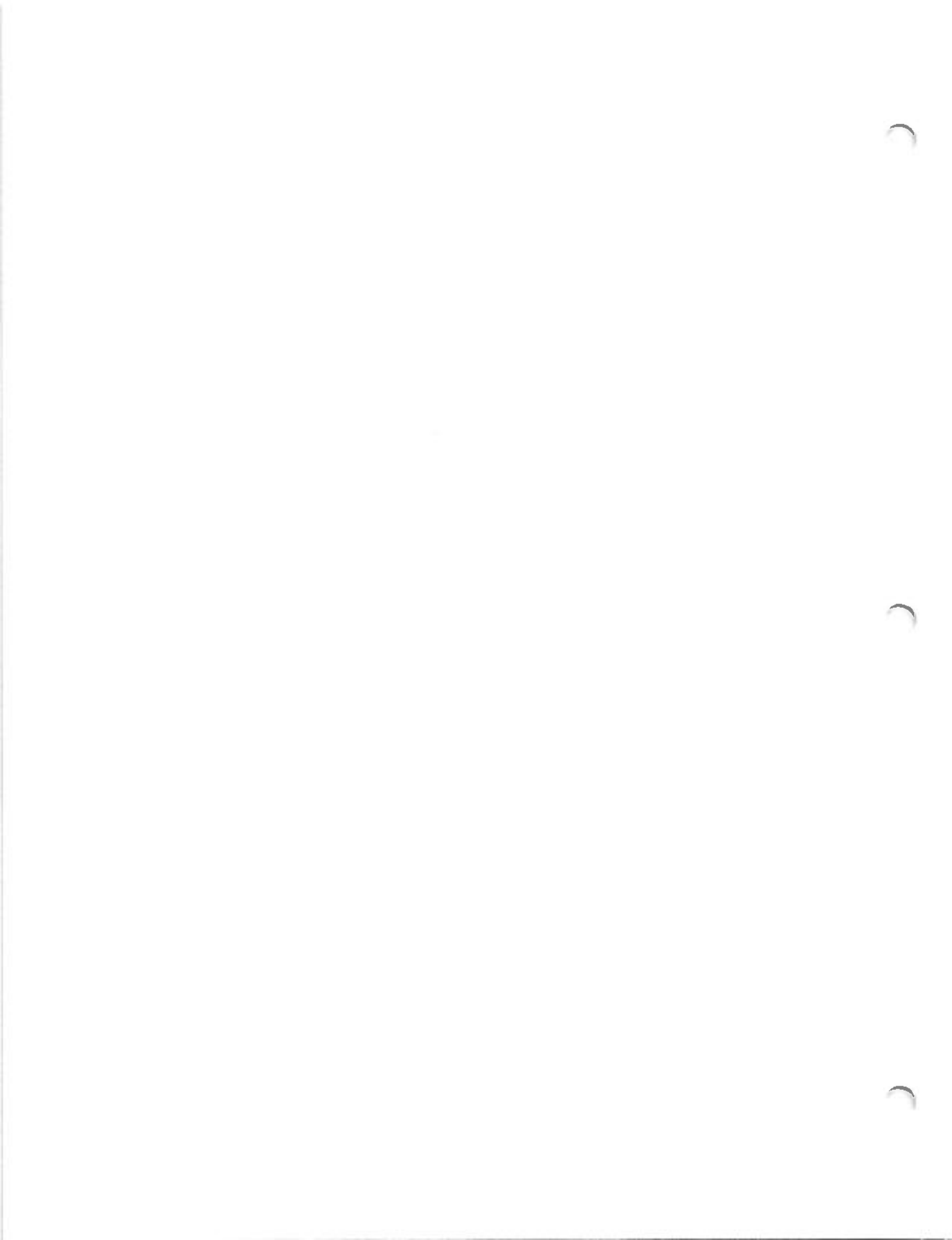
Specifically in this course you must do your own work including the Chapter assignments. It is not acceptable for two or more people to submit the same file. Be warned that all of the files you submit record how long it took you to do the work, the date it was created, the computer in which it was created on and other file information. There will be random checks to determine that the files you submit are consistent. For example, if you submit a file that is identical to another student's, you and the other student will get a 0 (F) for that assignment and no corrections will be allowed. If you do this twice, both students will receive a grade of F for the course.

Students Rights and Responsibilities: Your rights and responsibilities are summarized in the course catalog, the college's website, and the student handbook. The student is responsible for this information. In addition, you are responsible to

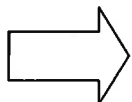
- Be available to your class for discussions.
- Check the Announcements for this course at least three times a week.
- Check your email at least three times a week.
- Be courteous with your e-mail messages. I expect you follow rules of common courtesy in all your e-mail messages and your threaded discussions. If I deem any of your messages to be inappropriate or offensive, I will notify you that you have violated this guideline. If this behavior occurs a second time, I will forward the message to the chair of the division and the Director of Distance Education and appropriate action will be taken, not excluding expulsion from the course.

Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to:

- Back up every piece of work you do on a disk and on your hard drive, and make a hard copy. If you experience computer difficulties, you are responsible for solving your own technical problems. Computers do crash. This is not a legitimate excuse to miss an assignment or quiz. Notify me by phone at any time at 307-674-1838. Leave a message if I am not available.
- Access the course site regularly. Heavy internet use occurs during the evening hours of 8-10 p.m. Don't wait until the last moment to check the course site. You might encounter heavy traffic and technical difficulties.
- Anticipate that technical difficulties will occur. They will. Be flexible and plan ahead. Don't wait until the last day to complete each assignment. Back up your work. All graded material must be saved in case the instructor loses the grades on the computer.



E Mail Procedures: We are asking that all students use the Mustang Cruiser email system. When sending e-mail, you still must identify yourself fully by name and class, not simply e-mail address, in all email sent to me and/or other members of our class. I will check my e-mail at least 5 days a week, generally throughout the day. I will respond to course-related questions within 24 hours (except weekends and holidays). Comments on formal assignments may take up to one week.

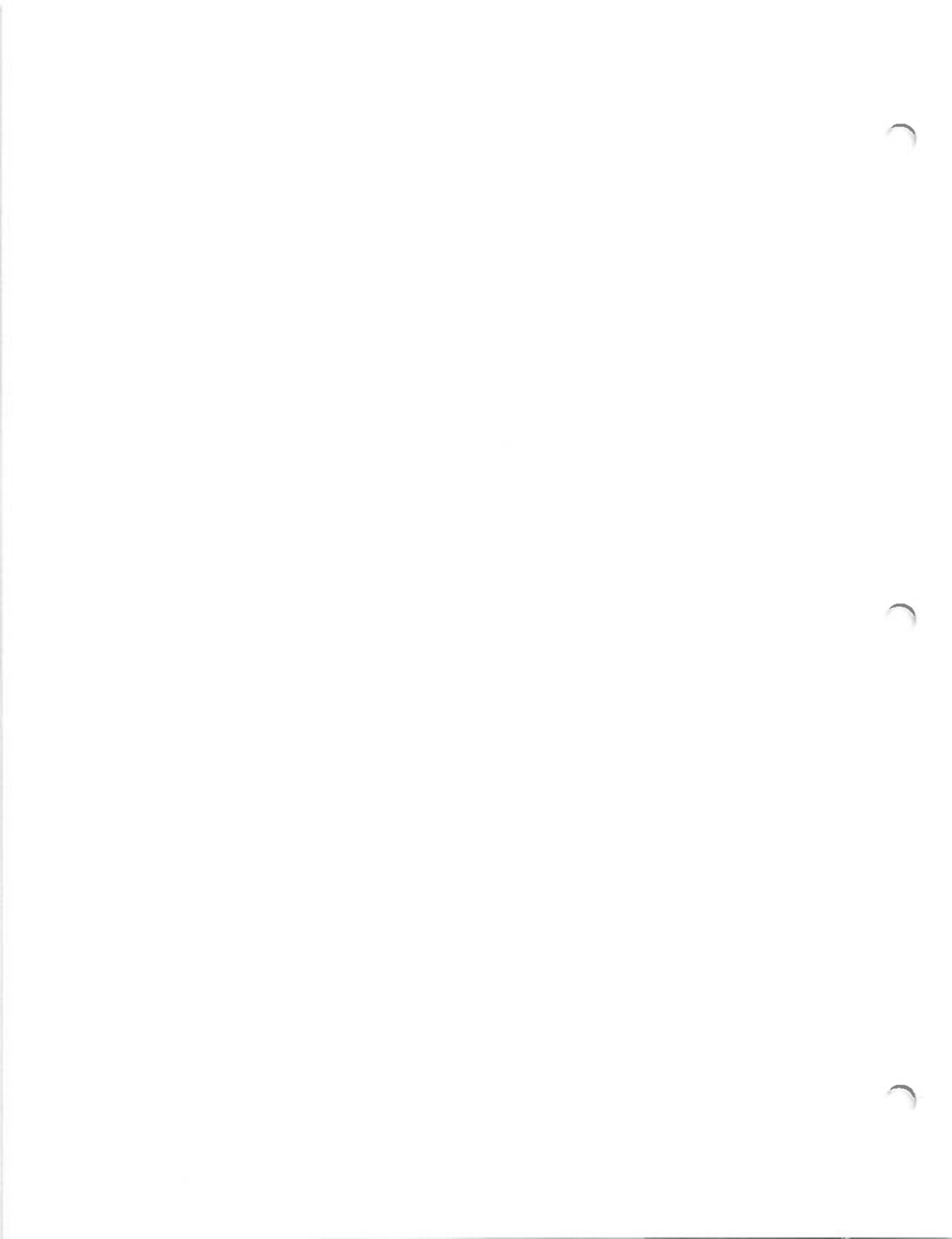


You are required to check your email three times a week just as you are required to check the announcement section three times a week.

Students with Special Needs: It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via email at kflaim@wwcc.wy.edu. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor of this course.

SMARTHINKING -- Online Tutoring: Western Wyoming Community College is now offering free tutoring available online. The service is called Smarthinking and is accessed through Mustang Cruiser. Take advantage of this service; it is a useful tool for students at Western. Questions: contact Brenna Reynolds in Distance Education at 382-1880.

Technical Difficulties: Students who enroll in courses taught via compressed video or Internet can expect technical difficulties to arise from time to time. Students are asked to be understanding and flexible as technical difficulties are resolved.

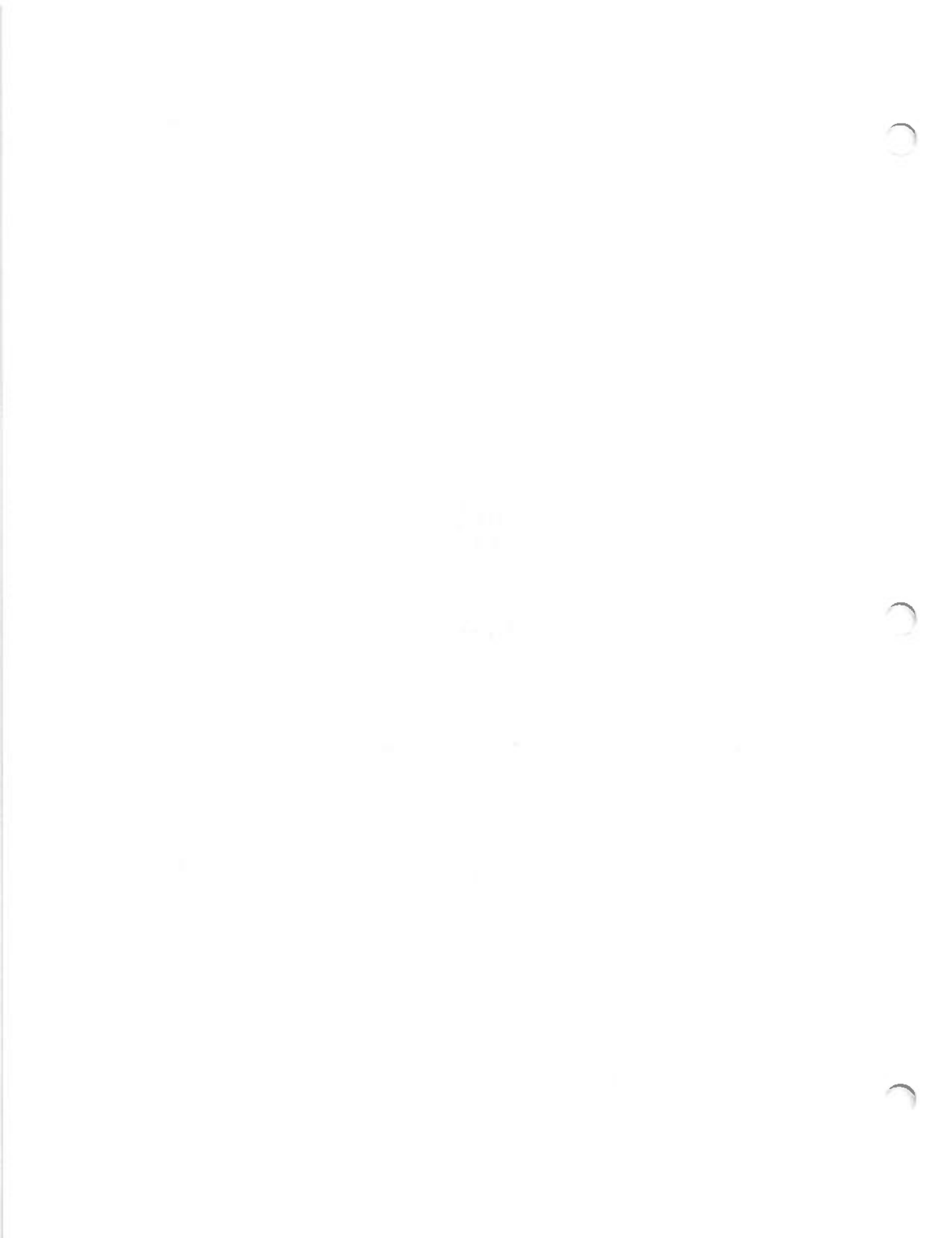


**Microsoft Excel 2007 (CMAP 1750 NT)
Fall 2011**

**Work Schedule
Lisa McClure**

Assignment Posted	Assignment Title	Due Date
Wednesday, Aug 24	Getting Started	Wednesday, Aug 31
Thursday, Sept 1	Chapter 1—Creating a Worksheet and Embedded Chart	Wednesday, Sept 7
Thursday, Sept 8	Chapter 2—Formulas, Functions, Formatting, and Web Queries	Wednesday, Sept 14
Thursday, Sept 15	Chapter 3—What-If Analysis, Charting, and Working with Large Worksheets <i>Watch for special Elluminate help sessions this week for help on this Chapter.</i>	Wednesday, Sept. 21
Thursday, Sept 22	Chapter 4—Financial Functions, Data Tables, Amortization...	Wednesday, Sept 28
Thursday, Sept 29	Chapter 5—Creating, Sorting, and Querying a List	Wednesday, Oct 5
Thursday, Oct 6	Chapter 6 – Working with Multiple Worksheets and Workbooks	Wednesday, Oct 12
Thursday, Oct 13	Midterm Application Test	Wednesday, Oct 19
Friday, Oct 14	Fall Break – No Classes. College will be closed	
Chapters 1-5 and corrections CANNOT be submitted after Oct 19		
Thursday, Oct 20	Chapter 7—Creating Templates, Importing Data, and Working with SmartArt, Images, and Screen Shots	Wednesday, Oct 26
Thursday, Oct 27	Chapter 8—Pivot Tables, Pivot Charts, and Trendlines	Wednesday, Nov 2
Friday, Oct 28	Last Day to Drop this Class is Friday, Oct 28	
Thursday, Nov 3	Chapter 9 -- Formula Auditing, Data Validation, and Complex Problem Solving	Wednesday, Nov 9
Thursday, Nov 10	Chapter 10 – Using Macros and Visual Basic for Applications in Excel <i>(This is a tedious assignment! Notice I have given you a few extra days!)</i>	Friday, Nov 18
Friday, Nov 11	Early Registration Day – No Daytime Classes <i>Make an appointment with your advisor to sign up for Spring 2012 classes!</i>	
Friday, Nov 18	Chapter 11 – External Data, Web Queries and Collaboration	Wednesday, Nov 30
Wed, Nov 23 – Sun, Nov 27	Thanksgiving Holiday – No Classes. College will be closed.	
Chapters 6-11 and corrections CANNOT be submitted after → Friday, Dec 2		
Thursday, Dec 1	Reflection Paper Final Application Test Final Objective Test (If required – check with instructor)	Friday, Dec 9
Wednesday, Dec 14	Grades will be available on Web Advisor after noon.	

--- Print and Post this Schedule ---



WESTERN WYOMING COMMUNITY COLLEGE
PUBLIC SPEAKING
COMMON COURSE OUTLINE/SYLLABUS

COURSE NUMBER: COMM 1010

CREDITS: 3 CREDITS

PREREQUISITE: NONE

TRANSFERABILITY: Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

REQUIRED TEXTBOOKS AND/OR MATERIALS: O'HAIR, STEWART, RUBENSTEIN
– A SPEAKER'S GUIDEBOOK, 5th EDITION

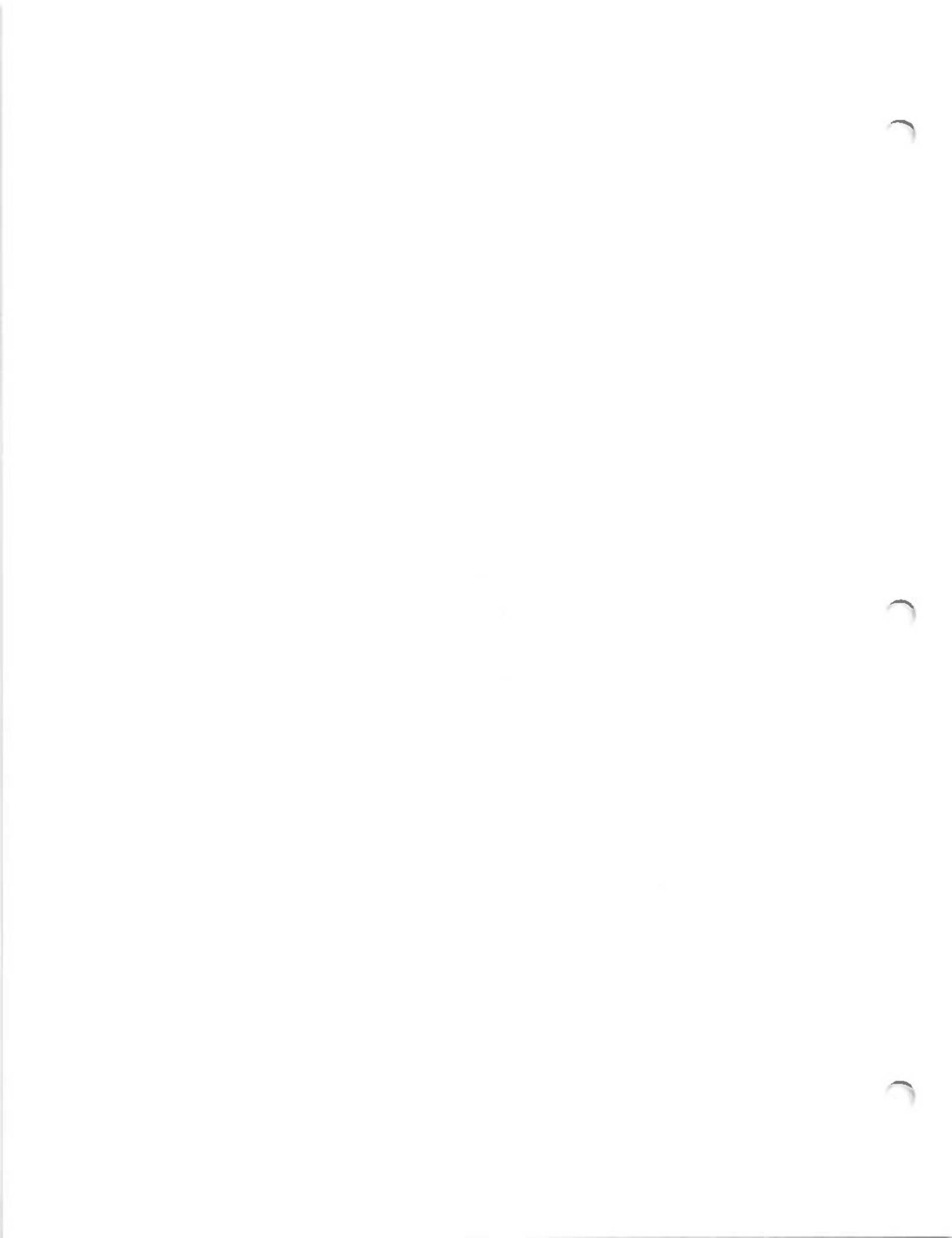
COURSE DESCRIPTION: This course is a practical performance course in public speaking. The course combines readings, lectures, films, discussion, and presentations to help the student become a more competent, confident and effective public speaker. The main topics covered include: researching and organizing a speech, audience analysis, using visual aids, effective delivery, handling stage fright, proposing arguments, and making persuasive appeals.

WWCC GOALS FOR STUDENT SUCCESS & COURSE OBJECTIVES:

Five major goals - WWCC has identified the following as goals for student success

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Course Objectives - The following goals and their method of assessment specifically addressed in this course:



WWCC GOAL	GOALS FOR THIS COURSE	CLASS ACTIVITY	OUTCOMES/ASSESSMENT
Communicate Competently	Learn to speak in front of a variety of audiences in the classroom, work place, and in civic arenas.	Lecture/Discussion/Exercises/Speeches	Ability to prepare and give a competent oral presentation.
See Issues from Multiple Perspectives	Learn to prepare oral presentations which consider multiple perspectives and establish a persuasive oral argument.	Evaluating an audience, writing a speech/oral presentation, preparing delivery and delivering oral presentations.	Ability to research, draft and present a persuasive oral argument.

METHODS OF INSTRUCTION: Lecture, discussion, exercises, speeches.

METHODS OF EVALUATION:

Attendance Policy – Attendance will be taken, and absences past three will result in a drop of a full letter grade; the same applies to further absences, if any. Students should plan the three absences to cover any events such as weddings, family reunions, etc. They should also save remaining absences principally for illness and medical visits.

When you are going to be absent, an advance courtesy notice to your instructor is expected. Students must keep track of their own absences, and any late arrival past 15 minutes will be counted as an absence.

Unless they have made prior arrangements with the instructor, students are also responsible for securing lecture notes and assignments from other students when they are late or absent. Students arriving late to class should not disrupt class nor expect to have lecture, discussion and assignments already covered to be re-explained to them.

Grading Policy – There are 100 possible points for this course.

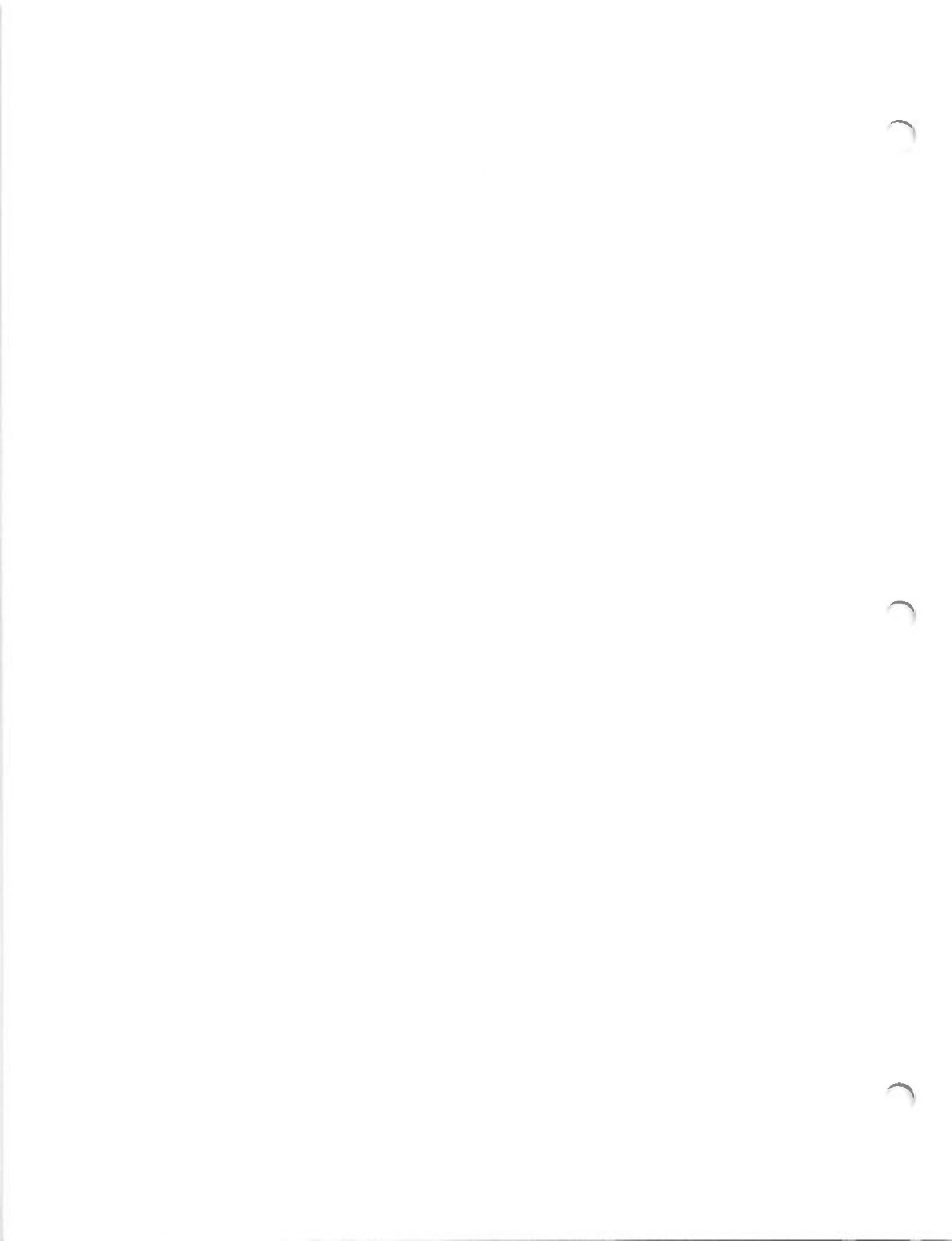
Two short speeches – 15 points each

One medium length speech – Midterm - 15 points

One group presentation – Final Exam - 20 points

Ten self-assessment quizzes – 3.5 points each

Possible pop quizzes if students cannot answer questions orally about reading assignments.



Grading Scale –

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

Rounding Policy - Grade averages will be rounded to the closest half percentage point, for example, grades of 84.6 will become an 85, but grades of 84.4 will become an 84.

MAJOR UNITS OF STUDY OR SCHEDULE: See attached weekly schedule.

INCOMPLETE POLICY: You may request the grade of "I" (Incomplete) after the mid-point of the course when unexpected circumstances, such as illness or military service, make it impossible for you to complete the remaining work by the end of the semester. You must, however, be passing the course with a "C" or better at the mid-point of the course. The purpose of an incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the grade. It is your responsibility to initiate this process, but an Incomplete is assigned solely at the instructor's discretion. Check the College Catalog for the entire policy.

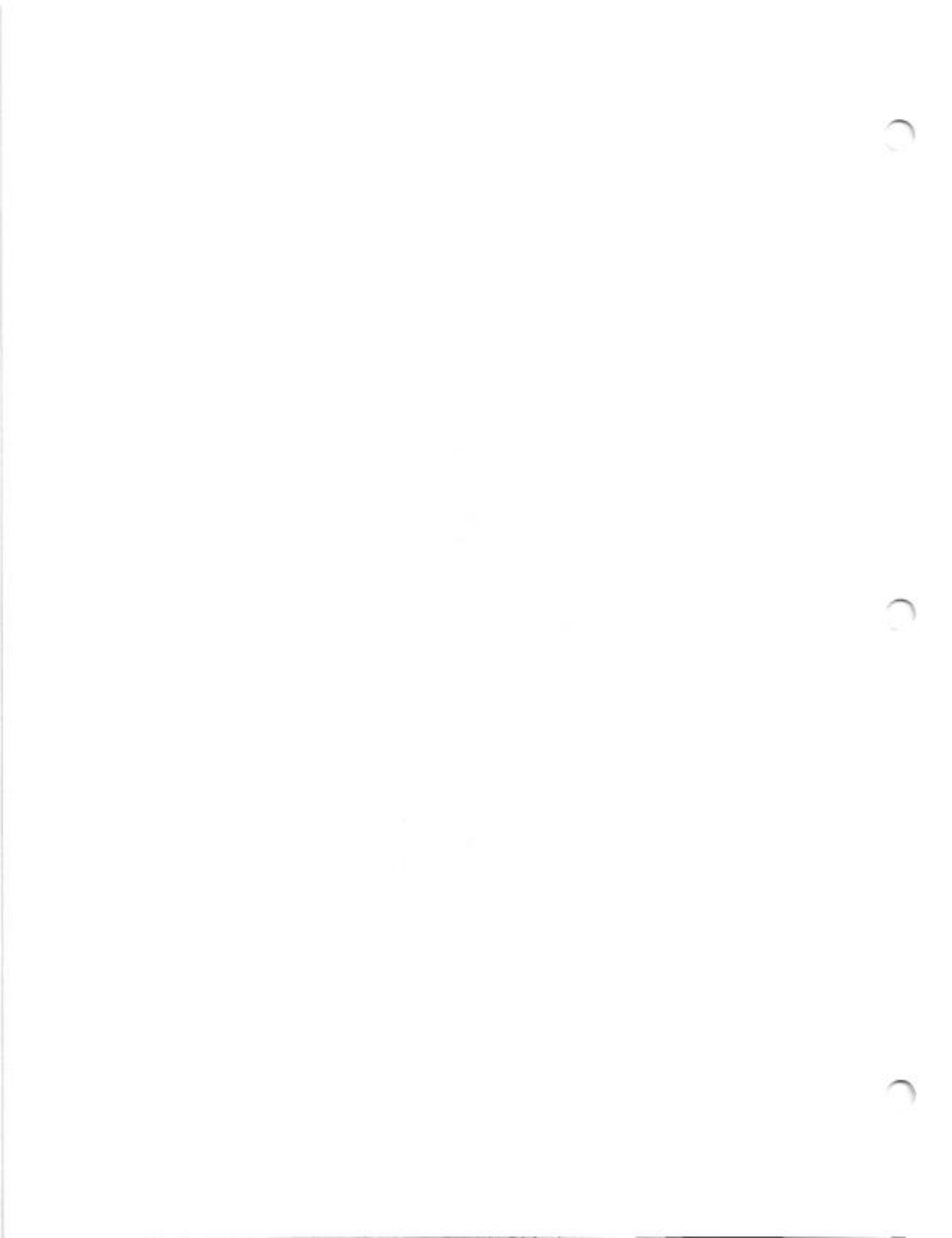
APPROPRIATE STUDENT BEHAVIOR:

One of the College's goals is to See Issues from Multiple Perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own. Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others' rights to hear, take notes or exams, express their ideas and participate in the class. College policy 5420A states that "the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes."

STUDENTS WITH SPECIAL NEEDS: It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The student must also notify the instructor **AT THE BEGINNING OF THE SEMESTER** regarding what assistance the student will need in class and from the instructor. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kwaters@wwcc.cc.wy.us The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor of this course.

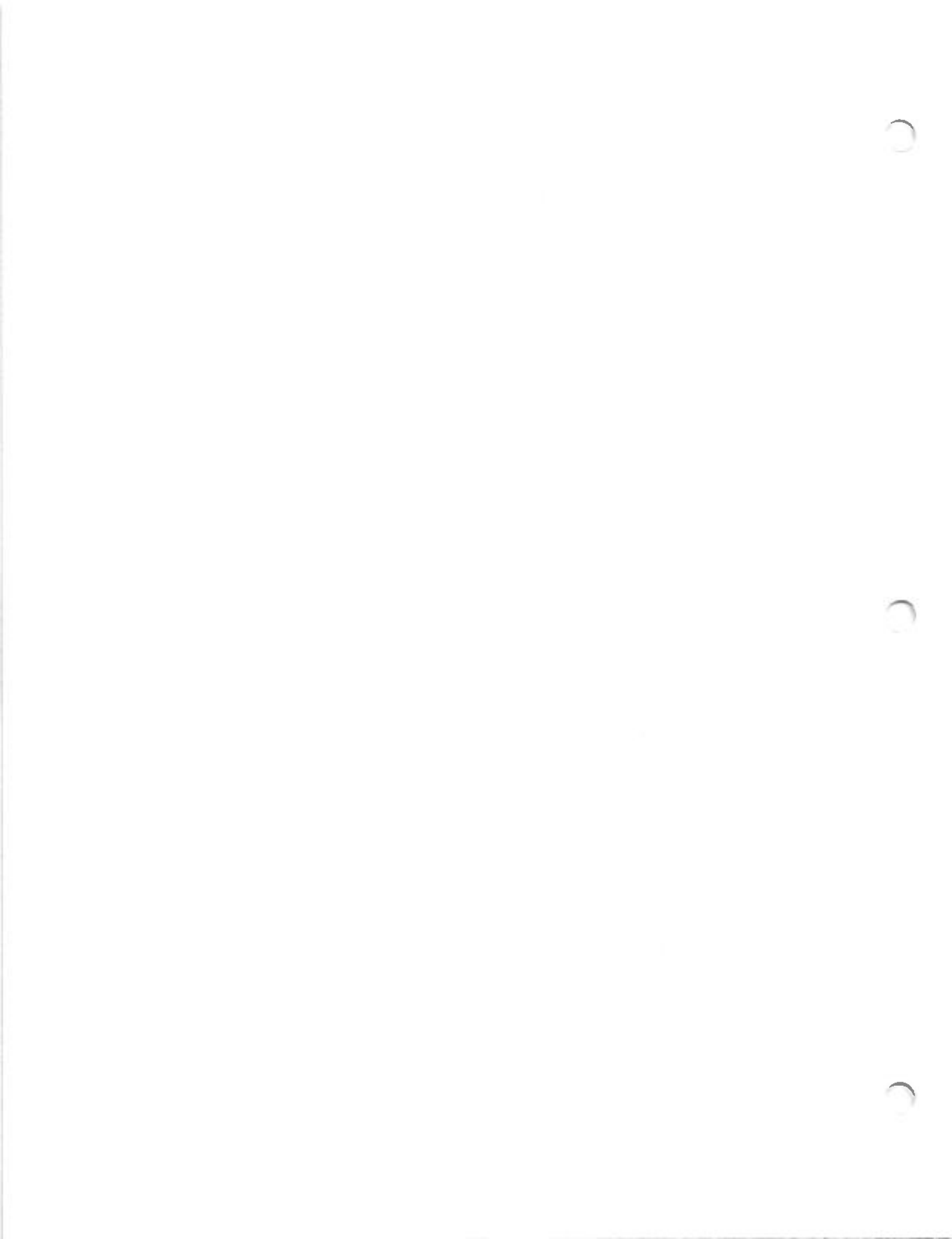
CHANGES TO THE SYLLABUS:

The attached schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.



WEEKLY SCHEDULE:

- Jan. 18 Review syllabus and hi-light dates for all assignments. Sign attendance sheet and confirm review of syllabus and dates. Read chapters 1, 2 before class, Jan. 23..
- Jan. 23 Begin work on first short speech (receive outline in class) and review criteria sheet for short speeches.
- Complete web site exercise for Chapter 5 in labs, on Bedford St Martins web site. You must redo these exercises until you have all answers correct, then hit submit to be properly recorded (we will be in lab). Then fill in the forwarding address of: linn@wwcc.wy.edu and hit click.
- Read chapters 3, 4, 5 before class, Jan. 30.
- Jan. 30 Lecture and exchange outline of first short speech with classmate, Jan. 30.
- Finish writing first speech in class.
- Read chapters 6 & 7 before class, Feb. 6.
- Feb. 6 Bring two word-processed copies to class, Feb. 6. One copy is for instructor and one copy is your presentation copy for yourself. If you do not bring printed copies, you will not receive a grade for the review planned for today.
- Post self-assessment exercise for Chapter 7 from web site before midnight, Feb. 10. This is your weekly homework and no exercises received after the weekly Friday cutoff will be credited.
- Remember that each web quiz is worth 3.5 points each; this accumulates to a total of 35 points or 35 percent of your grade over the first 10 weeks of the semester.
- Do not forget that each quiz must also be 100 percent correct for you to receive credit for the quiz. You may redo the quiz as many times as necessary to achieve the 100 percent.
- Read Chapters 8, 9 and 10 before class Feb.13.
- Feb. 13 Begin presenting first short speech in class, Feb. 13. Finish delivering first short speeches in class Feb. 21. Audience members



fill out evaluations, sign and turn in to teacher in class each day that speeches are delivered.

Complete self-assessment exercise Chapter 10 before Friday, Feb. 17, midnight, and hit submit so grade will be forwarded to Instructor.

Read chapters 11, 12 and 13 before class, Feb. 22. (Please note that President's Day holiday is Feb. 20 and there is no class).

Feb. 22 Review criteria sheet and write rough draft for second short speech. Bring word-processed, paper copy to class, Monday, Feb. 27.

Complete self assessment exercise for Chapter 13 before midnight on Feb. 24.

Read Chapters 14, 15, 16 before class Feb. 27.

Feb. 27 Have final draft ready for peer review in class, Feb. 27. Complete rough draft in class, same day.

Complete self-assessment exercise for Chapter 16 before midnight, March 1, and hit submit at bottom of screen so results will be forwarded to me at llinn@wwcc.wy.edu by the Bedford St. Martins web master. (Remember that you must redo exercises until all answers are 100 percent correct.

Read Chapters 17, 18 and 19 before class March 5.

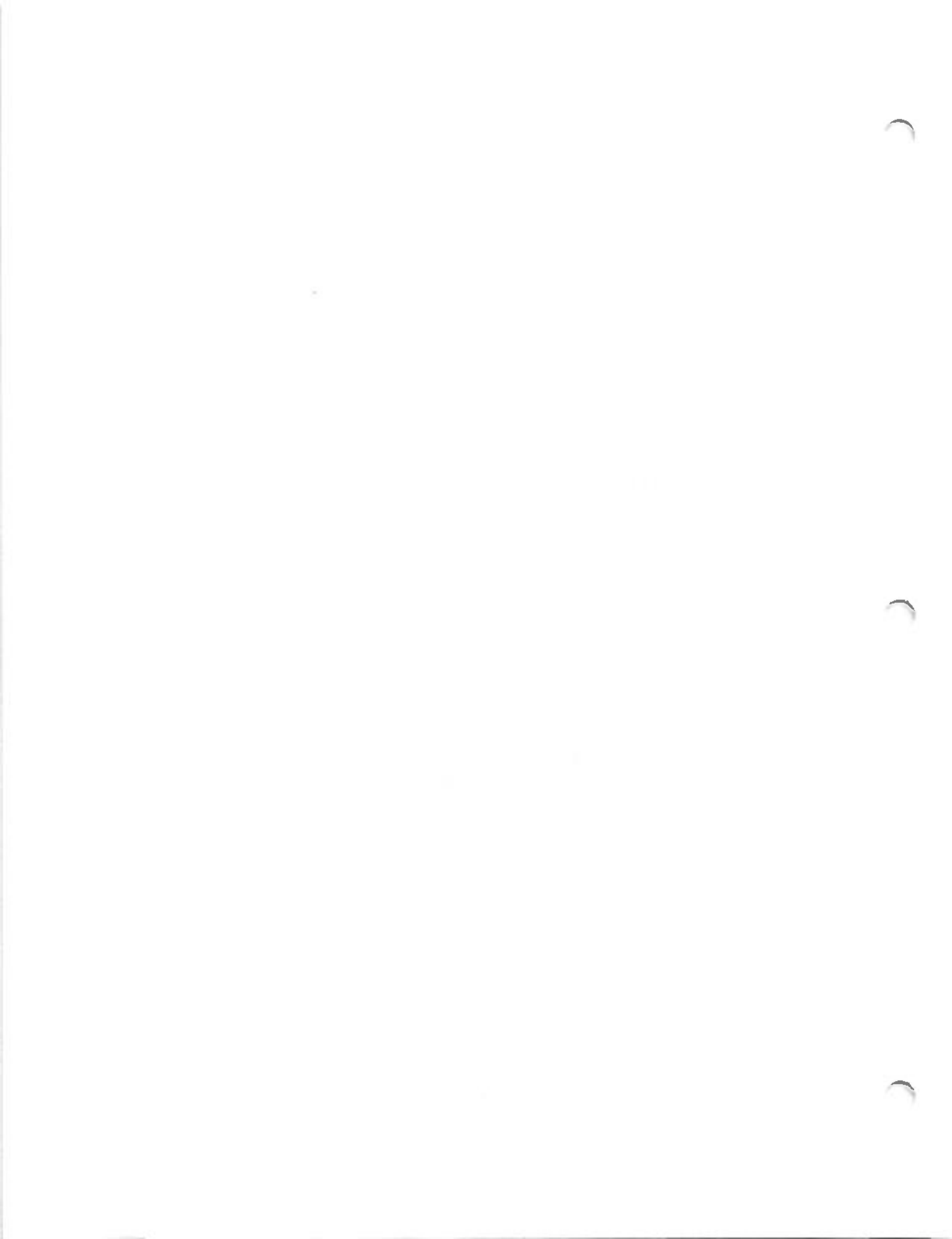
March 5 Exchange paper copies of rough drafts of speeches in class, March 5. (Bring word-processed, paper copy of finished speech to class, March 7, and hand in to instructor).

March 7 access power-point presentation in Word and construct one to go with your second speech. (Must have three slides).

Complete self-assessment exercise Chapter 19 Before, midnight, March 9, and hit submit. Please double-check that you have filled in the instructor's email address at llinn@wwcc.wy.edu to ensure that you will be properly included on the correct class list for the Bedford web master to forward your quiz score.

Read Chapters 20, 21, 22 before class March 12.

March 12 Begin presenting second short speech, March 12. Audience members fill out evaluations, sign and submit



to instructor.

(Finish delivering second short speech, March 19. Submit signed evaluations to teacher).

Complete self-assessment exercise for Chapter 22 before midnight, March 16, and hit submit. Double-check that you have filled in the llinn@wwcc.wy.edu to ensure your quiz is stored in the correct class que.

March 12-16 is fall break. (Your midterm grades will be posted on March 12.)

Read Chapters 23, 24, 25 before class, March 19.

March 19

Begin work, March 19, on first longer speech and review new criteria handout. Brainstorm main claim and three sub-claims.

Bring word processed, paper copy of draft of Introduction and body of speech to class, March 21, for peer review in class.

Complete self-assessment exercise for Chapter 25 before Midnight deadline, 23, and hit submit.

Read Chapters 26, 27, 28 before class, March 26.

March 26

Bring word-processed, paper copy of speech to class, March 26, for peer review in class. Discuss power-point presentation for this speech.

You must have three picture slides with headlines in this presentation. Finish speech power point, and print two paper copies for class, March 24.

Complete self-assessment exercise for Chapter 28 before midnight deadline, March 30.

Read Chapters 29 and 30 before class, April 2.

April 2

Begin delivering third speech in class, April 2. Continue April 4 and 11. Audience members fill out evaluations and give to instructor.

Complete self-assessment exercise for chapter 30 before Midnight deadline, April 6. No more web quizzes after this week.

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April 9 is a holiday. No class.

April 11 Continue giving third speech in class. Do evaluations, sign them and turn in to teacher. If we are not done with delivery, we will continue delivering speeches on April 16.

April 18 Form teams and begin planning moot court debate for group, April 18. Begin drafting arguments. Meet in your group outside of class to continue research and drafting.

April 23, 25 Complete research for rough drafts of each group member's presentation in library, online, or in labs. Be sure to sign attendance sheet as your group meets to do research.

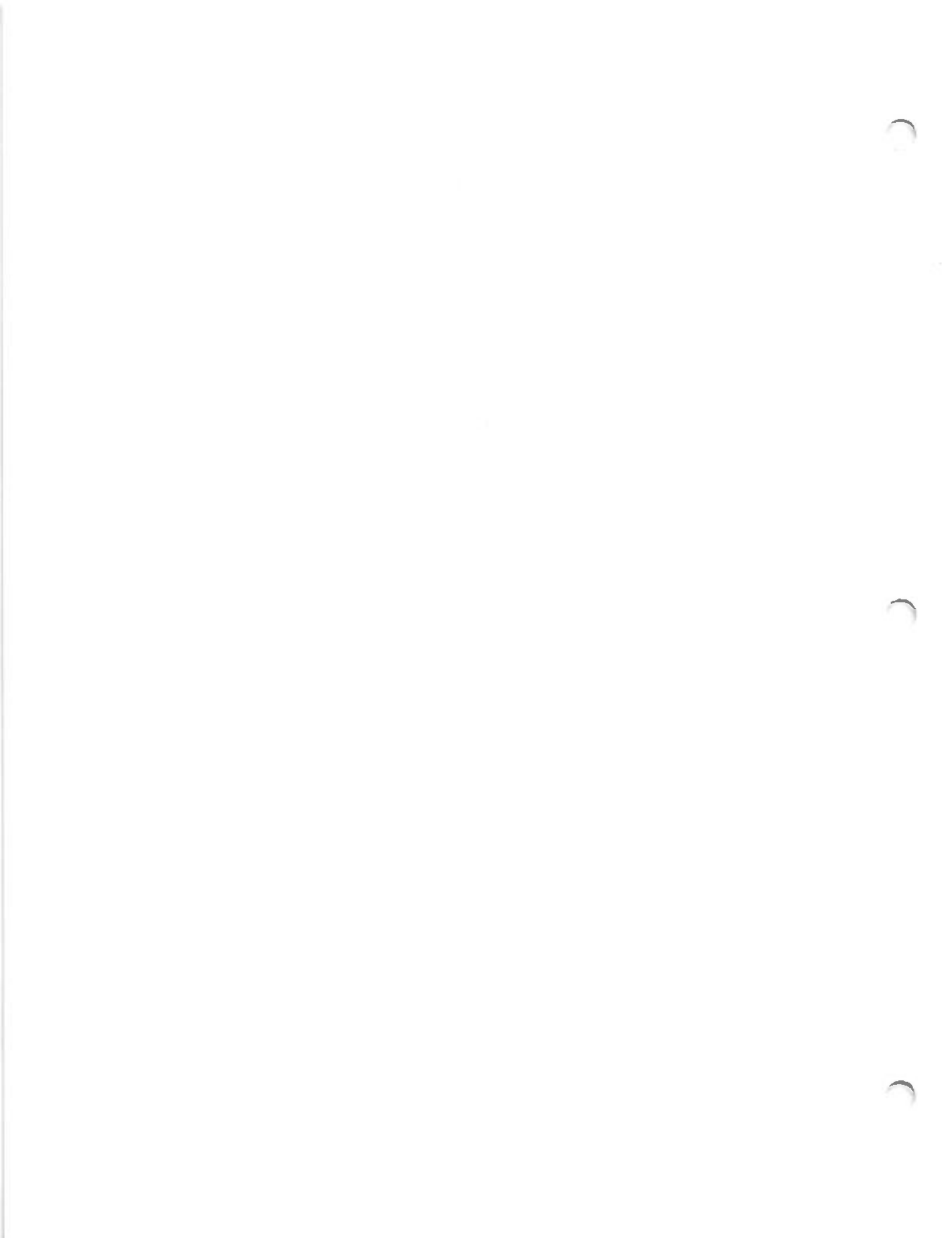
April 30 Bring rough draft speeches to class and finalize in groups. Meet outside of class to practice, several times if necessary. Take roll.

Complete course evaluation in class May 2. Continue practice.

May 8, 9 We will conduct group moot courts on the last two days of class. All students must be present and participate, both days.

All final work must be submitted no later than end of class session, May 9. This is the last day of class.

May 16 Enjoy your summer holiday.



WESTERN WYOMING COMMUNITY COLLEGE
INTERPERSONAL COMMUNICATION
COMMON COURSE SYLLABUS

COURSE NUMBER: COMM 1030

CREDITS: Three credits

PREREQUISITE: None

TRANSFERABILITY:

Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

REQUIRED TEXTBOOKS AND/OR MATERIALS:

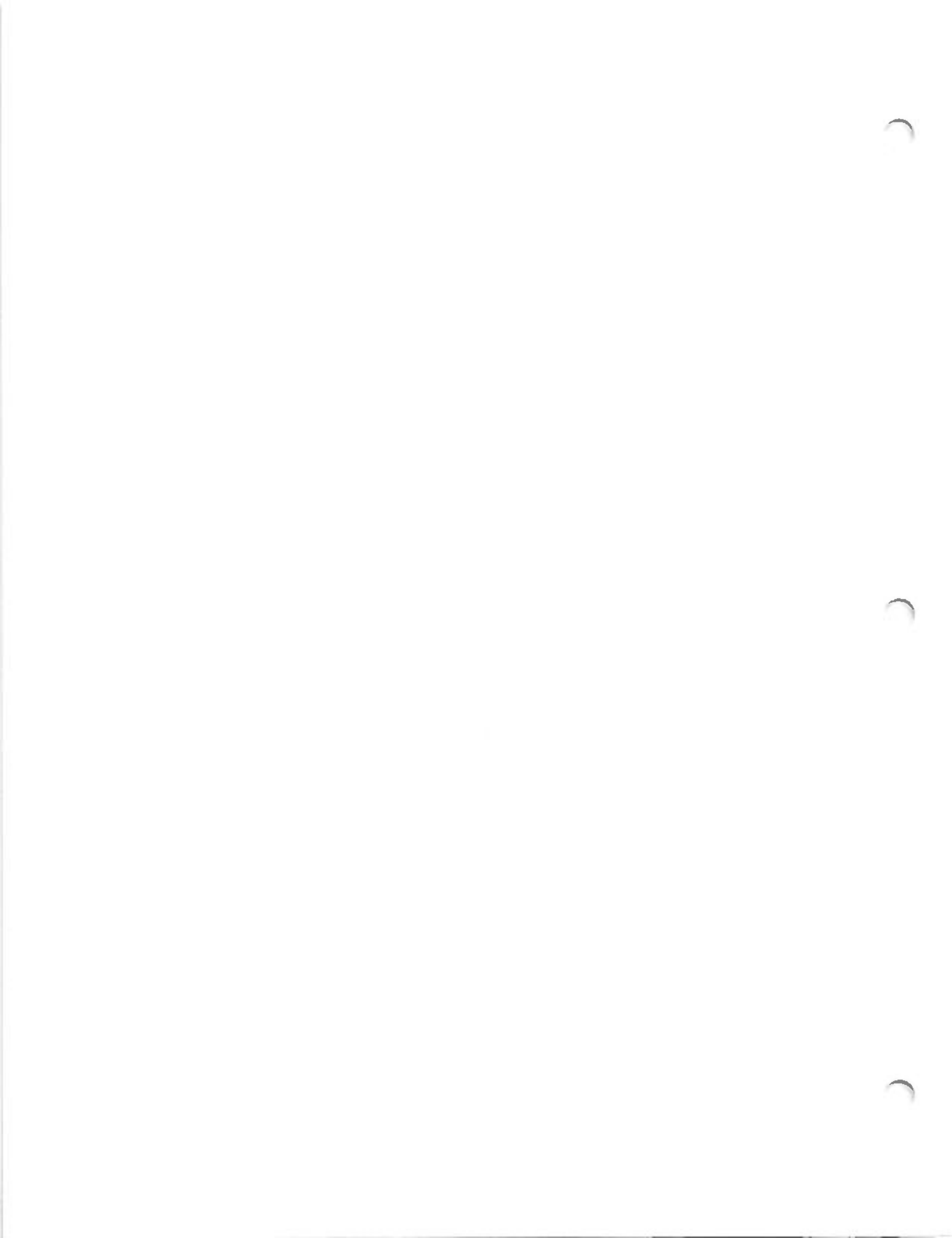
Adler, Rosenfeld, and Proctor: *Interplay: The Process of Interpersonal Communication*, Oxford University Press 2010; bundled with online video book, "Now Playing." CD is included in the bundle.

COURSE DESCRIPTION: This course combines reading, class discussions, lectures, and exercises to explore a wide variety of topics and skills in face-to-face interaction. The student will become aware of current research in the human communication field as well as become more effective communicators in their relationships with friends, family, co-workers, and intimates. Topics covered include: nonverbal communication, perception, handling interpersonal conflict, improving listening and response skills, and enhancing communication in intimate relationships.

WWCC GOALS FOR STUDENT SUCCESS & COURSE OBJECTIVES:

Five major goals -- WWCC has identified the following as goals for student success:

- Communicate competently
- Retrieve information
- See issues from multiple perspectives
- Solve problems
- Develop life skills



Course objectives -- The following goals and their method of assessment are specifically addressed in this course:

WWCC GOAL	GOALS FOR THIS COURSE	CLASS ACTIVITY	OUTCOMES/ASSESSMENT
Communicate competently	Introduce communications students to the varied forms of interpersonal communication, and provide practice employing the skills of these varied forms.	Survey all forms of interpersonal communication through media enhanced text, lecture, videos and class discussion.	Weekly online exercises, exams, and a final paper.
See issues from multiple perspectives and develop life skills	Introduce students to the concept of using enhanced interpersonal communication skills to communicate competently in business, in global communication, in families, in social arenas, and in intimate relationships.	Thorough discussion and testing on the meaning of practiced and developed methods of communication to secure greater competency in these skills.	Oral discussion, practice in problem solving in groups and dyads and evaluation through online exercises, oral presentations, and a final project/paper.

METHODS OF INSTRUCTION: Lecture, discussion, films, exercises, exams, and evaluative paper.

METHODS OF EVALUATION:

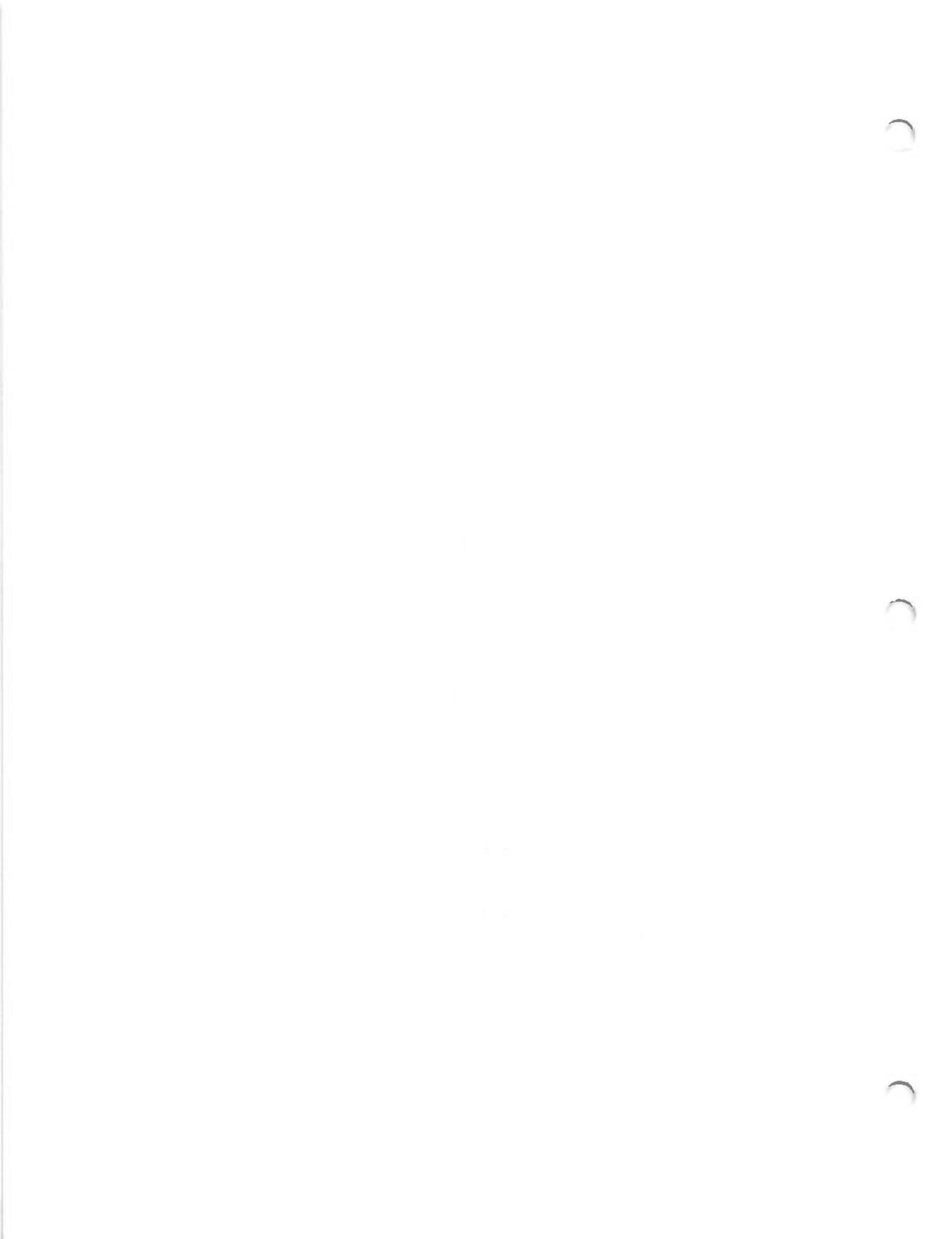
Attendance Policy Attendance will be taken, and absences past three will result in a drop of a full letter grade; the same applies to further absences, if any. Students may plan absences to cover any events such as weddings and family reunions, but they should save absences principally for illness and medical visits. When you are going to be absent, an advance courtesy notice to your instructor is expected. Students must keep track of their own absences. Any late arrival past 15 minutes will be counted as an absence. Unless students have made arrangements with the instructor, they are responsible for securing lecture notes and assignments from other students when they are late or absent.

Grading Policy There are 150 possible points for this course, divided as follows:

- 12 weekly online exercises—5 points each (total 60 points)
- 12 weekly written video evaluations-5 points each (total 60 points) BB component
- Class participation and discussion –15 points
- Final research paper—15 points

Grading Scale

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



ROUNDING POLICY: Grade averages will be rounded to the closest full percentage point; for example, a grade of 84.6 will be rounded to 85, and a grade of 84.4 will be rounded to 84.

MAJOR UNITS OF STUDY OR SCHEDULE: See the attached weekly schedule.

INCOMPLETE POLICY: You may request the grade of "I" (Incomplete) after the mid-point of the course when unexpected circumstances, such as illness or military service, make it impossible for you to complete the remaining work by the end of the semester. You must, however, be passing the course with a "C" or better at the mid-point of the course. The purpose of an incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the grade. It is your responsibility to initiate this process, but an Incomplete is assigned solely at the instructor's discretion. Check the college catalog for the entire policy.

APPROPRIATE STUDENT BEHAVIOR:

One of the College's goals is to see Issues from multiple perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own. Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others' rights to hear, take notes or exams, express their ideas and participate in the class. College policy 5420A states that "the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes."

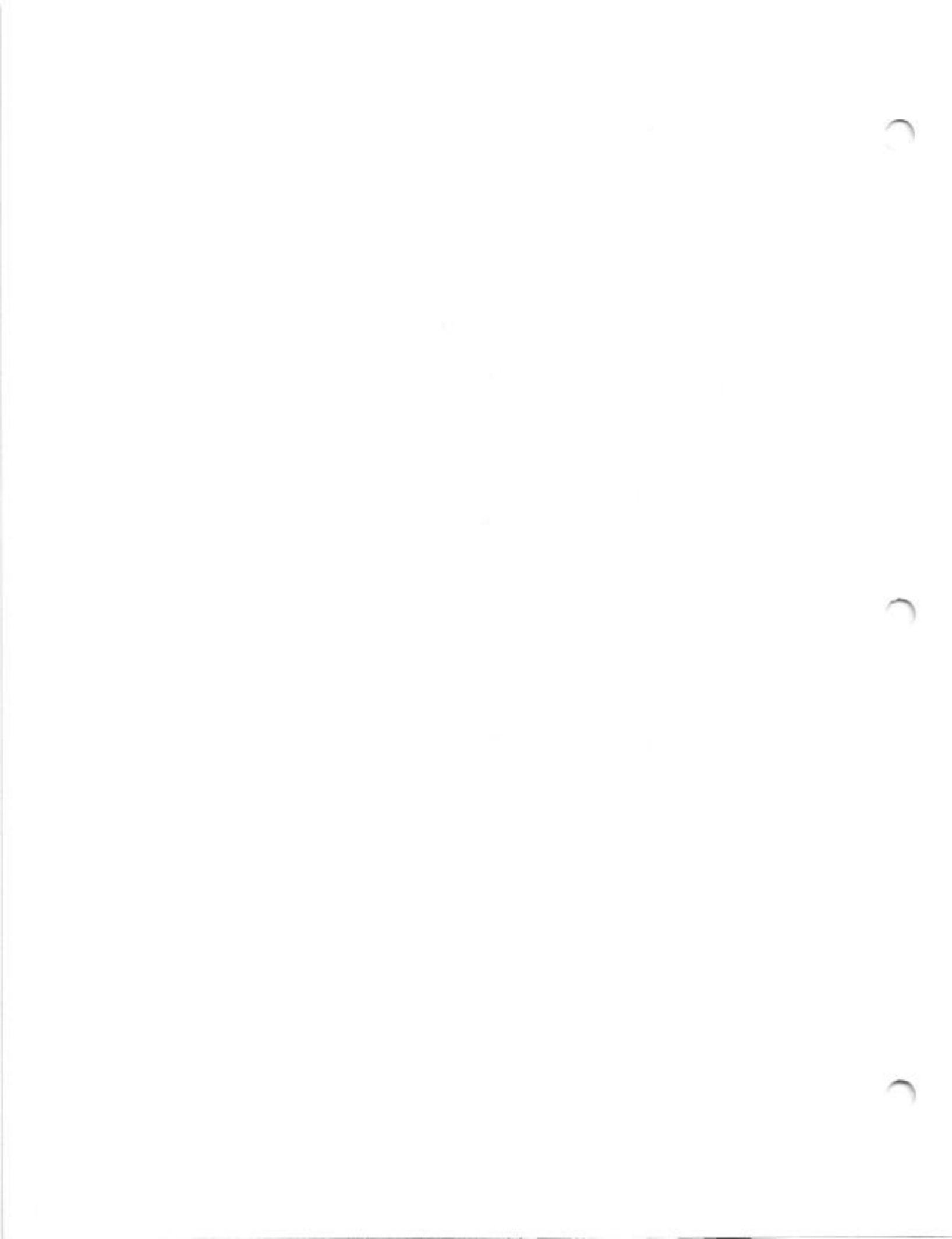
STUDENTS WITH SPECIAL NEEDS:

It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kflaim@wwcc.wy.edu. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor of this course.

CHANGES TO THE SYLLABUS:

The above schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.

CHEATING: According to school policy, students may be dismissed from the class and/or expelled from school.



WEEKLY CLASS SCHEDULE

Jan. 19 Lecture: Introduction to interpersonal communication.

Review syllabus assignments, deadlines, and course policies.

Read chapter 1 before class, Jan. 24, and receive instructions on online component of class.

Jan. 24 Discuss chapter 1 in class, Tuesday; Jan. 24, complete chapter 1 exercises.

Jan. 26 Video Assignment 1, watch first video in class, and post answers to "Now Playing" questions about video to Blackboard Assignments.

Read Chapter 2 before class, next week.

Jan. 31 Lecture on and discussion of chapter 2. Complete exercises for Chap. 2 as Homework, and submit copy to instructor at llinn@wwcc.wy.edu by Feb.2.

Feb. 2 Video Assignment 2, watch second film, and post answers to "Now Playing" text on BB by midnight, Friday, Feb. 3.

Read chapter 3 before class, next week.

Feb. 7 Lecture on and discussion of chapter 3. Complete Chap.3 exercises by Feb.9.

Feb. 9 Video Assignment 3: watch 3rd video, and post answers to "Now Playing" questions by midnight, Friday, Feb.10.

Read Chapter 4 before Monday class, next week.

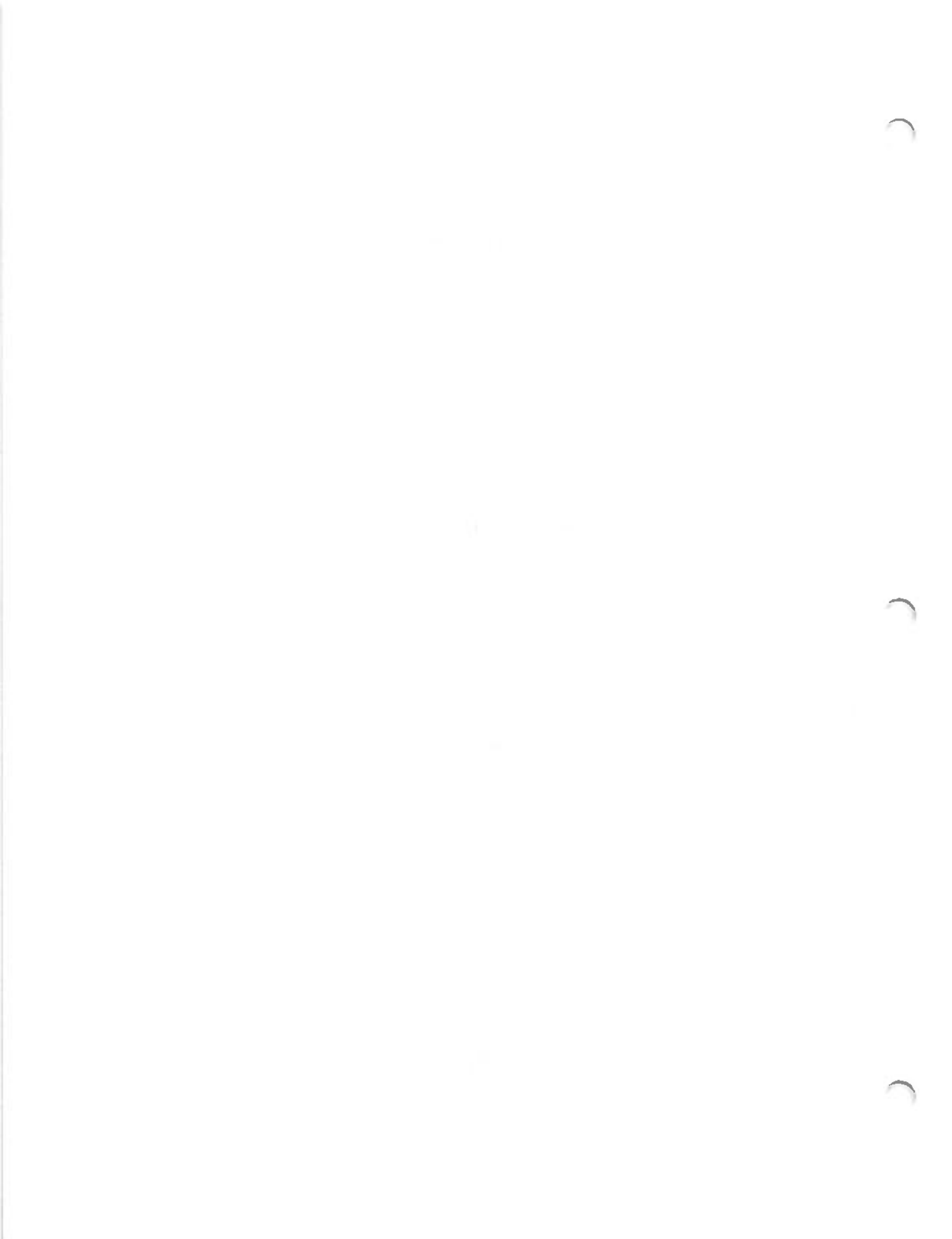
Feb. 14 Lecture on and discussion of Chapter 4.
Complete Chapter 4 exercises before class, Thursday.

Feb. 16 Video Assignment 4: Watch 4th video and post answers to "Now Playing" questions about video on BB assignment board by midnight Friday.

Read Chapter 5 before class, first class meeting of week.

Feb. 21 Lecture on and discussion of Chapter 5.
Complete Chapter 5 exercises before Thursday class.

Feb. 23 Video Assignment 5: Watch 5th video and post questions in "Now Playing" on



BB assignment board by Friday midnight.

Read chapter 6 before first class meeting of next week.

Feb. 28 Lecture and discussion on Chapter 6. Complete Chapter 6 exercises before class Thursday.

March 1 Video Component 6: Watch 6th video in class, and answer questions in “Now Playing” on BB assignment board before midnight Friday.

Read chapter 7 before first meeting of class next week.

March 6 Lecture and discussion on Chapter 7. Complete Chap. 7 exercises before 3/8.

Your midterm grades will be calculated based on your chapter exercise grades and your accumulated points for your weekly video evaluations.

Spring break is March 12-16.

Read Chapter 8 before class March 19.

March 20 Lecture and discussion on Chapter 8. Complete Chap. 8 exercises before 3/22.

March 22 Video Component 7: Watch 7th video and post answers to questions in “Now Playing” to BB assignment board before midnight Friday.

Read chapter 9 before first meeting of class next week.

March 27 Lecture and discussion on Chapter 9. Complete Chap. 9 exercises by 3/29.

March 29 Video Component 9: Watch 9th video and post answers to questions in “Now Playing” by midnight, March 30.

Read Chapter 10 before class, on the first meeting of the class next week.

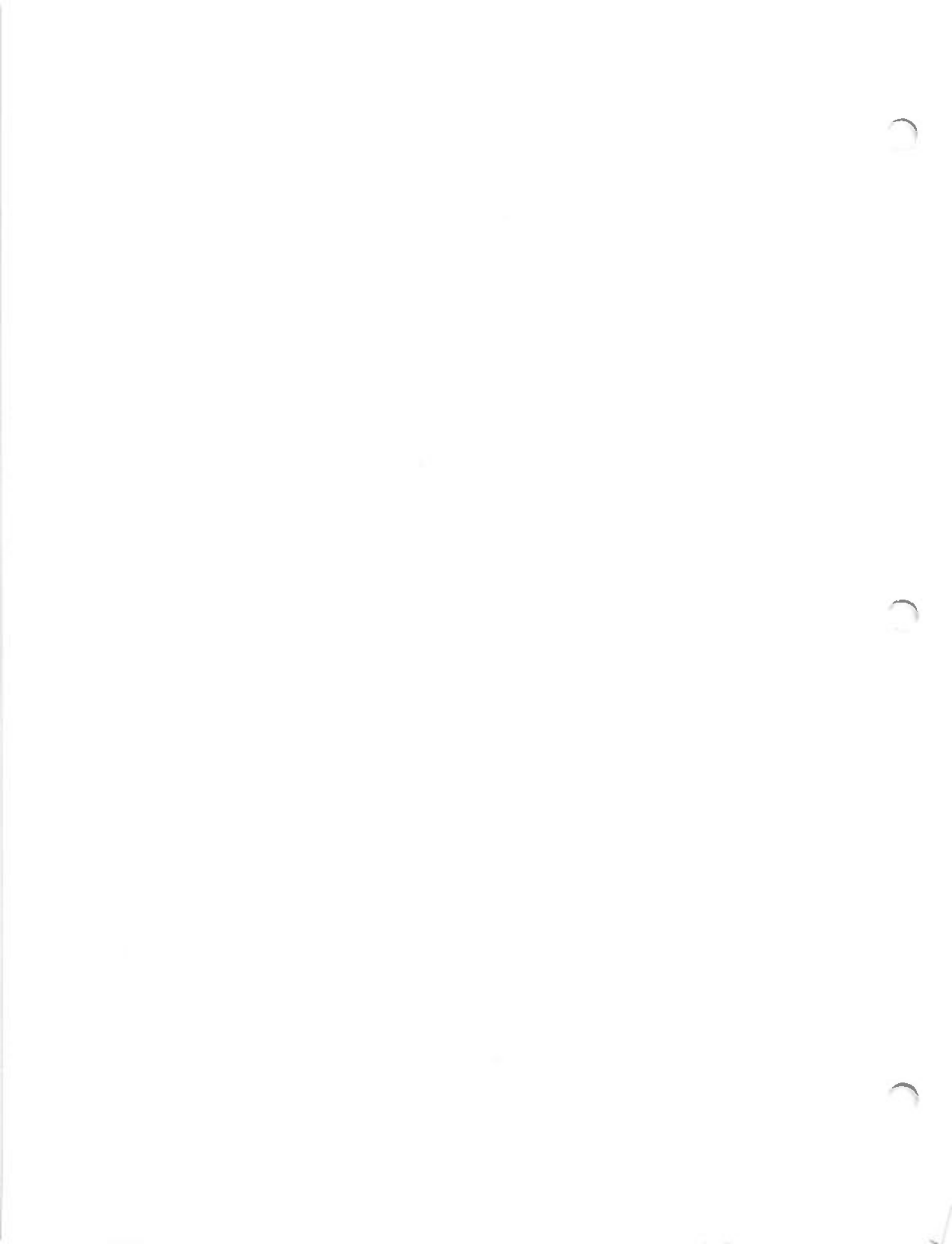
April 3 Lecture and discussion on Chapter 10. Complete Chap. 10 exercises before class, April 5.

April 5 Video Component 10: Watch 10th video in class and post answers to questions in “Now Playing” on BB assignment board by midnight Friday.

Read chapter 11 before first meeting of class next week.

April 10 Lecture and discussion on Chapter 11. Complete Chap. 11 exercises before class Thursday.

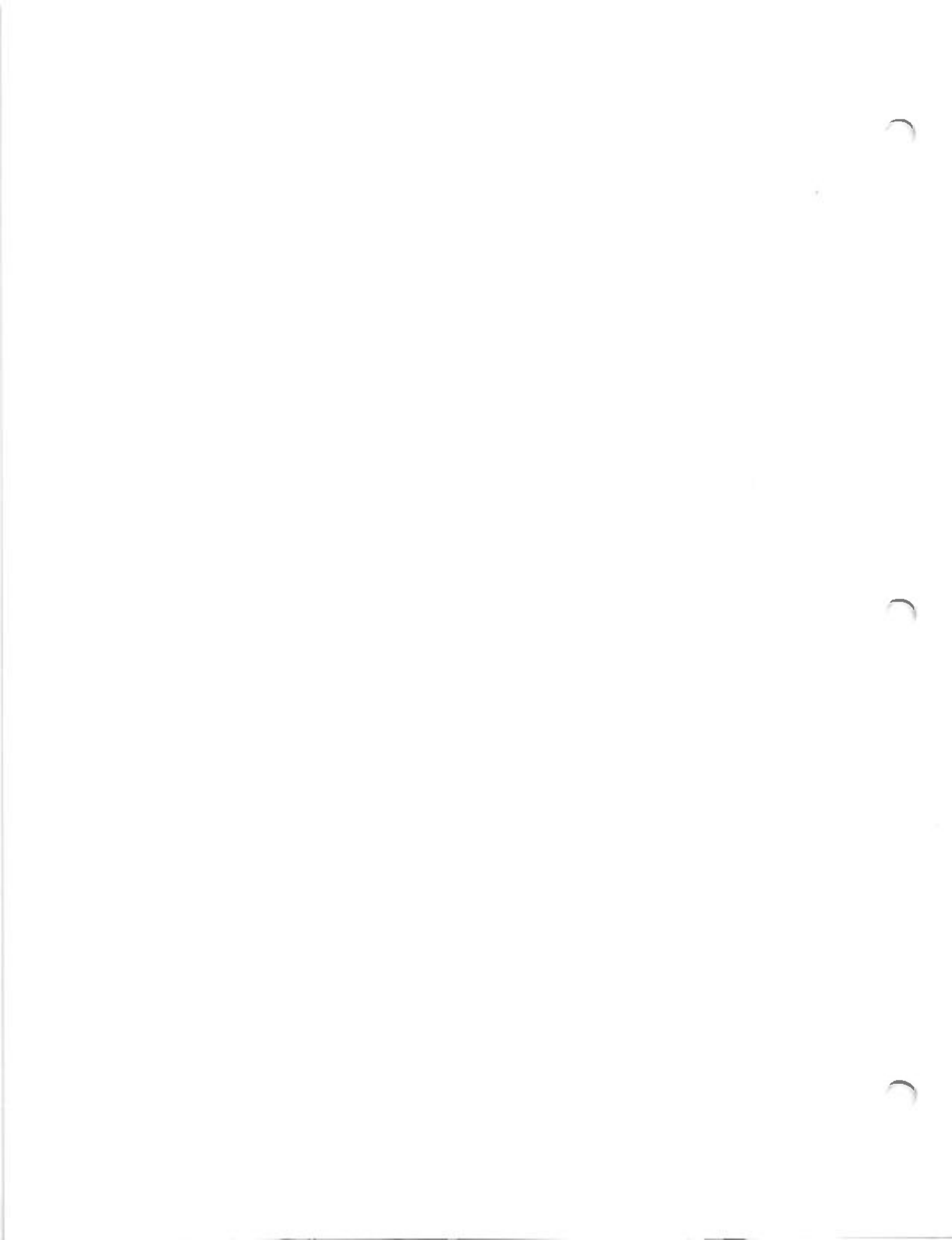
April 12 Video Component 11: Watch 11th video in class and answer questions in “Now



Playing" on BB assignment board by midnight Friday.

Read Chapter 12 before first meeting of class next week.

-
- April 17 Lecture and discussion on Chapter 12. Complete Chap. 12 before class 4/19.
Complete Chapter 12 exercise before class, 4/19.
- April 19 Video Component 12: Watch 12th video and post answers to "Now Playing"
questions to BB assignment board by midnight, Friday.
-
- April 24 Lecture on assignment for final paper in class. Begin working in class on your
seven page final exam paper.
- April 26 On second class meeting of week, we will draft segments of the paper in class,
following an academic paper outline. Draft main claim and introduction.
-
- May 1 Review main claim and write body of paper in class.
- May 3 Write refutation and conclusion of rough draft in class. Bring final copy to class
on May 8.
-
- May 8 Begin delivering oral report on paper in class and complete course evaluations.
- May 10 Last day of class. Turn in papers and complete oral reports on papers.
No late papers will be accepted. Have a great summer holiday.





Western Wyoming Community College

COSC 1200: Computer Information Systems

Common Course Syllabus

Credit Hours: 3

Course Number: COSC 1200

Prerequisites: Keyboarding competency

OIS Lab Hours:

- Monday – Thursday 8 am – 9 pm
- Friday 8 am – 5 pm
- Sunday 1 pm – 5 pm

Course Description: This introductory, lecture/lab course provides students with a basic understanding and experience with computers. Students will be introduced to the basic functions of the microcomputer and software packages used by business. Hands-on experience will be provided through lab activities. This course is designed for the first-time user. Topics such as the following will be included: hardware, software, operating systems, communications, information systems, buying microcomputers, and workplace issues.

Course Transferability: This course should transfer to most colleges and universities; however, keep this syllabus and check with the institution of transfer. COSC 1200 transfers directly to the University of Wyoming and several other Wyoming Community Colleges.

Required Textbooks:

- Discovering Computers 2011, Introductory
- Microsoft Office 1010: Brief Concepts and Techniques (includes the SAM 2010 Software)

Required Software:

- Windows Vista or Windows 7
- Microsoft Office 2010 Professional (Word, PowerPoint, Excel, and Access)

Materials: USB Flash Drive (Minimum 64 MB).

Technical Difficulties: Students enrolled in courses taught via compressed video, Internet, videotape, or courses taught in computer labs can expect technical difficulties to arise from time



to time. Students are asked to be understanding and flexible as technical difficulties are resolved.

Method of Instruction: This course is divided into lecture/discussion time and lab time. Additional independent lab time will be required.

Method of Evaluation:

Assignment:	Points Each	Total Points
3 LECTURE/READING/DISCUSSION EXAMS	100	300
1 Application Final	100	100
Group Project	50	50
Summary	50	50
Lab Assignments <ul style="list-style-type: none">• Windows• Internet• Word 1• Word 2• PowerPoint 1• PowerPoint 2• Excel 1• Excel 2• Access 1• Access 2	15-50	approx. 300
In-class Assignments/Quizzes	5-15 each	approx. 50
Total		approx. 850

Grading Plan:

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



Attendance: Students are expected to attend class meetings as scheduled. If you are going to be absent from class, it is your responsibility to inform the instructor when you are going to be gone and to make-up the work missed before you leave.

Lab Assignments: The lab assignments may be completed in the computer lab or you may complete them at home if you have the correct software and equipment. Each lab assignment is graded separately. Lab assignments may be corrected for half points back as long as the corrections were turned in within two weeks of when the assignment grade was posted in Mustang Cruiser. **Late assignments** will only be accepted under the corrections rule. In other words, the maximum number of points that can be received on a late assignment is 50% of the original point value. Late assignments also must be turned in within two weeks that the class grades were posted in Mustang Cruiser just like assignment corrections.

Additional handouts will be provided to further explain the lab assignments and tell you what projects and exercises to do in your textbook.

Quizzes and Exams: Quizzes and exams are meant to be taken in class on the scheduled day. Students **cannot make up quizzes** for any reason. **Exams may not be made up** unless prior approval of the instructor for extraordinary circumstances (what constitutes extraordinary is determined by the instructor) prevented the student from taking the exam.

Appropriate Student Behavior: One of the College's goals is to See Issues from Multiple Perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own. Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others' rights to hear, take notes or exams, express their ideas and participate in the class. College policy 5420A states that "the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes."

Course Objectives & College-Wide Goals for Student Success: Below are the primary goals for this course and how they will be measured successful completion of these goals. Some of these reinforce WWCC's learning goals for all students, our Goals for Student Success:

What students will learn (Course Goals)	These WWCC Goals will be Addressed	What specific skill will be measured (Course Competencies)	How the skills will be measured (Assessment)
<i>Demonstrate and apply the basic skills of Microsoft Office, web browsers and the Windows Operating</i>	Communicate Competently, Retrieve Information, Problem Solving and Develop Life Skills	<ul style="list-style-type: none"> • Create, edit, and send e-mail including attachments • Learn to evaluate web pages. • Gain practical, hands-on experience in the following Microsoft programs: Word, Excel, Access, and PowerPoint. 	<p>Which can include:</p> <ul style="list-style-type: none"> • Objective testing • Application testing • Computer lab assignments • Individual and/or group presentation

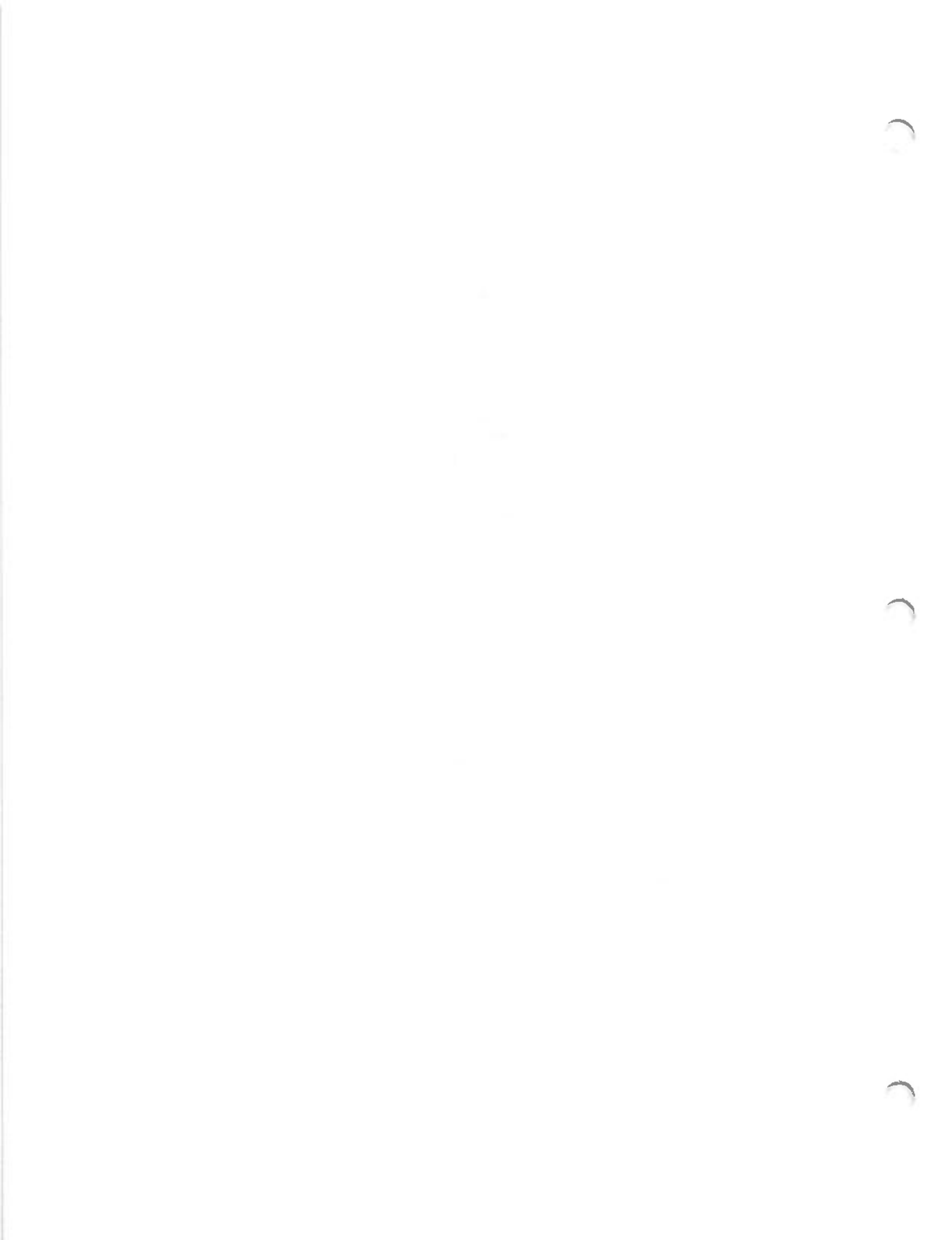


<i>System.</i>		<ul style="list-style-type: none"> Learn file management and navigation in the Microsoft Windows operating system. 	
<i>Understand the ethical issues related to computer use.</i>	See Issues from Multiple Perspectives	<ul style="list-style-type: none"> Develop an awareness of the ethical responsibilities of current computer related issues such as software licensing, hacking, downloading and/or sharing copyrighted material, and information privacy. 	<p>Which can include:</p> <ul style="list-style-type: none"> Group discussions Objective Tests
<i>Become literate in computer concepts.</i>	Develop Life Skills	<ul style="list-style-type: none"> Learn basic terminology related to computers and information processing. Gain a basic understanding of the information processing cycle. Become an educated consumer of current computer and computer related equipment in the marketplace. 	<p>Which can include:</p> <ul style="list-style-type: none"> Objective testing Individual and/or group assignments

Academic Dishonesty: Describe your academic dishonesty policy. Academic dishonesty of any kind will not be tolerated. Cheating can result in an "F" for the course. In this course, academic dishonesty includes (but is not limited to) unapproved assistance during exams, plagiarism or other use of published materials without complete citations, or fabrication of referenced material. Cooperative group study for all group activities, class preparation, and exam preparation is strongly encouraged and shall not be construed as academic dishonesty. Any questions regarding potential violations or questionable behavior should be directed to the instructor for clarification.

Students with Special Needs: It is the responsibility of the students who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at: (307) 382-1806 or via e-mail at: kflaim@wwcc.wy.edu. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor of this course.

SMARTHINKING -- Online Tutoring: Western Wyoming Community College is now offering each student 15 free hours of online tutoring. To log on to this service click on the Smarthinking tab within your MustangCruiser account. The first time you enter, you will be asked to set up your profile so that time and usage can be monitored. You will be able to ask questions and get help in all academic areas such as math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways that you can improve your writing. Take advantage of this service; it is a useful tool for students at Western.



Incomplete Policy: The grade of "I" (Incomplete) is given after the mid-point of the course when unexpected circumstances, such as illness or military service, make it impossible for a student who is passing the course with a "C" or better to complete the remaining work by the end of the semester. **The purpose of an Incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the work.**

- It is the student's responsibility to initiate this process, but an Incomplete is assigned solely at the instructor's discretion.
- The student must be passing the course with a "C" or better at the mid-point of the course.
- Incomplete coursework must be completed by the end of the following semester. The instructor can extend an Incomplete for one additional semester at his/her discretion. The student, however, must initiate the request for the extension.
- If the work is not satisfactorily completed by the designated deadline, the "I" will revert to the grade of "F".
- Incompletes must be completed with the instructor who issued the original grade. If the instructor no longer teaches at WWCC, the division chair shall assign an instructor from the department area that the course was offered in to complete the incomplete process.

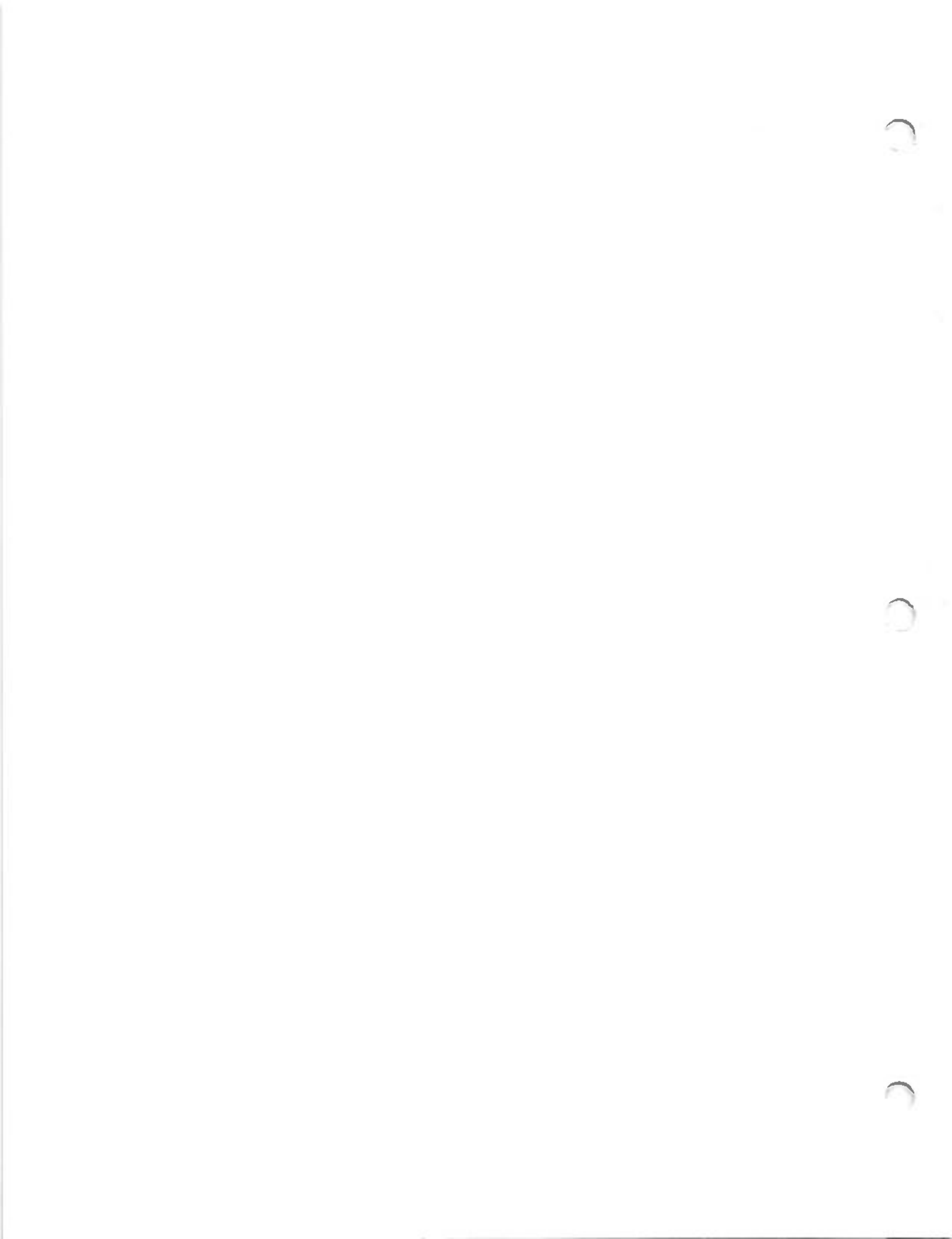
Syllabus Changes: Students will be notified of any changes to syllabus by email and/or in class.

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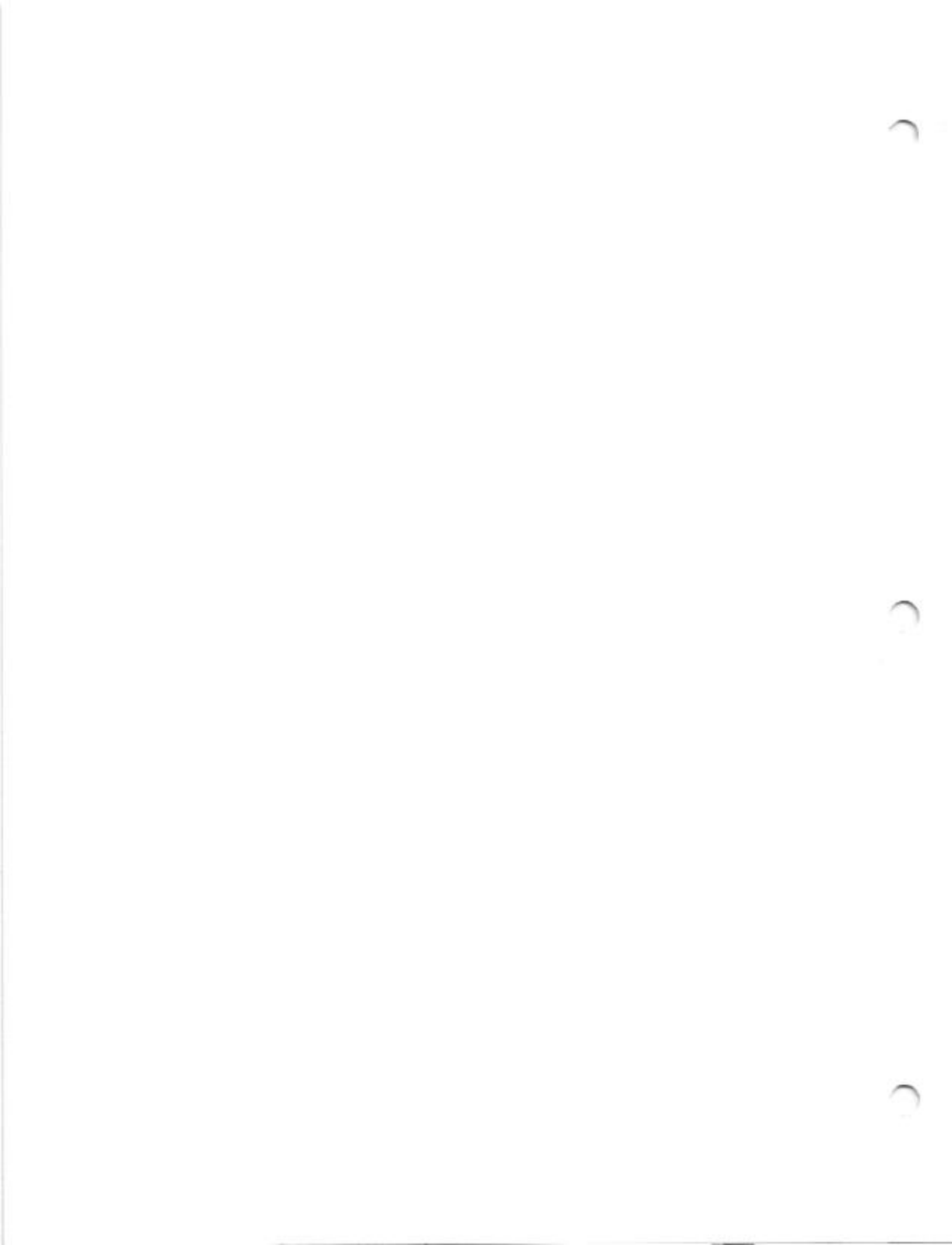
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Day	Week of:	Reading Assignment	Lab Assignment
Ved	Jan 18	Orientation—Introduction to Class	
Fri	Jan 20	Chapter 1—Introduction to Computers Possibly start Chapter 2	
Mon	Jan 23	Chapter 2—The Internet and World Wide Web	
Ved	Jan 25	Lab Work Orientation – Meet in the North OIS Lab Room 1430	Start Internet Assignment
Fri	Jan 27	Chapter 3—Application Software	
Mon	Jan 30	Chapter 3 - Continued	
Ved	Feb 1	LAB – Room 1430	Internet Assignment Due
Fri	Feb 3	Chapter 4—The Components of the System Unit	Start Word 1
Mon	Feb 6	Chapter 4 - Continued	
Ved	Feb 8	LAB – Room 1430	Word 1 Due
Fri	Feb 10		Start Word 2
Mon	Feb 13	Exam Review	
Ved	Feb 15	Exam 1 – Covering Chapters 1-4	Word 2 Due Start Windows
Fri	Feb 17	Start Chapter 5	
Mon	Feb 20	<i>President's Day Holiday – No School</i>	
Ved	Feb 22	LAB – Room 1430	Windows Due Start PowerPoint 1
Fri	Feb 24	Chapter 6—Output	
Mon	Feb 27	Chapter 7—Storage	
Ved	Feb 29	Chapter 7 Continued	PowerPoint 1 Due
Fri	March 2	LAB – Room 1430	Start PowerPoint 2 Start Article Summary
Mon	March 5	No Class (Brandi's at a conference this week.)	
Ved	March 7	No Class	
Fri	March 9	No Class	
	March 12 - 16	<i>Spring Break - No School</i>	
Mon	March 19	Chapter 8—Operating Systems and Utility Programs	
Ved	March 21	Chapter 8 Continued	PowerPoint 2 Due Article Summary Due
Fri	March 23	LAB – Room 1430	Start Excel 1
Mon	March 26	Review	



Ved	March 28	Exam 2 – Covering Chapters 5-8	
F	March 30	LAB – Room 1430	Excel 1 Due Start Excel 2
Mon	April 2	Chapter 11—Computers and Society, Security, Privacy, and Ethics	
Ved	April 4	LAB – Room 1430	Continue Working on Excel 2
Fri - Mon	April 6 - 9	<i>Easter Break – No Classes</i>	
Ved	April 11	Chapter 11 Continued	Excel 2 Due
Fri	April 13	Chapter 11 Continued	
Mon	April 16	Chapter 10—Database Management	
Ved	April 18	Chapter 9—Communications and Networks	
Fri	April 20	LAB – Room 1430	Start Access 1
Mon	April 23	Group Project	
Ved	April 25	LAB – Room 1430	Access 1 Due Start Access 2
Fri	April 27	Group Project– Meet with your groups	
Mon	April 30	Chapter 9 Continued	
Ved	May 2	Exam 3 Chapters 9-11	Access 2 Due
Fri	May 4	Group Presentations	
Mon	May 7	Group Presentations	
Ved	May 9	Hands-On Final Test (Start)	
	TBA	Hands-On Final Test (Finish)	
	Finals Week		



WESTERN WYOMING COMMUNITY COLLEGE
English 1010 Composition 1
Common Course Outline/Syllabus

COURSE NUMBER: ENGL 1010

CREDITS: 3

PREREQUISITE: English Placement Exam or English ACT score of 21 or higher.

TRANSFERABILITY: Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

REQUIRED TEXTBOOKS AND/OR MATERIALS:

- Axelrod, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing* 9th ed. Boston: Bedford/St. Martin's, 2010.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers* 7th ed. New York: The Modern Language Association of America, 2009.

COURSE DESCRIPTION: This freshman English course is designed to develop writing skills. The course has two objectives: (1) for students to understand the various stages of the writing process, such as pre-writing, revising, and proofreading and (2) for students to write clear, well-ordered essays

COURSE OBJECTIVES & COLLEGE-WIDE GOALS FOR STUDENT SUCCESS:

Listed below are this course's primary learning goals and the measurement of successful completion of these goals. Some of these reinforce WWCC's Goals for Student Success:

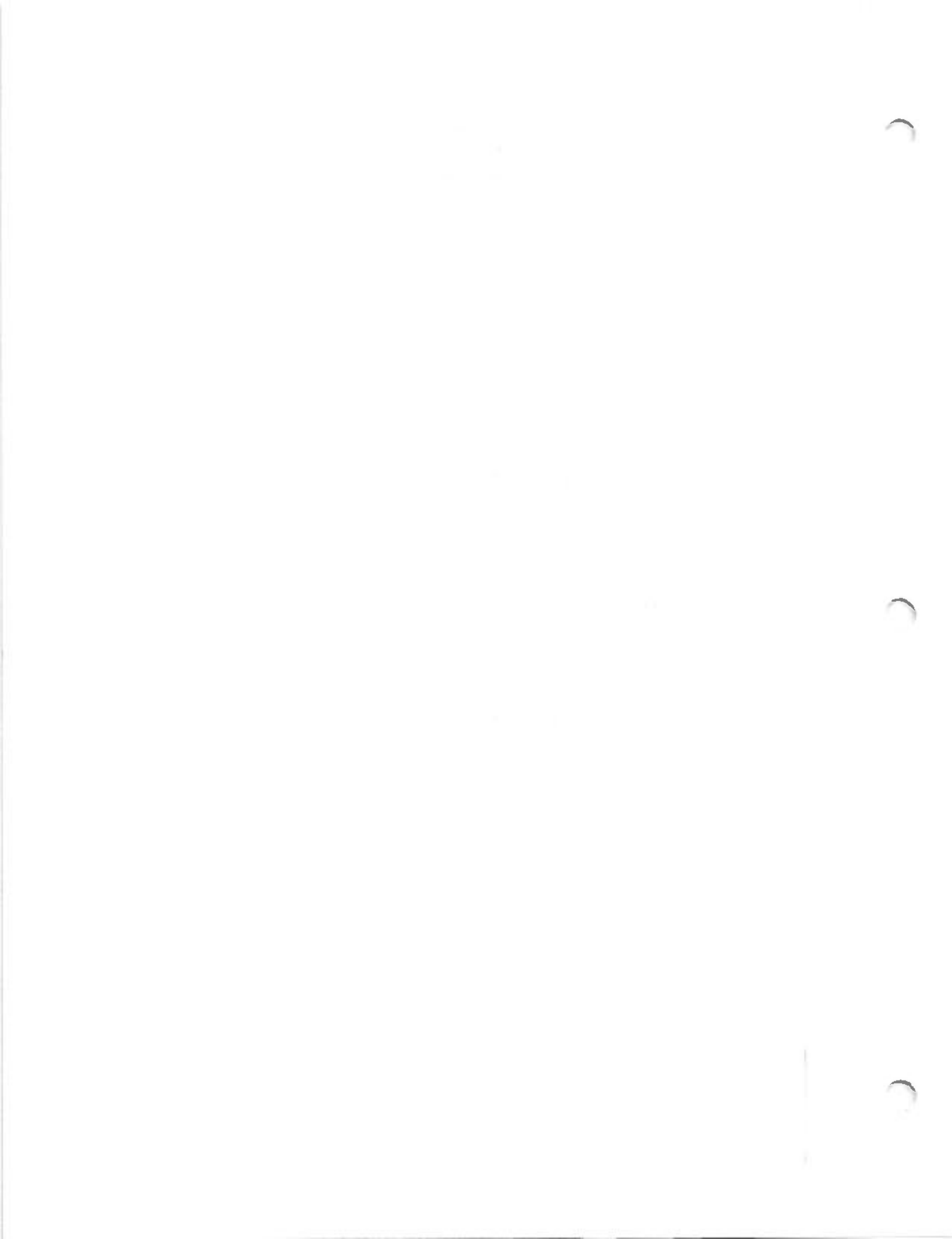
WWCC GOALS FOR STUDENT SUCCESS:

Five major goals - WWCC has identified the following as goals for student success -

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Course Primary Learning Goals and integration of the Goals for Student Success:

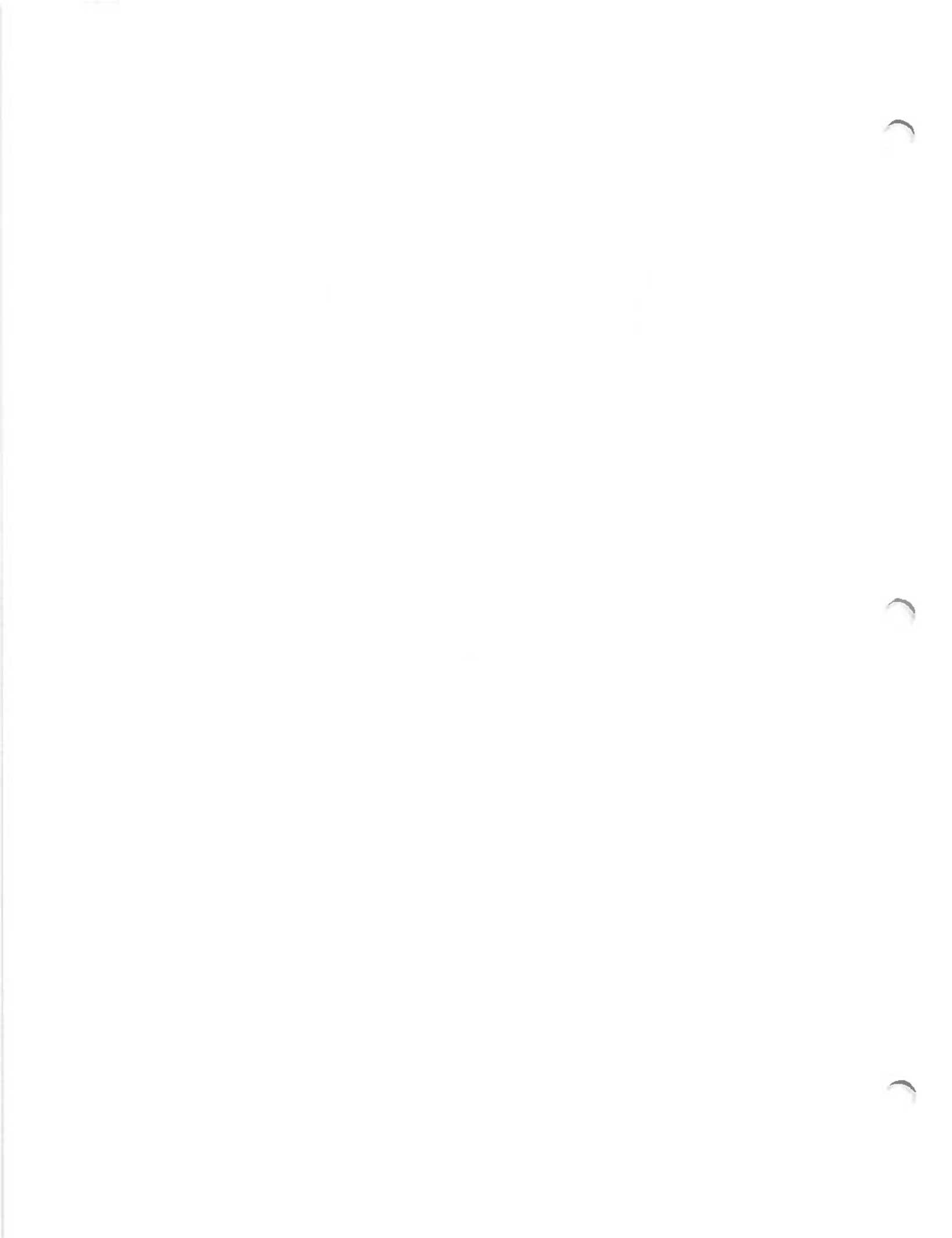
What students will learn in this class (Course Goals):	Which WWCC Goals will be addressed:	What skills will be measured (Course Competencies):	How the skills will be measured (Assessment):



<p>Students will</p> <ul style="list-style-type: none"> • Receive meaning and ideas through listening, reading, and writing. • Express ideas clearly, logically, and effectively in writing. • Write each essay with a clear thesis, logical organization, and sufficient support 	<p>Communicate Competently</p>	<p>Outcome: Students will use the various stages of the writing process, such as pre-writing, revising, and proofreading. Students will be able to write and discuss their essays as well as discuss textbook essays.</p> <p>Students will</p> <ul style="list-style-type: none"> • Read and discuss the chapters in the textbook. <p>Use the writing process steps for writing essays: prewriting, outlining, drafting, revising, and editing.</p>	<p>Methods of assessment:</p> <ul style="list-style-type: none"> ○ Evaluation and grading of assignments, quizzes, and tests <p>Observation of class discussions, group activities, and peer editing</p>
<p>Students will</p> <ul style="list-style-type: none"> • Use appropriate information gathering systems. • Integrate materials gathered into writing assignments. • Acknowledge, use, and document sources correctly in essays. 	<p>Retrieve Information</p>	<p>Outcome: Students will write clear, well-ordered essays, using Modern Language Association (MLA) documentation style. Students will be able to use the library and online sources for materials in their documented essays.</p> <p>Students will</p> <ul style="list-style-type: none"> • Sort and organize information to use for support in their 	<p>Methods of assessment:</p> <p>Evaluation of essays and quizzes</p>



		<p>documented essays.</p> <ul style="list-style-type: none"> • Research essay topics, using library and other sources. 	
<p>Students will</p> <ul style="list-style-type: none"> • Consider and adjust to the needs of the audience in writing. • Keep a reasonable academic, formal tone. • Consider opposing points of view on issues. 	<p>See Issues from Multiple Perspectives</p>	<p>Outcome: Students will share and understand different perspectives.</p> <p>Students will</p> <ul style="list-style-type: none"> • Write argumentative essays. • Write counter arguments in argumentative essays. 	<p>Methods of assessment: Evaluation of essays</p>
<p>Students will</p> <ul style="list-style-type: none"> ○ Identify and define strengths and weaknesses in writing. ○ Follow the conventions of appropriate spelling, mechanics and language. 	<p>Solve Problems</p>	<p>Outcome: Students will choose topics and work with other students on essays.</p> <p>Students will</p> <ul style="list-style-type: none"> • Research relevant data to solve local, national, and international problems. • Write essays 	<p>Methods of assessment: Evaluation of essays, peer editing, and conferences</p>
<p>Students will</p> <ul style="list-style-type: none"> • Discuss personal and current issues in written form. • Participate in peer editing and group discussions. 	<p>Develop Life Skills</p>	<p>Outcome: Students will write essay self-reflections and write a final, self-reflective essay.</p> <p>Students will</p> <ul style="list-style-type: none"> • Individually brainstorm personal 	<p>Methods of assessment: Observation of individual, partner, and group work in class; and assessment of assignments, and essays</p>



		responses to issues. <ul style="list-style-type: none"> • Report responses in group and class discussions. 	
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METHODS OF INSTRUCTION: Class discussions, group work, peer editing, collaborative work, textbook reading, weekly assignments, quizzes, online tutoring and, and online plagiarism checks. All final assigned essays are required to have an approved topic, an edited draft, MLA citations, and a works cited page.

Cell phones must be turned off or silenced and put away during class.

Plagiarism includes the following: Plagiarism: WWCC has a Plagiarism Policy 5420D. “The college assumes that students understand the meaning of plagiarism. An instructor, therefore, may immediately dismiss any student found cheating or plagiarizing and give the student an ‘F’ as a final grade for that course.”

METHODS OF EVALUATION:

Students will take tests in the classroom. Unless prior arrangements are made, tests may not be made up. Students are responsible to complete all work without assistance.

Late assignments will not be accepted unless for extenuating circumstances.

Attendance Policy: The official WWCC college policy (Policy 5210A) can be found in the WWCC Catalog.

Students are expected to attend all sessions of each enrolled course. Class attendance is viewed as an important part of successful achievement in individual courses and in the entire college program. All students are expected to arrange with their instructors to make up all work missed during excused absences. Instructors may drop a student from class for excessive absenteeism.

English 1010: Attendance is recorded for each class period. If students are late within ten minutes, the attendance grade will be reduced to 70 percent. If more than ten minutes late, the attendance grade will be reduced to 50 percent. After three late arrivals to class, a zero (0) percent will be recorded for attendance.

Grading Policy: Grades are earned, not given. Categories and percentages are used to determine final grades. The Mustang Cruiser computer-grading program is used. Grades in each category are averaged and then weighted as follows:

Final grades will be weighted as follows:

- 70% Final Essay Grades

C

C

C

- 10% Oral Presentations and Quizzes
- 10% Homework and Class Assignments
- 10% Class Attendance
100%

Grading Scale:

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

Rounding policy:

Grade averages will be rounded up; i.e. 89.5-89.9% is rounded to 90% and 89.0%-89.4% will be kept at 89%.

MAJOR UNITS OF STUDY OR SCHEDULE:

Five (5) units will be completed within the semester. Students read textbook chapters, research and write documented essays, and complete assignments. Students will write and research three documented essays (explanation, persuasive, and cause) and complete a final, self-reflective essay.

In order to pass this course, all final essays need to be submitted. Approximately six-eight hours a week will be needed for class assignments with adjustments for more or less time.

Unit 1: Introduction (Writing process)—Chap. 1

Unit 2: Explaining a Concept—Chap. 4—documented explanation essay

Unit 3: Explaining Opposing Positions —Chap. 6—documented persuasive essay

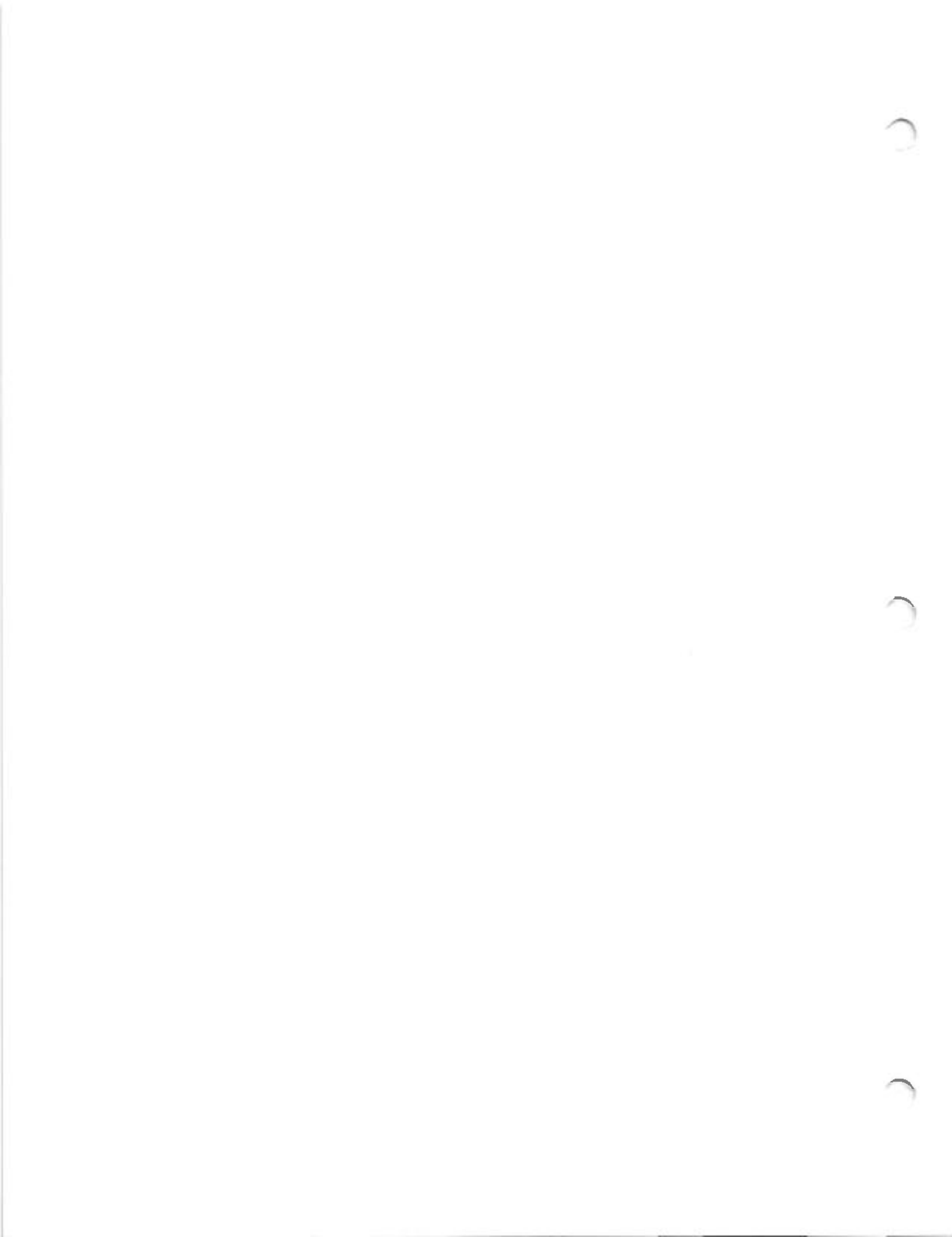
Unit 4: Speculating about Causes—Chap. 9—documented cause essay

Unit 5: Writing Portfolios—Chap. 27--final, self-reflective essay

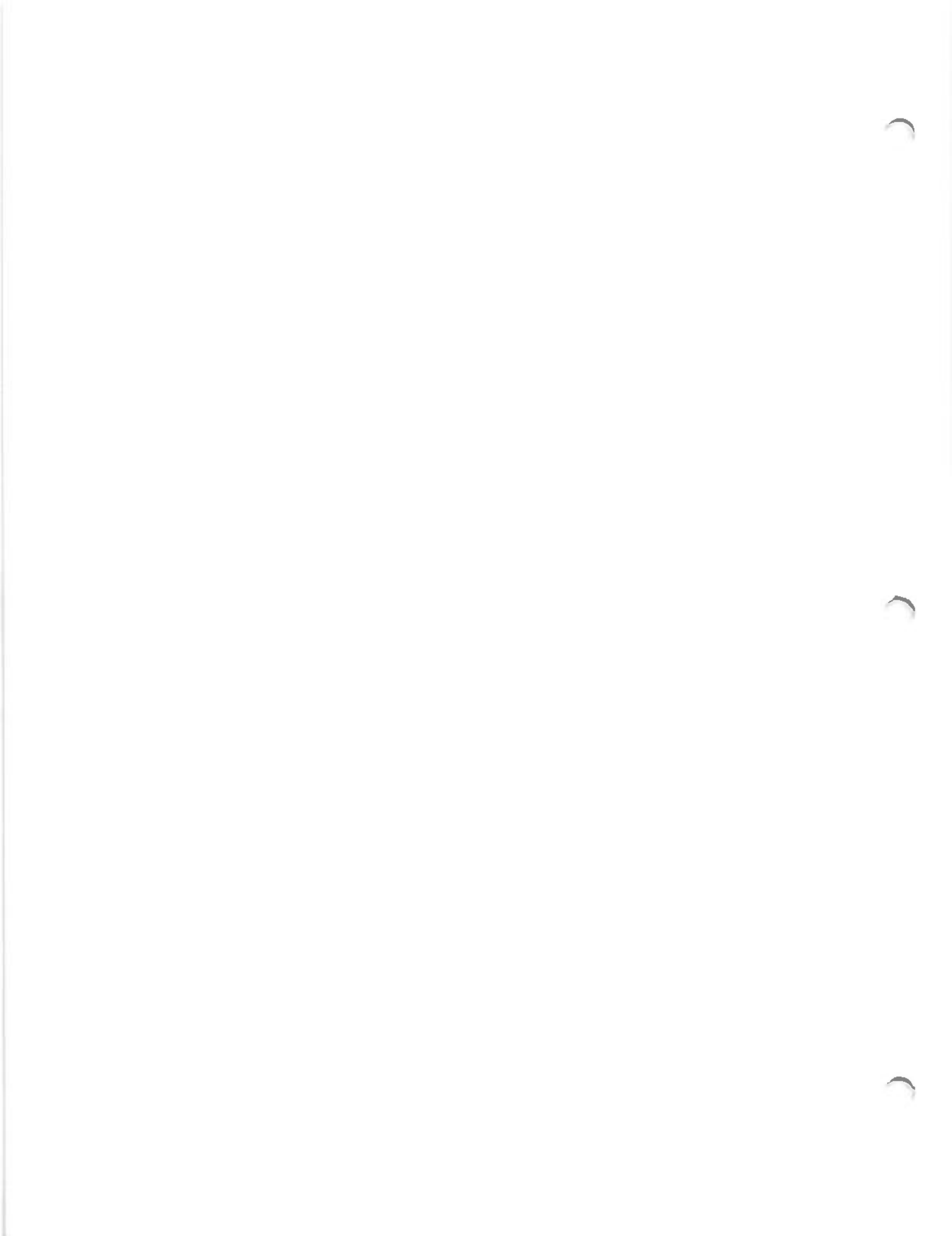
*Our class will not have a final examination. We will have two scheduled times during finals (dates to be provided later) for makeup oral presentations and credit for audience participation. Attendance during these scheduled times for makeup oral presentations are optional

Tentative schedule of assignments

<p>Unit 1: Chapter 1: Writing Process</p>	<p>Reply to welcome Writing questionnaire Find teacher's office Notebook contest Attendance Week 1-3 Syllabus quiz MLA 1 quiz evaluation KWL1Chapter 1 group report Chapter 1 handout</p>
<p>Unit 2: Chapter 4:Explanation essay</p>	<p>Attendance Week 4-6 WWCC Hay Library evaluation Chapter 4 quiz:</p>



	<p> MLA 2 quiz note taking assignment Chapter 4 group report Chapter 4 note page/essay critique Chapter 4 group critique Chapter 11, 12, 13, and 23 evaluations Explanation essay steps (Prewriting, Research, Writing 1, 2, Editing) Chapter 4 "Testing Choices" Explanation Smarthinking Explanation self-evaluation: Final explanation essay </p>
Unit 3: Chapter 6 and 19: Persuasive essay	<p> Attendance Week 7-10 Chapter 6 quiz MLA 3 notes MLA 4 quiz evaluation KWL2 Chapter 6 group report Chapter 6 note page/essay/critique Chapter 6 group critique Chapter 19 handout Persuasive essay steps: (Prewriting, Research, Writing, 2, Editing) Chapter 6 "Testing Choices" Persuasive Smarthinking Persuasive essay self-evaluation Final persuasive essay </p>
Unit 4: Chapter 9: Cause essay	<p> Attendance Week 11-13 Chapter 9 quiz MLA 5 group annotated bibliography Chapter 9 group report Chapter 9 note page/critique Chapter 9 group critique Cause essay steps: (Prewriting, Research, Writing, 2, Editing) Chapter 9 "Testing Choices" Cause Smarthinking Cause essay self-evaluation Final cause essay </p>
Unit 5: Chapter 8 and 27: Final, reflective essay	<p> Attendance Week 14-16 Chapter 8 quiz Chapter 8 group report Chapter 8 note page/critique Chapter 8 group critique KWL3 </p>



	Chapter 27 evaluation Final group report Final essay checklist/evaluation Final reflective essay steps: (Brainstorming and editing) Final reflective essay
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INCOMPLETE POLICY: The grade of “I” (Incomplete) may be given after the mid-point of the course when unexpected circumstances, such as illness or military service, make it impossible for a student who is passing the course with a “C” or better at the mid-point of the course to complete the remaining work by the end of the semester. The purpose of an incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the work. It is the student’s responsibility to initiate this process, but an Incomplete is assigned solely at the instructor’s discretion. Check the College Catalog for the entire policy.

APPROPRIATE STUDENT BEHAVIOR: One of the College’s goals is to See Issues from Multiple Perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own. Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others' rights to hear, take notes or exams, express their ideas and participate in the class. College policy 5420A is “the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes.”

STUDENTS WITH SPECIAL NEEDS: It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kflaim@wwcc.wy.edu. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor of this course.

CHANGES TO THE SYLLABUS:

The above schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.

RESPONSE TIME: Students can generally expect a response time from the instructor within two days in the work week.

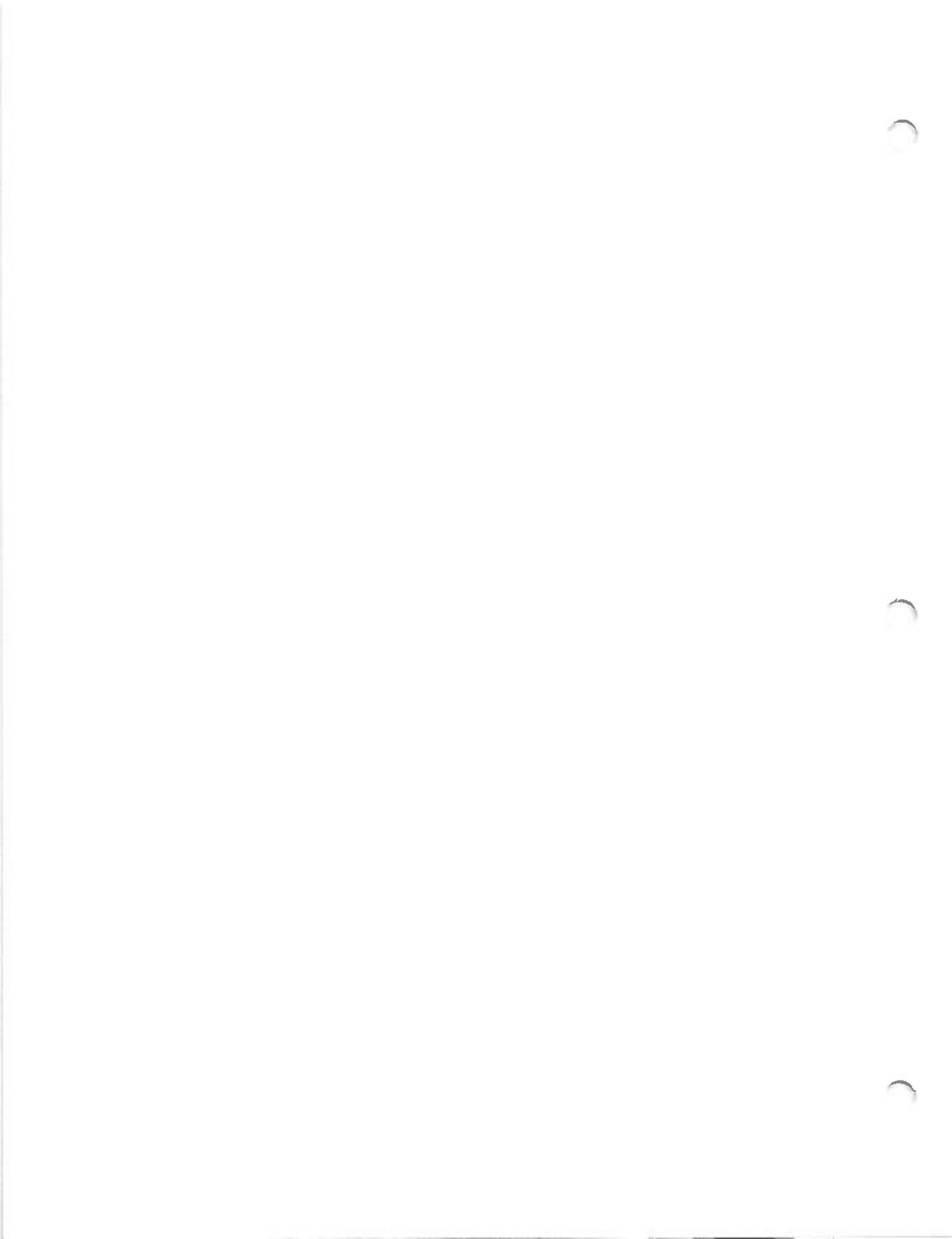
STUDENT RESOURCES: A variety of resources are available for students, including both on-line and face-to-face methods.

- **Library**—The library is accessible either on-campus in Rock Springs or via on-line through Mustang Cruiser. All students, whether on-campus or at a distance, need to



obtain library access by acquiring either a WWCC student ID card or a WWCC Hay Library card, which can be obtained by either coming on campus or through the link on the Hay Library homepage. The library offers access to thousands of database journals, e-books, and other library resources as well as inter-library loan capabilities.

- **Smarthinking**—Online Tutoring: Western Wyoming Community College is now offering each student 9 free hours of online tutoring. To log onto this service, click on the Smarthinking tab within your MustangCruiser account. The first time you enter, you will be asked to set up your profile so that time and usage can be monitored. You will be able to ask questions and get help in all academic areas, such as math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways you can improve your writing. Take advantage of this service; it is a useful tool for students at Western. *Smarthinking services are free of charge to students.*
- **Peer Tutor Center**—All tutors in the center have been referred to tutor in specific classes by instructors in those areas. Tutors have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. We do check each semester to make sure they meet and maintain these requirements. ABE, GED, and ESL courses and services are also available through the Learning Center.
- **Learning Center**—Learning Centers are located on both the Rock Springs and Green River campuses, and offer a wide variety of college-prep and college level courses in an atmosphere of individualized instruction. ABE, GED, and ESL courses and services are also available through the Learning Center.
- **Writing Lab**—1:00 to 3:00 p.m., M-TH the Learning Center (Rock Springs) is available to help any student from any discipline with writing issues. This can be grammar, documentation, etc. They do not edit papers but help students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with (without registering them for a credit).



WESTERN WYOMING COMMUNITY COLLEGE
COMMON COURSE SYLLABUS

English 2010

3 credits

Required text and materials:

Markel, Mike. *Technical Communication*, 9th ed. New York: Bedford, 2009.
Loose-leaf binder with pockets and tabs; a USB data port (jump drive)

Prerequisites/ Transferability:

Technical Writing, a three-credit course, fulfills the second-semester writing requirement for an Associate's Degree at Western Wyoming College. The prerequisite is English I. The course is transferable to most universities, sometimes in fulfillment of college writing requirements.

Course Description:

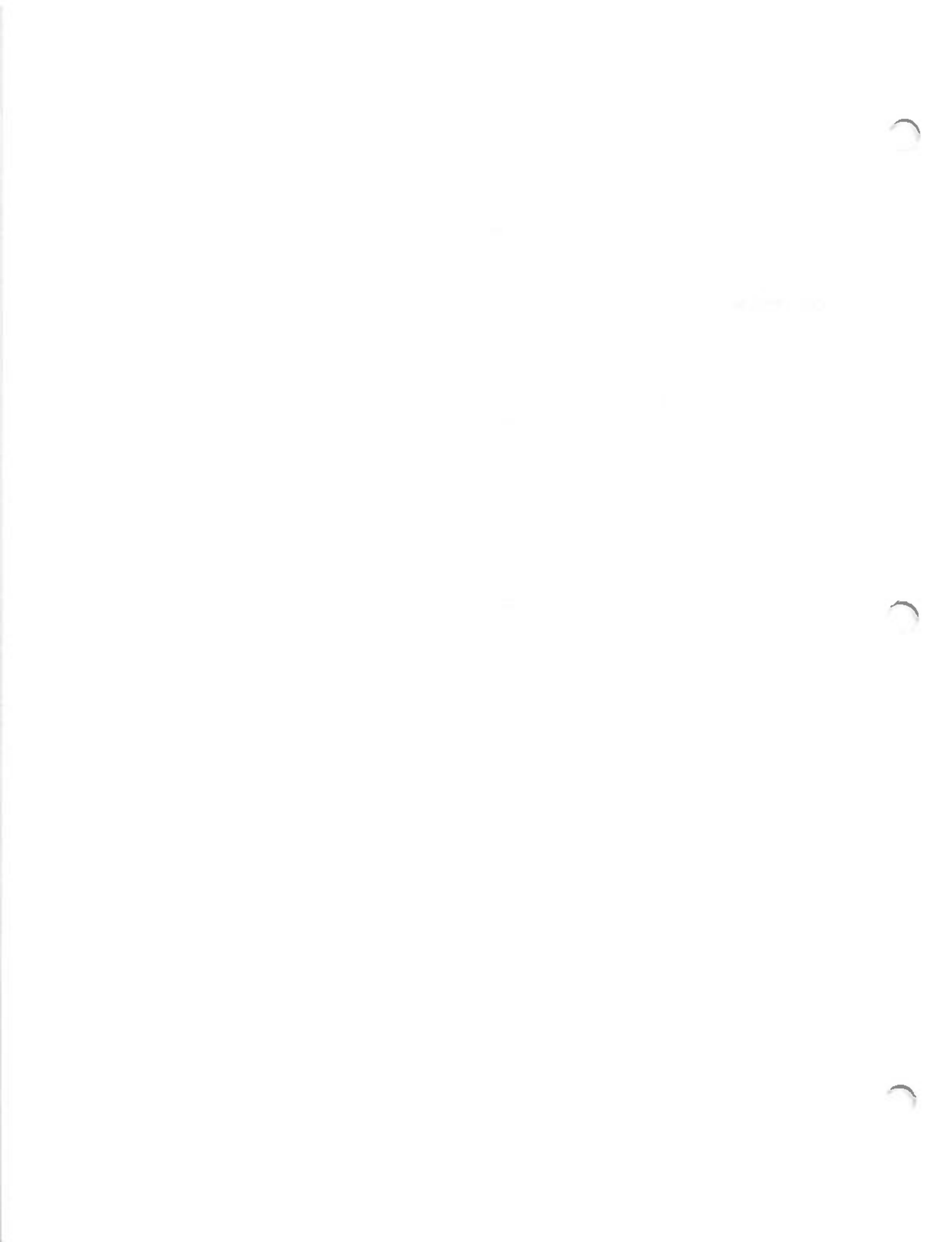
Technical or professional writing emphasizes communication that students can expect to use in the workplace. Examples include memos, letters, instructions, proposals, resumes, and reports. Students will learn how to write clearly and concisely, how to shape a message for a particular audience, how to design a document, and how to create visuals. The course is intended to be of use in the particular career you choose, as well as in your "careers" as a student, citizen and consumer.

Methods of instruction: We will take the following four-point approach to the subject matter:

1. Learn the principles and techniques of technical writing;
2. See how these principles and techniques are embodied in real-life examples;
3. Apply the principles and practice the techniques by revising other people's documents.
4. Create documents of our own which embody the principles and techniques

Course Goals: The goals of the class, and how they relate to the college-wide goals for student success, are as follows:

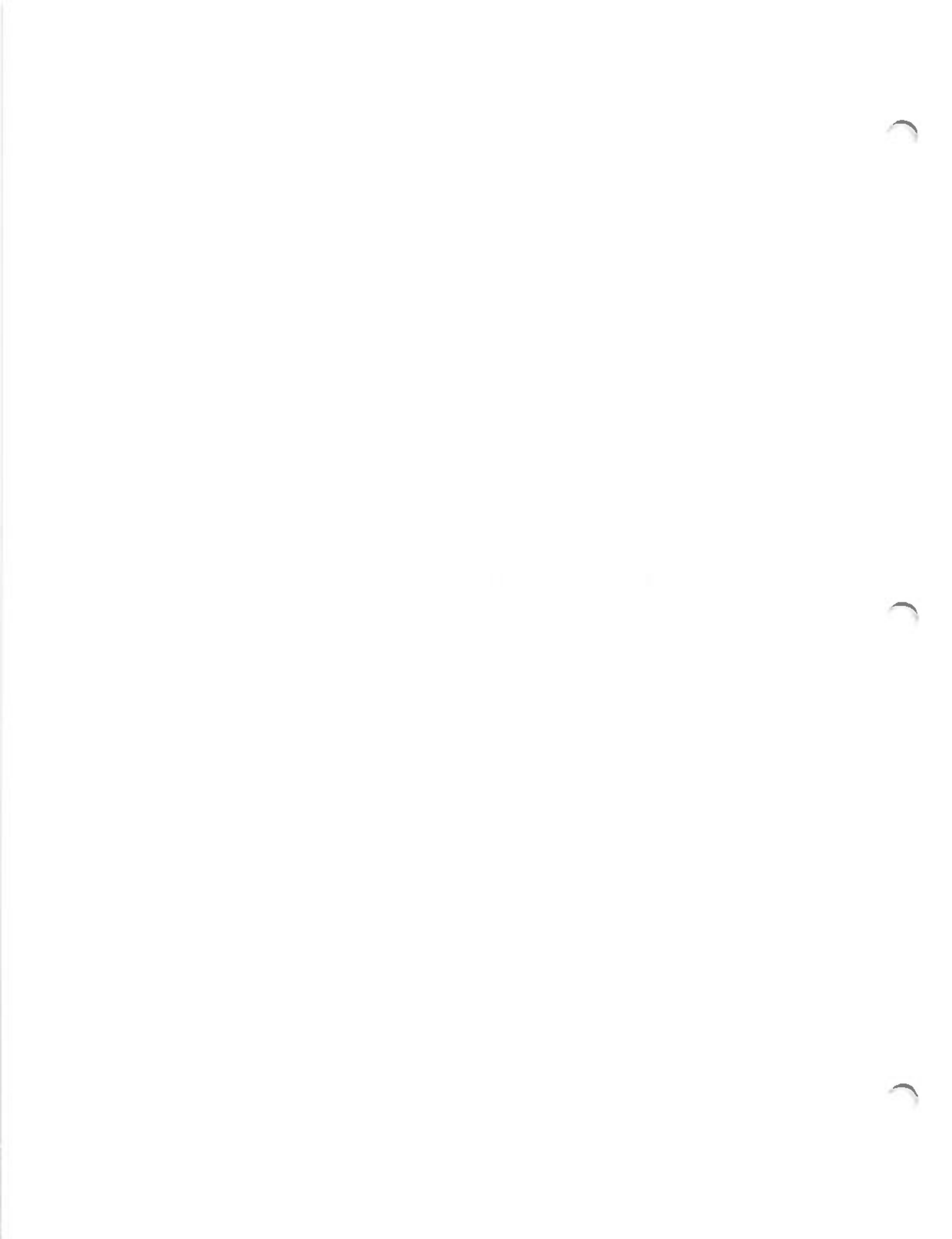
WWCC Goals for student Success:	Technical Writing Goals:	Assessments



Develop life skills; communicate competently	to learn and practice forms of communication, both written and oral, that will be put to use in future classes and on the job	hardcopy documents Electronic documents Oral presentation Group work
See issues form Multiple perspectives; solve problems	To learn to see each communication task from the perspective of the intended audience and to approach this task with the needs of the audience in mind. To practice collaboration skills.	Evaluation and criticism of others' work
Retrieve information	to learn how to conduct primary research (through interviews and on-site visits) and secondary research (in the library and on databases)	Research report

Major assignments or units of study will cover the following:

- Designing documents
- Creating graphics
- Writing Instructions
- Audience awareness
- Effective sentences
- letters and memos
- job application materials
- Research
- Oral presentation



*Specific descriptions of assignments, including exact due dates, will be given. This plan may change, to suit the particular needs of this class; if it does, you'll be informed beforehand.

Other Course Policies

Attendance:

Attendance—

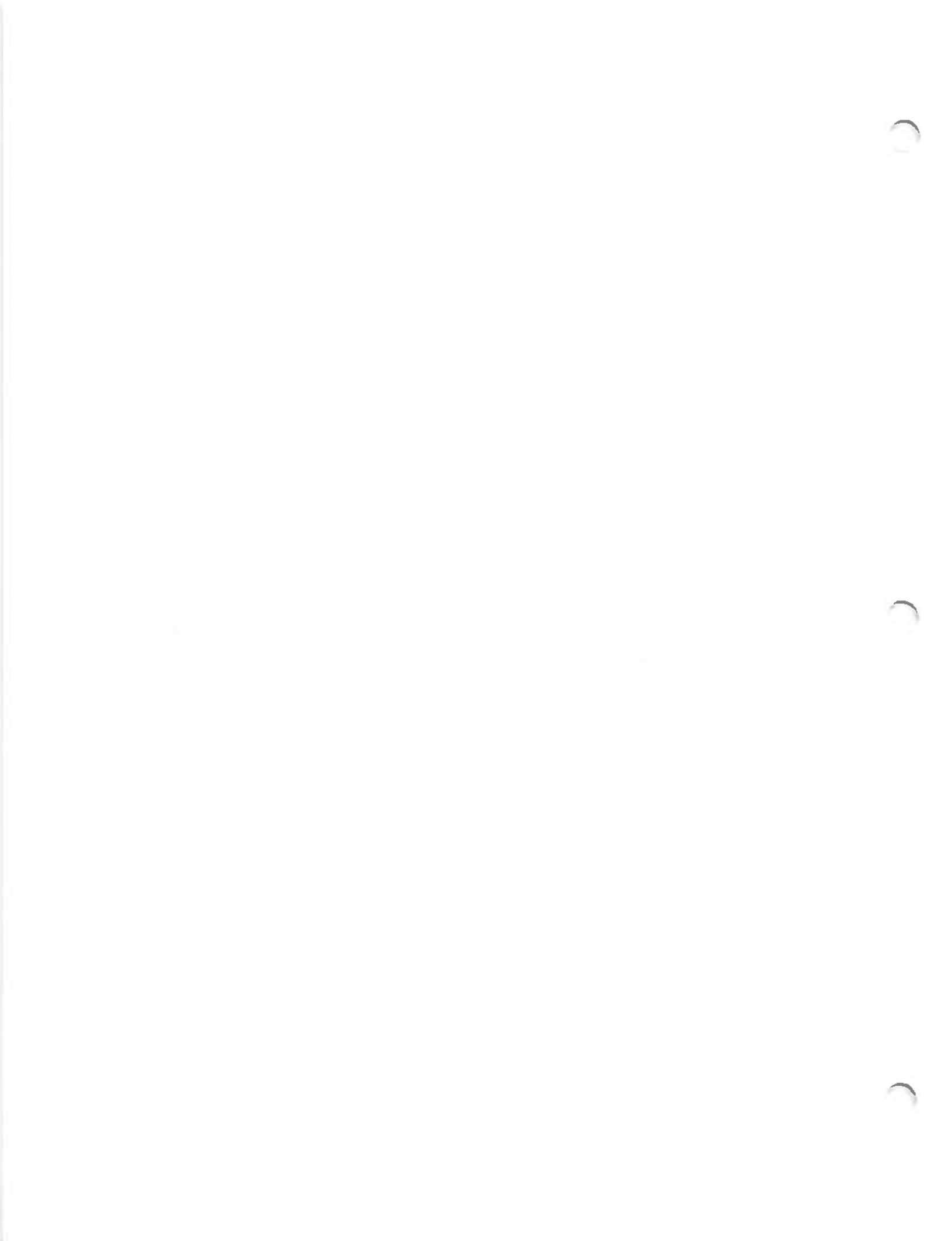
You are expected to attend all class meetings. 10 points per absence beyond three (3) will be deducted from your final grade total, regardless of the reasons for the absences. Students habitually late to class will be asked to meet with the instructor and may be asked to withdraw. When an absence is unavoidable due to illness or an emergency, students are responsible for notifying the instructor and arranging for make-up work. Being called in to work does not constitute an emergency. Being absent does not excuse students from knowing about assignments and turning them in on time. Unfortunate as it may be, illness related concerns may require you to withdraw from class—I can work with you some, but I will not significantly bend standards to accommodate such unfortunate occurrences.

A few other attendance-related issues:

1. Observe "workplace protocol." Let me know in advance of planned absences, or contact me soon afterwards for unplanned ones. Find out what you missed.
2. Arrange your schedule so that you do not have to come late or leave early on a regular basis.
4. If you arrive late, take the nearest available seat by the door, to minimize the distraction.
5. If you must leave early, inform me before the class begins, and, again, take a seat by the door.

Written Assignment should be handed in on the due date.

On the job, you are expected to meet deadlines. In this course, too, which simulates a workplace environment, you should make every effort to hand in work on time. Extensions will be given for good reason if you contact me beforehand to make arrangements. Unless you do so, major assignments will be marked down for lateness.



Assignment format:

Typing is required for most of the assignments in this class. Occasionally, a short homework assignment may be handwritten, if done so neatly and in ink. Points will be deducted for poorly designed or illegible work. Occasionally assignments will be refused by the instructor and must be resubmitted if they are not of professional quality. Always proofread your work.

Academic Honesty:

All the work you turn in must be your own. This does not mean you must work alone in every stage of the thinking and writing process. Rather, you are encouraged to seek feedback from others. Just make sure that you retain ownership of the writing--the central thoughts, the basic expression of them--or that you properly credit ownership to others' thoughts and words. Failure to do so can result in failing grades for the assignment and even for the course.

Classroom Etiquette:

Please respect our learning environment by being courteous and attentive. If any students are disruptive, they will be warned orally first, in writing next, and if, the problem continues, they will suffer grade penalties and possible removal from the class. Text messaging is not allowed in class; turn off your cell phones.

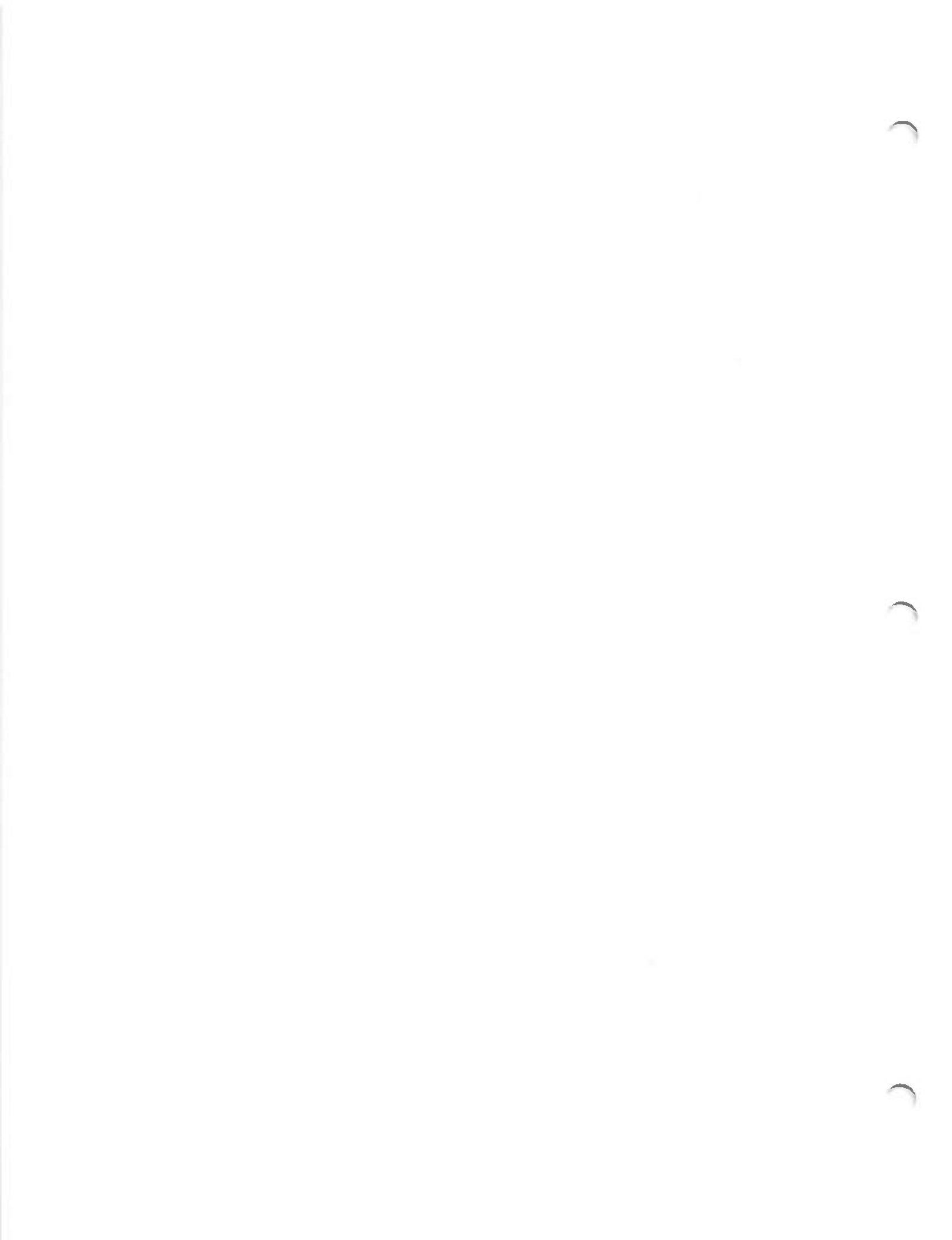
Students with special needs:

It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kwaters@wwcc.cc.wy.us. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor for this course.

E-mail Protocol:

Some assignments will require e-mail communications with the instructor or with other students, and you are always welcome to use e0mail, preferably Mustang Cruiser, as one way to contact the instructor. When you do, please observe these guidelines:

1. Always use a specific subject line. Examples: "Question about homework" or "request for homework" or "unable to come to class"
2. Use the e0mail for class0related business only. No group-mail, jokes, chain mail, etc.
3. Do not give out e-mail addresses to companies or persons not in the class.
4. Clean out your inbox regularly; Mustang Cruiser fills up quickly.



5. If a class is cancelled, check your e-mail later in the day for a message from the instructor.

Grading Criteria, General Description:

A—Excellent Work that is memorable, that fully meets or exceeds all the requirements of the assignment; error-free

B—Good Work that successfully meets most of the requirements of the assignment; relatively error-free

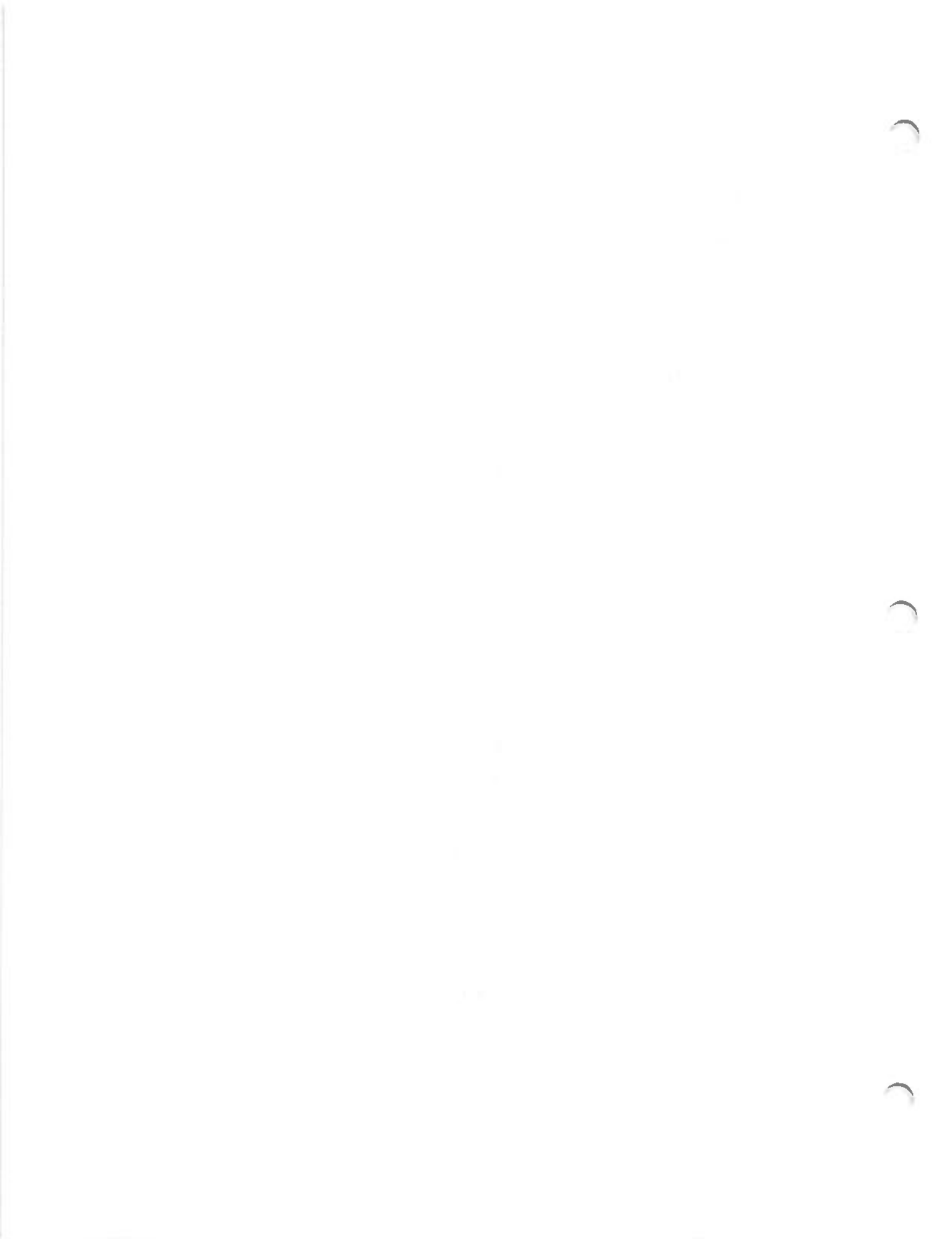
C—Adequate Work that is adequate in some key respects, deficient in others; contains an accumulation of errors

D—Poor Work that shows an attempt at doing the assignment, but that is deficit in several key respects and marred by frequent errors

F—Failing Work that is seriously flawed by errors and that does not meet the main requirements of the assignment

Eight Principles of Professional Communication

1. Shape the message for your audience.
2. Emphasize your purpose.
3. Make your organization visible.
4. Practice information design.
5. Use visuals whenever appropriate.
6. Make the writing clear, simple and correct.
7. Act ethically. Do the right thing.
8. Be a good collaborator



WESTERN WYOMING COMMUNITY COLLEGE

Introduction to Natural Resources G&R 1050
Common Course Syllabus

COURSE NUMBER: G&R 1050

CREDITS: 3

Purpose: Introduction to Natural Resources is an environmental science course. Environmental science introduces an interdisciplinary view of human interaction with our environment. Interdisciplinary means that basic principles of biology, chemistry and physics provide the necessary perspective to the course focus - the cycling of energy, elements, and nutrients on the planet.....Our Planet. We will pay particular attention to human effects on these cycles. We will discuss our personal environmental impact as a springboard to considering impacts on larger systems. Renewable and non-renewable resources will be recurring themes throughout the course. We will discuss our regional and global impacts on these resources and how we should manage the planet.

TRANSFERABILITY: Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

REQUIRED TEXTBOOKS AND/OR MATERIALS: Cunningham and Cunningham. 2010. Environmental Science: A Global Concern. 11 edition. McGraw-Hill, New York, NY.

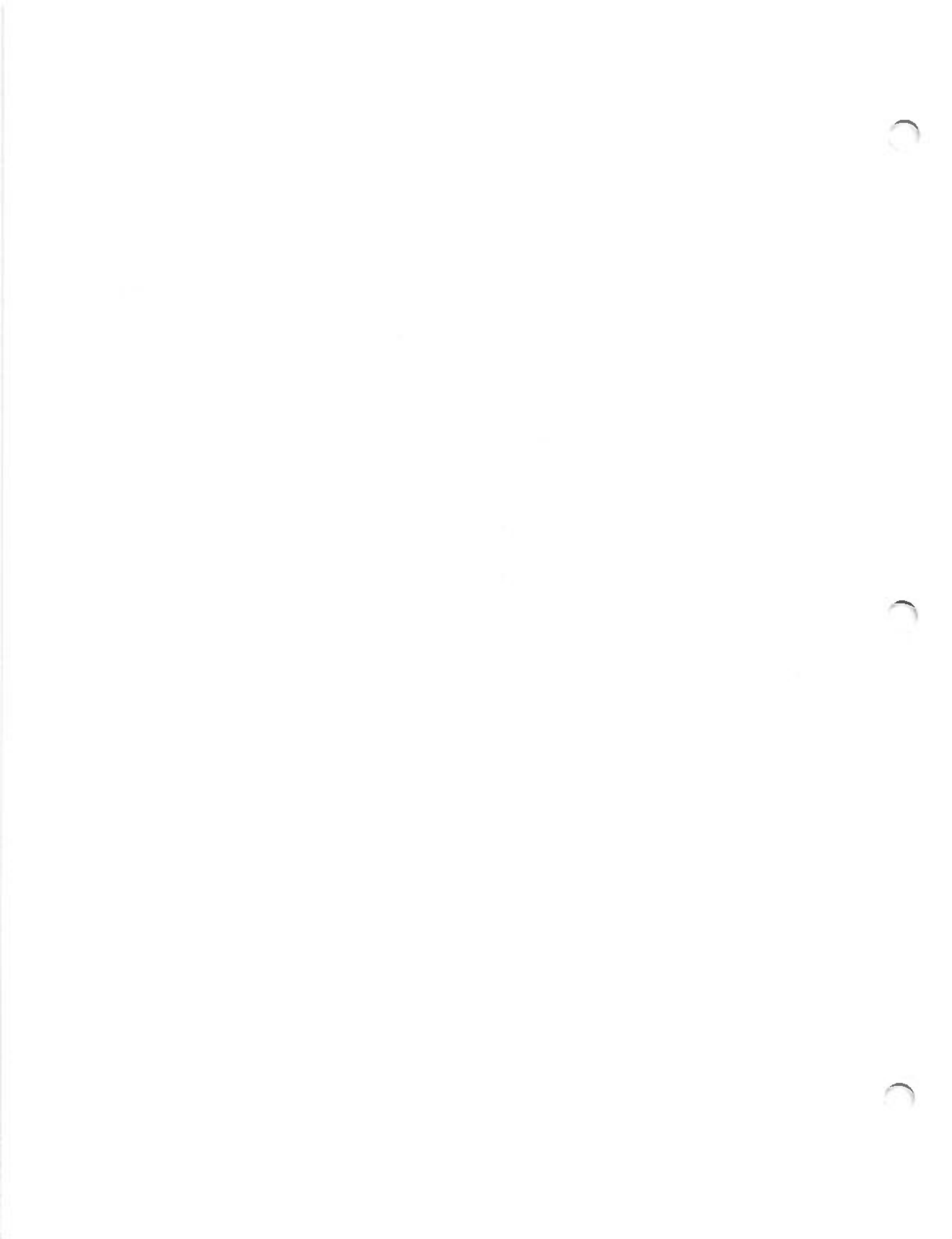
WWCC GOALS FOR STUDENT SUCCESS:

Five major goals - WWCC has identified the following as goals for student success -

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Course Primary Learning Goals and integration of the Goals for Student Success:

What students will learn in this class (Course Goals):	Which WWCC Goals will be addressed:	What skills will be measured (Course Competencies):	How the skills will be measured (Assessment):
Clear expression, orally and in writing	Communicate Competently Solve Problems Develop Life Skills	<ul style="list-style-type: none"> • Develop main points supported with evidence such as statistics, primary, examples and theories from primary literature sources • Evaluate written and oral communication 	<ul style="list-style-type: none"> ▪ Written assignments, discussions and exams
Identify and access reliable scientific information	See Issues from Multiple Perspectives Retrieve Information Develop Life Skills	<ul style="list-style-type: none"> • Use library resources and literature databases to find appropriate information 	<ul style="list-style-type: none"> ▪ Written assignments, presentations, and discussions.



Demonstrate knowledge of the process of science to develop informed opinions on current issues	Retrieve Information Solve Problems See Issues from Multiple Perspectives	<ul style="list-style-type: none"> Engage, respectfully in <i>science-based</i> discussions and debates of current topics 	<ul style="list-style-type: none"> Discussions in lecture/lab and written reflections
Apply and demonstrate knowledge of the scientific method	Solve Problems	<ul style="list-style-type: none"> Participate in lab activities and assignments 	<ul style="list-style-type: none"> Lecture participation and assignments
Become an informed consumer of science information	Communicate Competently See Issues from Multiple Perspectives Retrieve Information Solve Problems Develop Life Skills	<ul style="list-style-type: none"> Critically assess information quality 	<ul style="list-style-type: none"> Written assignments, lab activities, discussion, and exams

METHOD OF INSTRUCTION: This course is a hybrid course with a Blackboard component. Method of instruction includes lecture, seminar, problem based learning and “Learn by Doing” (in-class laboratory).

METHODS OF EVALUATION:

Grading Policy

There are 1500 possible points for this course divided as follows:

Weekly Quizzes (14 x 10 pts)	140 points
Lab/Field Reports (2 x 100 pts)	200 points
Presentations (2 x 100 pts)	200 points
Grinnell Notebook (1 x 160 pts)	160 points
Exams (3 x 100 pts)	300 points
Total	1000 points

Reflections:

See Blackboard Assignments for rubric and details on Movie/Paper reflections.

GRADING: Grades are not given; they are earned by demonstrating proficiency in this course. There will be the opportunity to earn 1500 points through the semester. Grades are based on the percentage of points students earn out of the total points available.



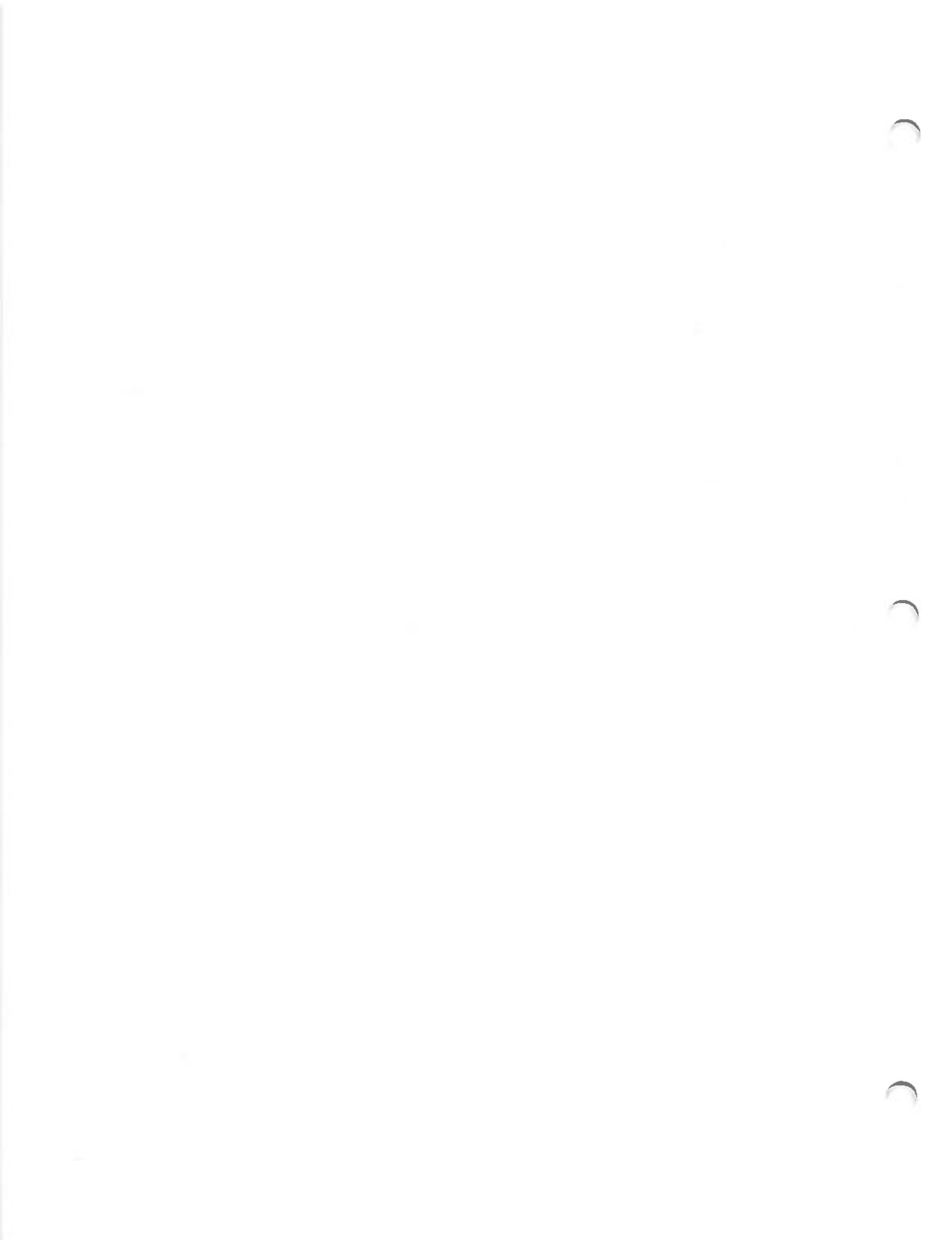
Grade	Percent	Points
F	0-59%	0-599
D	60-69%	600-699
C	70-79%	700-799
B	80-89%	800-899
A	90-100%	900-1000

Rounding Policy - Grades will not be rounded.

MAJOR UNITS OF STUDY OR SCHEDULE:

Topics	Lecture materials, Quizzes/Exam, Video, LAB, Presentations
AUGUST 24 TH - 28 TH	Class Introduction and <u>Video: "Blue Gold"</u>
AUGUST 29 TH - SEPTEMBER 4 TH	Chapter 1 (Understanding Our Environment), and Chapter 2 (Principles of Science and Systems). <i>The Race to Codlandia</i> .
SEPTEMBER 5 TH - 11 TH	Chapter 3 (Matter, Energy, and Life), Chapter 4 (Evolution...), and Chapter 5 (Biomes...), <i>With Mouth Wide Open</i> .
SEPTEMBER 12 TH - 18 TH	Chapter 6 (Population Bio), and Chapter 7 (Human Populations). <i>The Cod Rush</i> .
SEPTEMBER 19 TH - 25 TH	Guest Lecture. All day field trip Friday 23 rd 7 am (meet at WWCC circle). <i>1620: The Rock and the Cod</i> .
SEPTEMBER 26 TH - OCTOBER 2 ND	<i>Exam 1 (Chapters 1, 2, 3, 4, 5, 6, and 7), <u>Video: "Food Superhighway"</u> Chapter 9 (Food and Hunger) and Chapter 10 (Farming: Conventional and Sustainable Practices)</i>
OCTOBER 3 RD - 9 TH	Water Labs (Macroinvert and Water Chemistry) , <i>Certain Inalienable Rights and A Cod War Heard 'Round the World'</i>
OCTOBER 10 TH - 16 TH	Chapter 14 (Geology and Earth Resources), Chapter 15 (Air, Weather, and Climate), Chapter 16 (Air Pollution). <i>A Few New Ideas Versus Nine Million Eggs</i> .
OCTOBER 17 TH - 23 RD	Chapter 17 (Water use and Management) and Chapter 18 (Water Pollution). <i>The Last Two Ideas and Iceland Discovers the Finite Universe</i>
OCTOBER 24 TH - 30 TH	<i>Exam 2 (Chapters 9, 10, 14, 15, 16, 17, and 18). <u>Video: "Is There A Crisis?"</u></i>
OCTOBER 31 ST - NOVEMBER 6 TH	<u>Presentations: Species of Concern</u>
NOVEMBER 7 TH - 13 TH	<u>Presentations: Species of Concern</u>
NOVEMBER 14 TH - 20 TH	Chapter 11 (Biodiversity: Preserving Species) Chapter 12 (Biodiversity: Preserving Landscapes), and Chapter 13 (Restoration Ecology) <i>Three Wars to Close the Open Sea and Requiem for the Grand Banks</i> .
NOVEMBER 21 ST - 27 TH	Chapter 19 (Conventional Energy) <i>The Dangerous Waters of Nature's Resilience</i> and Thanksgiving Break
NOVEMBER 28 TH - DECEMBER 4 TH	Chapter 20 (Sustainable Energy) and Chapter 25 (What Then Shall We Do?). <i>Bracing for the Spanish Armada and Bracing for the Canadian Armada</i> .
DECEMBER 5 TH - 11 TH	<i>Exam 3 (Chapters 11, 12, 13, 19, 20, and 25), <u>Presentations: Sustainable Energy</u></i>
DECEMBER 12 TH - 14 TH	<u>Presentations: Sustainable Energy</u>

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when unexpected circumstances, such as illness or military service, make it impossible for a student who is passing the course with a "C" or better at the mid-point of the course to complete the remaining work by the end of the semester. The purpose of an incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the work. It is the student's responsibility to initiate this process, but an Incomplete is assigned solely at the instructor's discretion. Check the College Catalog for the entire policy.

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CHANGES TO THE SYLLABUS: The above schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.

ACADEMIC DISHONESTY: Policy 5420 D Cheating and Plagiarism- Students are expected to know and abide by the college's policy on academic dishonesty.

TECHNICAL DIFFICULTIES: Students enrolled in courses taught via compressed video, Internet, videotape, or courses taught in computer labs can expect technical difficulties to arise from time to time. Students are asked to be understanding and flexible as technical difficulties are resolved.

TAPING OF COURSES: Students enrolled in compressed video courses should be advised that for various reasons, class sessions may be videotaped. Students give their permission to be videotaped when they enroll in a compressed video course.

RESPONSE TIME: Students can generally expect a response from the instructor within 1 day.

STUDENT RESOURCES: A variety of resources are available for students, including both on-line and face-to-face methods.

Library—The library is accessible either on-campus in Rock Springs or via on-line through MustangCruiser. All students whether on-campus or at a distance need to obtain library access by acquiring either a WWCC student ID card or a WWCC Hay Library card which can be obtained by either coming on campus or through the link on the Hay Library homepage. The library offers access to thousands of database journals, e-books, and other library resources as well as inter-library loan capabilities.

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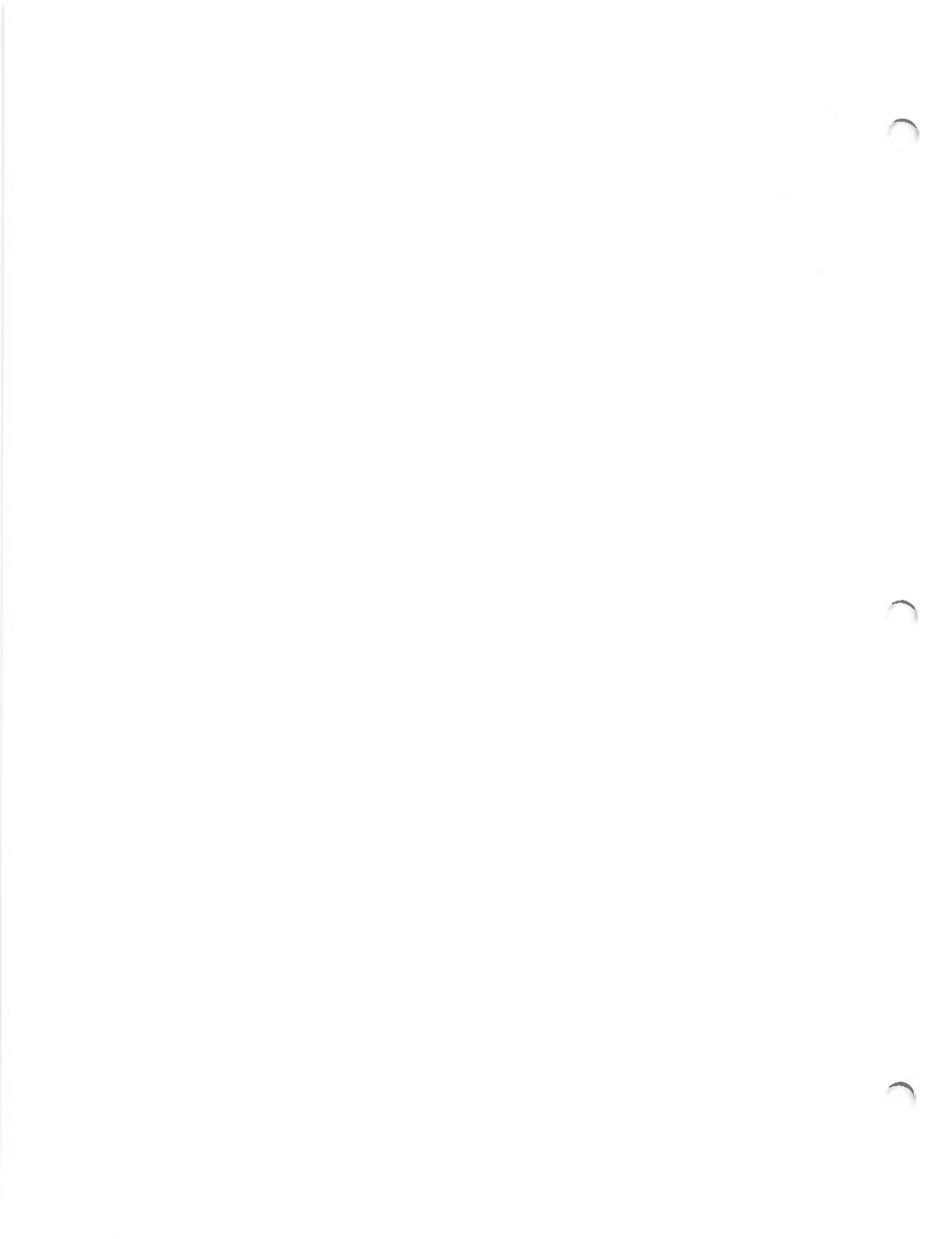
biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways that you can improve your writing. Take advantage of this service; it is a useful tool for students at Western. *Smarthinking services are free of charge to students.*

Peer Tutor Center—All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. We do check each semester to make sure they meet and maintain these requirements. They can set up individual tutor appointments or they can work with a group. *Tutoring services are free of charge to students.*

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Writing Lab—From 1:00 to 3:00 p.m. M-TH, the Learning Center (Rock Springs) is available to help any student from any discipline with writing issues. This can be grammar, documentation, etc. They do not edit papers but help students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with (without registering them for a credit).

Math Lab—From 9:00 a.m. to 12:00 p.m. M-Th in Rock Springs and on T&TH evenings in our Green River Lab from 6:00 to 8:00 p.m.



WESTERN WYOMING COMMUNITY COLLEGE
 Problem Solving
 COMMON COURSE OUTLINE/SYLLABUS

COURSE NUMBER: Math 1000

CREDITS: 3

PREREQUISITE: Math 920 (C or Better) or appropriate Math Placement Test Score, or Math ACT Score of 21 or Higher, or TECH 1000(C or Better).

TRANSFERABILITY: This course satisfies University of Wyoming mathematics QA requirement. This course may not transfer to all colleges and universities and it is the student's responsibility to check on transferability. Please save this syllabus in case of transfer. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

REQUIRED TEXTBOOKS AND/OR MATERIALS: Using and Understanding Mathematics, A Quantitative Reasoning Approach (5th Edition)-Jeffrey Bennett & William Briggs with the MyMathLab access code OR just the MyMathLab access code. The Course ID is; **kourbelas42465** The Course Title is **Math1000KourbelasSpring2012**

COURSE DESCRIPTION: The course focuses on the methods, processes, and strategies one use to analyze, understand, and solve mathematical problems. It aims to develop skills in sorting, organizing, and assimilating information. The problems are of a variety of types and may include problems involving puzzles or patterns, word problems, algebra problems, counting and probability problems, problems dealing with geometry, and other mathematical problems. The use of hand calculators is essential part of the course.

Course Objectives & College-Wide Goals for Student Success:

Listed below are this course's primary goals and the measure of successful completion of these goals. Some of the course goals also reinforce WWCC's Goals for Student Success:

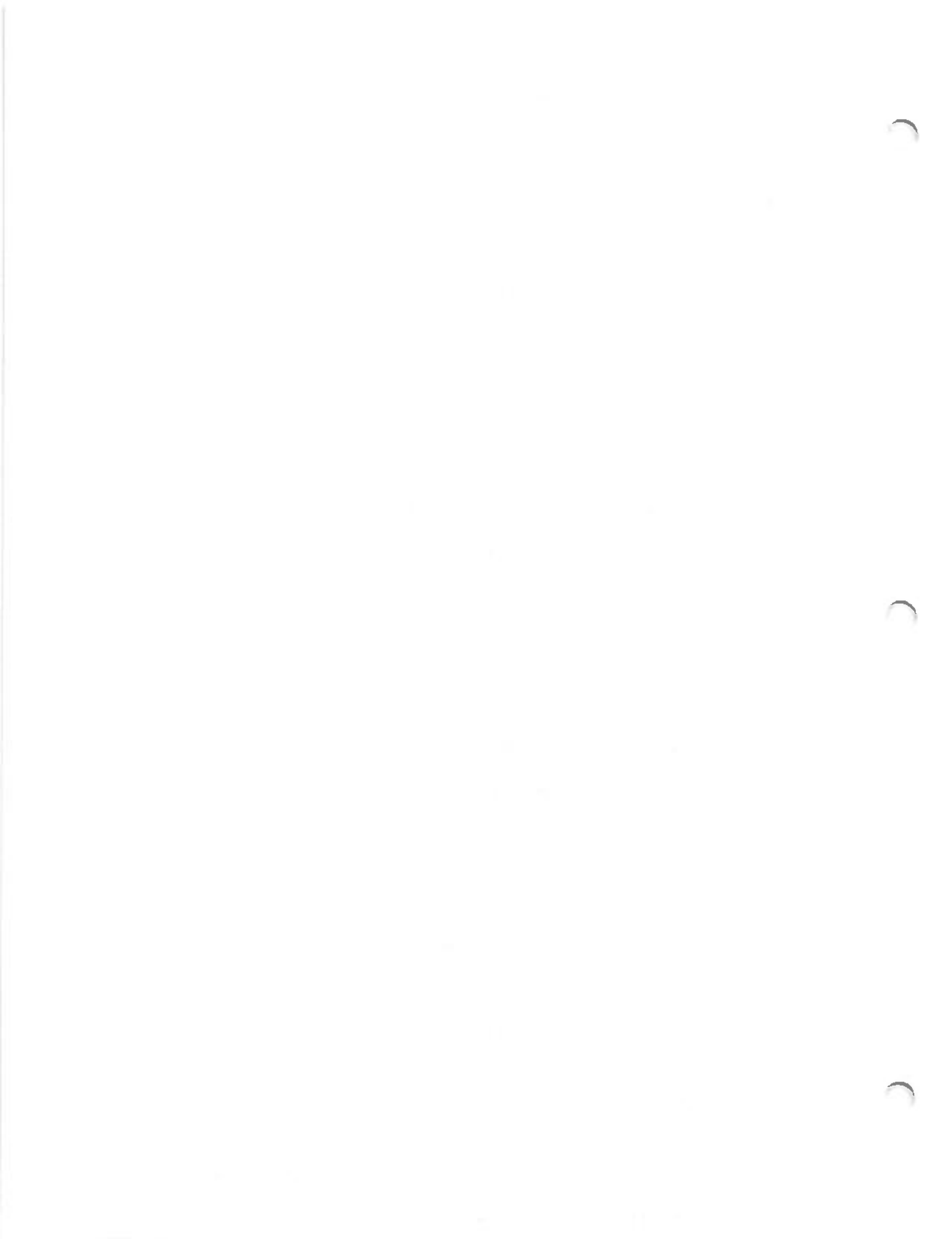
WWCC GOALS FOR STUDENT SUCCESS:

Five major goals - WWCC has identified the following as goals for student success -

- **Communicate Competently**– To not only understand a broader foundation of the core ideas of algebra, but to also be able to communicate the algebraic skills used for problem solving through clear and organized work
- **Retrieve Information**– To develop the ability to quickly and efficiently find pertinent information from the textbook
- **See Issues from Multiple Perspectives**– To develop the ability to recognize situations where various methods of algebra may be used on the same problem
- **Solve Problems**– To develop the necessary mathematical skills required to solve algebraic problems and to be able to apply these skills to new or unfamiliar situations
- **Develop Life Skills**– To develop logical and critical thinking skills, which will be essential for success in each student's future career or educational path

Course Primary Learning Goals and integration of the Goals for Student Success:

What students will learn in this class	Which WWCC Goals will be	What skills will be measured (Course	How the skills will be measured (Assessment):
----------------------------------------	--------------------------	--------------------------------------	-----------------------------------------------



(Course Goals):	addressed:	Competencies):	
Solve Problems	Solve Problems	Identify and define problems Analyze and interpret given information and data Make decisions Understand and apply specific methods for problem solving in areas identified under Units of Study	Exams
Communicate Competently	Communicate Competently	Present work in a complete and well organized manner Express ideas and results clearly and effectively	Exams
Retrieve Information	Retrieve Information	Identify and select the correct formula when solving problems	Exams

METHOD OF INSTRUCTION – Instruction will consist of a combination of methods including lecture, group and individual problem solving.

METHODS OF EVALUATION:

Attendance Policy – There is no attendance policy for this course. The student’s grade is based only on chapter tests, homework and quizzes. Never the less, attendance is an integral component of academic success for most students. The instructor will assume that the students are mature enough to understand the consequences (such as poor performance on tests) of not attending class on a regular basis. Only in the event of an illness and/or emergency, will the instructor make **accommodations for students who miss lectures**. A student missing a class needs to notify the instructor prior to that class so accommodations can be planned.

Grading Policy – The student’s grade will be based on a possible 600 points.

- a) 100 points; Chapter 2 Test.
- b) 100 Points; Chapter 3 Test
- c) 100 Points; Chapter 4 Test
- d) 100 Points; Chapter 7 Test
- e) 100 Points; Top five scores of the weekly quizzes.
- f) 100 Points; Homework.

Chapter exams will be given at the completion of each chapter.

Weekly Quizzes (based on homework), will be given on each Friday. Only the top five quizzes will



be counted. There will be no make ups on the Friday Quizzes.

Homework will be due after the subject area has been covered by lecture. It is the student's responsibility to keep up with the daily homework. Failure to do so can significantly reduce your chance of success in this class. There is an 80% reduction on homework assignments when turned in past the due date.

The Final test will be made up of the different chapter exams. If the student is not satisfied with the percentage score they received on the original chapter test, they can retake up to two of the chapter exams during the final. The highest percentage score achieved on the different chapter exams will be the used to base the student's final grade on.

In the event of an illness and/or emergency, the student must contact the instructor prior to the exam or homework due date. **Accommodations will be made for these students only.** If an exam is missed, the student will receive a zero percent (0%) on the exam. The student should plan on studying 1 to 2 hours for each hour of class.

Grading Scale -

A	90% and above
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

Rounding Policy - Grade averages will be rounded up, ie. 89.5% is rounded to 90%.

MAJOR UNITS OF STUDY OR SCHEDULE:

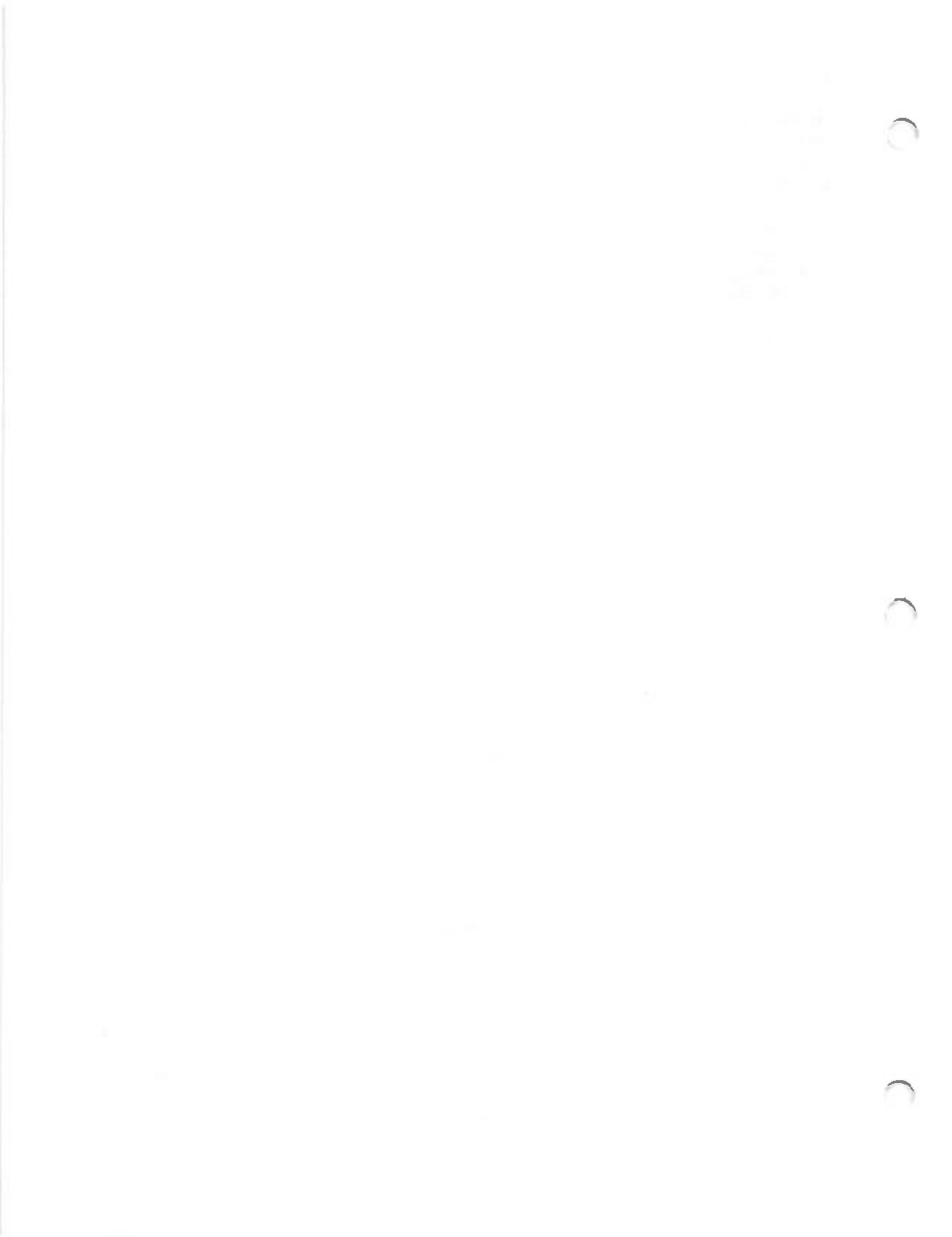
- Chapter 2 Approaches to Problem Solving (Units 2A, 2B, and 2C)
- Chapter 3 Numbers in the Real World (Units 3A, 3B and 3C)
- Chapter 4 Managing Money (Units 4B, 4C, and 4D)
- Chapter 7 Probability: Living with the odds (Units 7A, 7B, 7C, and 7E)

INCOMPLETE POLICY:

The grade of "I" (Incomplete) may be given after the mid-point of the course when unexpected circumstances, such as illness or military service, make it impossible for a student who is passing the course with a "C" or better at the mid-point of the course to complete the remaining work by the end of the semester. The purpose of an incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the work. It is the student's responsibility to initiate this process, but an Incomplete is assigned solely at the instructor's discretion. Check the College Catalog for the entire policy.

APPROPRIATE STUDENT BEHAVIOR:

One of the College's goals is to See Issues from Multiple Perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own. Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others' rights to hear, take notes or exams, express their ideas and participate in the class. College policy 20A states that "the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes."



STUDENTS WITH SPECIAL NEEDS:

It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kflaim@wwcc.wy.edu. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor of this course.

CHANGES TO THE SYLLABUS

The above schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.

STUDENT RESOURCES: A variety of resources are available for students, including both on-line or face-to-face methods.

Library—The library is accessible either on-campus in Rock Springs or via on-line through MustangCruiser. All students whether on-campus or at a distance need to obtain library access by acquiring either a WWCC student ID card or a WWCC Hay Library card which can be obtained by either coming on campus or through the link on the Hay Library homepage. The library offers access to thousands of database journals, e-books, and other library resources as well as inter-library loan capabilities.

Smarthinking—Online Tutoring: Western Wyoming Community College is now offering each student 15 free hours of online tutoring. To log on to this service click on the Smarthinking tab within your MustangCruiser account. The first time you enter, you will be asked to set up your profile so that time and usage can be monitored. You will be able to ask questions and get help in all academic areas such as math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways that you can improve your writing. Take advantage of this service; it is a useful tool for students at Western. *Smarthinking services are free of charge to students.*

Peer Tutor Center—All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. We do check each semester to make sure they meet and maintain these requirements. They can set up individual tutor appointments or they can work with a group. *Tutoring services are free of charge to students.*

Learning Center— Learning Centers are located on both the Rock Springs and Green River campuses, and offer a wide variety of college-prep and college level courses in an atmosphere of individualized instruction. ABE, GED, and ESL courses and services are also available through the Learning Center.

Writing Lab—From 1:00 to 3:00 p.m. M-TH the Learning Center (Rock Springs) is available to help any student from any discipline with writing issues. This can be grammar, documentation, etc. They do not edit papers but help students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with (without registering them for a credit).

Math Lab—From 9:00 a.m. to 12:00 p.m. M-Th in Rock Springs and on T&TH evenings in our Green River Lab from 6:00 to 8:00 p.m.



WESTERN WYOMING COMMUNITY COLLEGE**MGT 1200 Human Resource Management
COMMON COURSE OUTLINE/SYLLABUS**

Course Number: MGT 1200
Credits: 3 hours
Prerequisite: None

Transferability: Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

**Required Textbooks
And/or Materials:**

Required: Applied Human Resource Management, Kenneth M. York, Sage, 2010, ISBN 978-1-4129-5492-1.

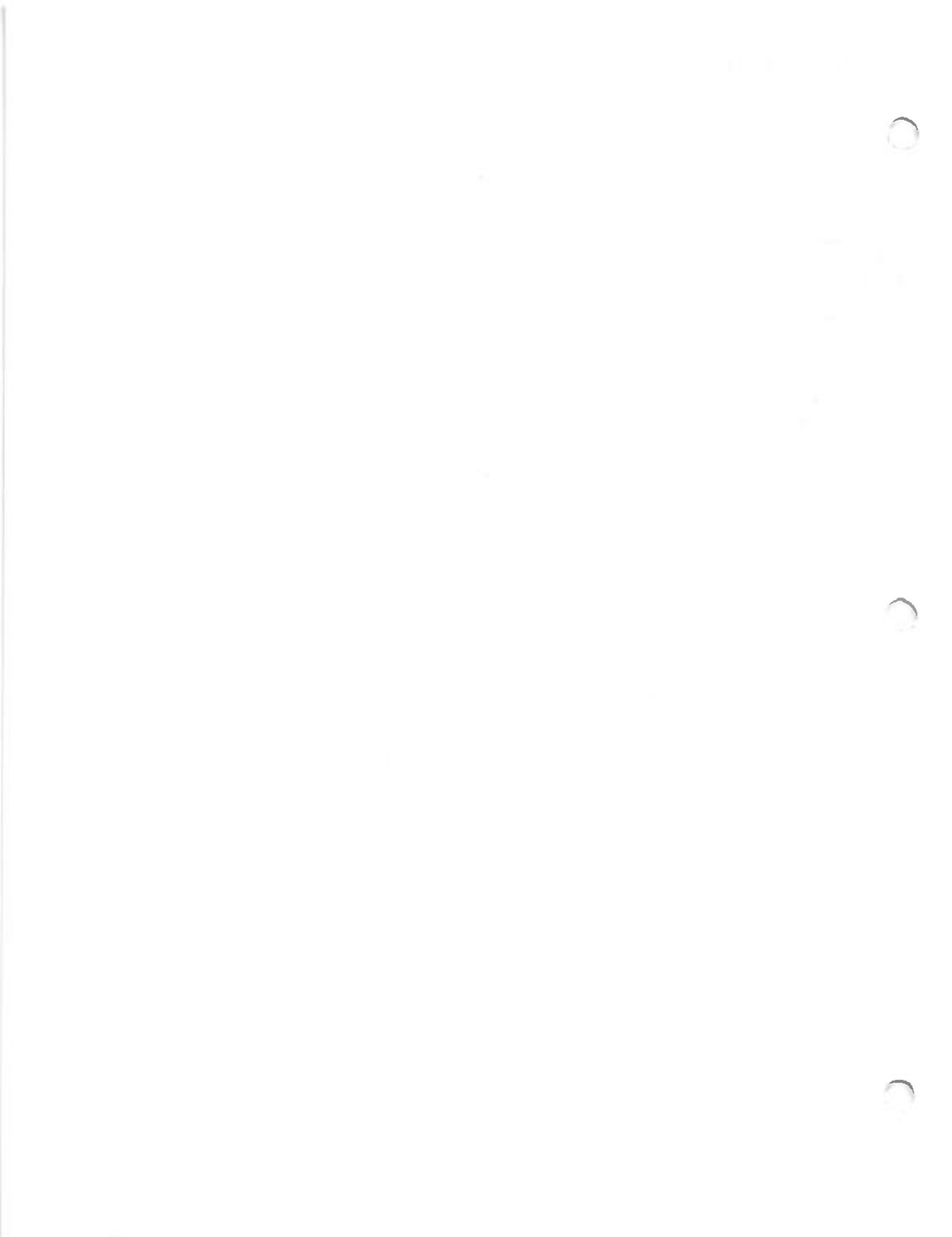
Required: Internet Access for the duration of the course sufficient to prepare for, participate in, and complete requirements for the course.

Required: Blackboard: The internet-based program of Blackboard is a required component of this course. Assignments, announcements, course materials, and other information regarding this course will be posted on Blackboard, which can be accessed through Mustang Cruiser.

Required: Additional Reading/Viewing Assignments: Additional reading or viewing assignments will be posted in the Announcements section of Blackboard. These additional reading assignments will be subject to inclusion in assignments, discussion, and assessments.

Course Description:

This course is designed to acquaint the prospective manager with issues related to organizing and staffing the work force and to employee relations. Major areas of focus will be human behavior, human resource planning, job analysis and design, training and development, compensation and benefits, employee relations, and legal issues.



Course Objectives & College-Wide Goals for Student Success:

Listed below are this course's primary goals and the measure of successful completion of these goals. Some of the course goals also reinforce WWCC's Goals for Student Success:

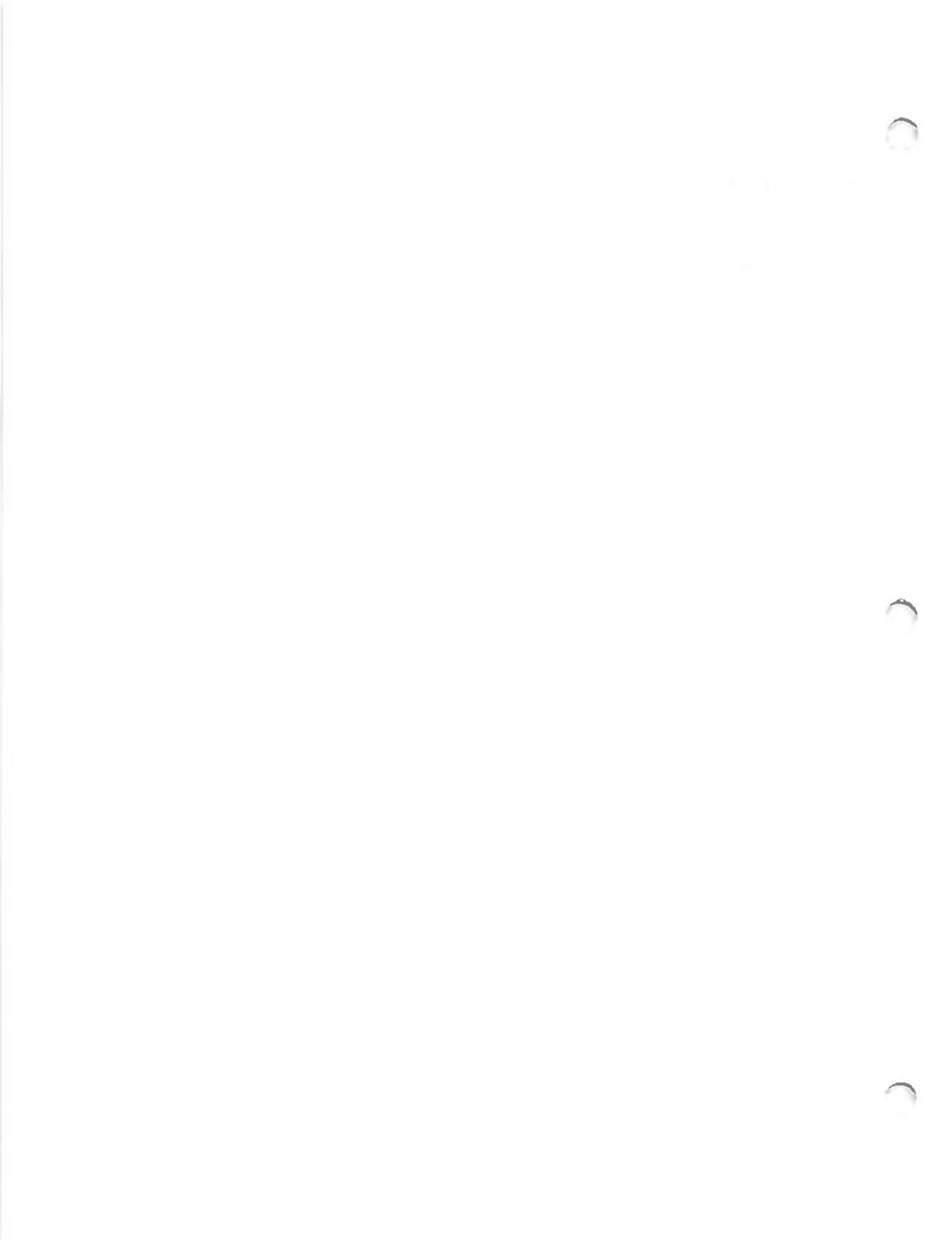
WWCC GOALS FOR STUDENT SUCCESS:

Five major goals - WWCC has identified the following as goals for student success -

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Course Primary Learning Goals and integration of the Goals for Student Success:

What students will learn (Course Goals)	These WWCC Goals will be Addressed	What specific skill will be measured (Course Competencies)	How the skills will be measured (Assessment)
<i>Demonstrate literacy in basic principles, terminology and practical concepts of human resource management.</i>	Communicate Competently	Writing Speaking	Case Analyses Informal and Formal Presentations Small-group and class discussions Objective Testing
<i>Demonstrate skills in effective written and verbal dissemination of information, arguments, and problem solutions regarding issues in human resource management.</i>	Communicate Competently Solve Problems Develop Life Skills	Presenting Participating Engaging Identifying Goals	Informal and Formal Presentations Small-group and class discussions Case Analyses
<i>Demonstrate knowledge of and apply the basic skills required to conduct human resource managerial problem identification, analysis, and solution.</i>	Communicate Competently Retrieve Information Solve Problems	Word processing Retrieving Information Implementing	Case Analyses Small-group and class discussions
<i>Demonstrate consideration and analysis of the multiple perspectives characteristic of ethical issues related to human resource management.</i>	Communicate Competently Retrieve Information See Issues from Multiple Perspectives	Writing Presenting Retrieving Information See Issues from Multiple Perspectives	Case Analyses Informal and Formal Presentations Small-group and class discussions



Method of Instruction: This course is primarily a mixture of lecture, role play, and group discussion. Blackboard is used for various assessments, dissemination of assignments, and posting of announcements for the course. Students will participate in various classroom, individual, and group activities. Students should expect to devote between six (6) and nine (9) hours per week beyond class time in study, preparation, and completion of assignments for this class.

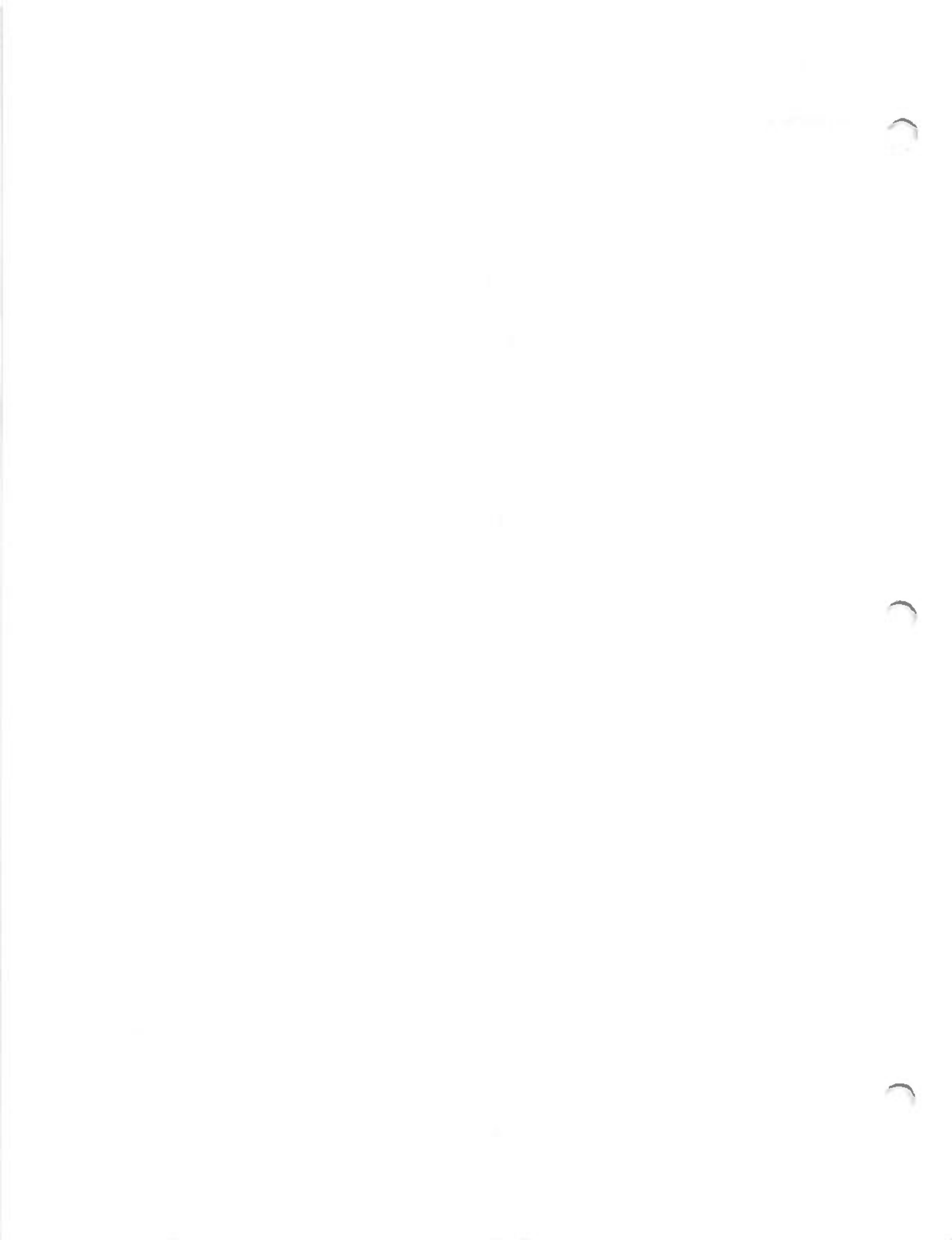
Methods of Evaluation: Attendance Policy – Students are expected to attend class, to notify the instructor in advance of any absence, to promptly discuss any continuing or multiple absence with the instructor, and to initiate a withdrawal from the class in the event that absences are negatively affecting the performance of the student in the class. Failure to withdraw from the class in the event of significant absences can result in the student earning a failing grade. Participation is critical to the success of this course. Physical presence in the classroom by itself is not participation, but presence is necessary to participate.

Self-Assessments: Self-Assessments are intended to give each student the opportunity for self-reflection. Students are required to complete each assessment to earn the points in this component. The scores of the assessments do not affect the grade of each student, only the fact of completing the assessment or failing to complete the assessment. These assessments will be used in the preparation of individual Reflection Papers. Self-Assessments comprise ten percent (10%) of the final course grade. Deadlines for completing Self-Assessments are included in the “Course Schedule”, posted in the “Course Information” section of Blackboard. Students must complete each required Self-Assessment by the deadline to receive credit for the Self-Assessment. Students who fail to complete a Self-Assessment by the specified deadline will receive a grade of “0” for that Self-Assessment. Students may complete Self-Assessments prior to a specified deadline.

Chapter Reviews: Each Chapter Review will be comprised of twenty (20) multiple-choice, short-answer, true-false, or fill-in-the-blank questions based on the assigned materials from the text. Chapter Reviews comprise ten percent (10%) of the final course grade. Deadlines for completing Chapter Reviews are included in the “Course Schedule”, posted in the “Course Information” section of Blackboard. Students must complete each required Chapter Review by the deadline to receive credit for the Chapter Review. Students who fail to complete a Chapter Review by the specified deadline will receive a grade of “0” for that Chapter Review. Students may complete Chapter Reviews prior to the deadline.

Activities: Students will be responsible for preparing, facilitating, and evaluating two (2) in-class activities. Students will be given a specific format to follow in preparing each activity. These Activities, all together, will comprise twenty percent (20%) of the final course grade. Instructions for cases from each chapter can be found in the “Assignments” section of Blackboard, in the folder “Activities”. Written portions of Activities will be submitted through submission points in Blackboard. Deadlines for completing components of Activities will be posted as part of the assignment in the “Assignments” section of Blackboard. Students who fail to complete any part of an Activity by the deadline will receive a grade of “0” for that component. Students are encouraged to discuss questions regarding format and academic integrity with the instructor prior to submitting each Activity.

In-Class Activities: Twenty percent (20%) of the final course grade will consist of points for participation in the in-class activities, such as role plays and discussion. Students who fail to participate in an in-class activity will receive a grade of “0” for that activity.



Reflection Papers: Students will be given a specific format to follow in preparing each Reflection Paper. Reflection Papers, all together, will comprise twenty percent (20%) of the final course grade. Instructions for Reflection Papers can be found in the "Assignments" section of Blackboard, in the folder "Reflection Papers". Reflection Papers will be submitted through submission points in Blackboard. Deadlines for completing Reflection Papers will be posted as part of the Course Schedule in the "Course Information" section of Blackboard. Students who fail to complete a Reflection Paper by the deadline will receive a grade of "0" for that Reflection Paper. Students may complete Reflection Papers prior to the specified deadline. Students are encouraged to discuss questions regarding format and upholding academic integrity with the instructor prior to submitting each Reflection Paper.

Bridge Project: Students will participate in a cooperative project with a class from the Education Division. Students will work in pairs and individually to complete this project, and will be given a specific format to follow in preparing written portions of the project. The Bridge Project will comprise twenty percent (20%) of the final course grade. Instructions for the Bridge Project can be found in the "Assignments" section of Blackboard, in the folder "Bridge Project". Written components of the Bridge Project will be submitted through submission points in Blackboard. Deadlines for completing components of the Bridge Project will be posted as part of the Course Schedule in the "Course Information" section of Blackboard. Students who fail to complete any part of the Bridge Project by the deadline will receive a grade of "0" for that component. Students are encouraged to discuss questions regarding format and upholding academic integrity with the instructor prior to submitting each Problem Analysis.

Examinations: There will be no traditional examinations in this course.

Grading Policy – Assignments in this course are weighted as a percentage of the final grade in the course. (Point values for individual assignments do not matter, nor can students figure their overall performance in the course by dividing the aggregate points scored by the aggregate points possible for all assignments.) Please refer to Blackboard for individual performance throughout the semester, or ask the instructor for clarification.

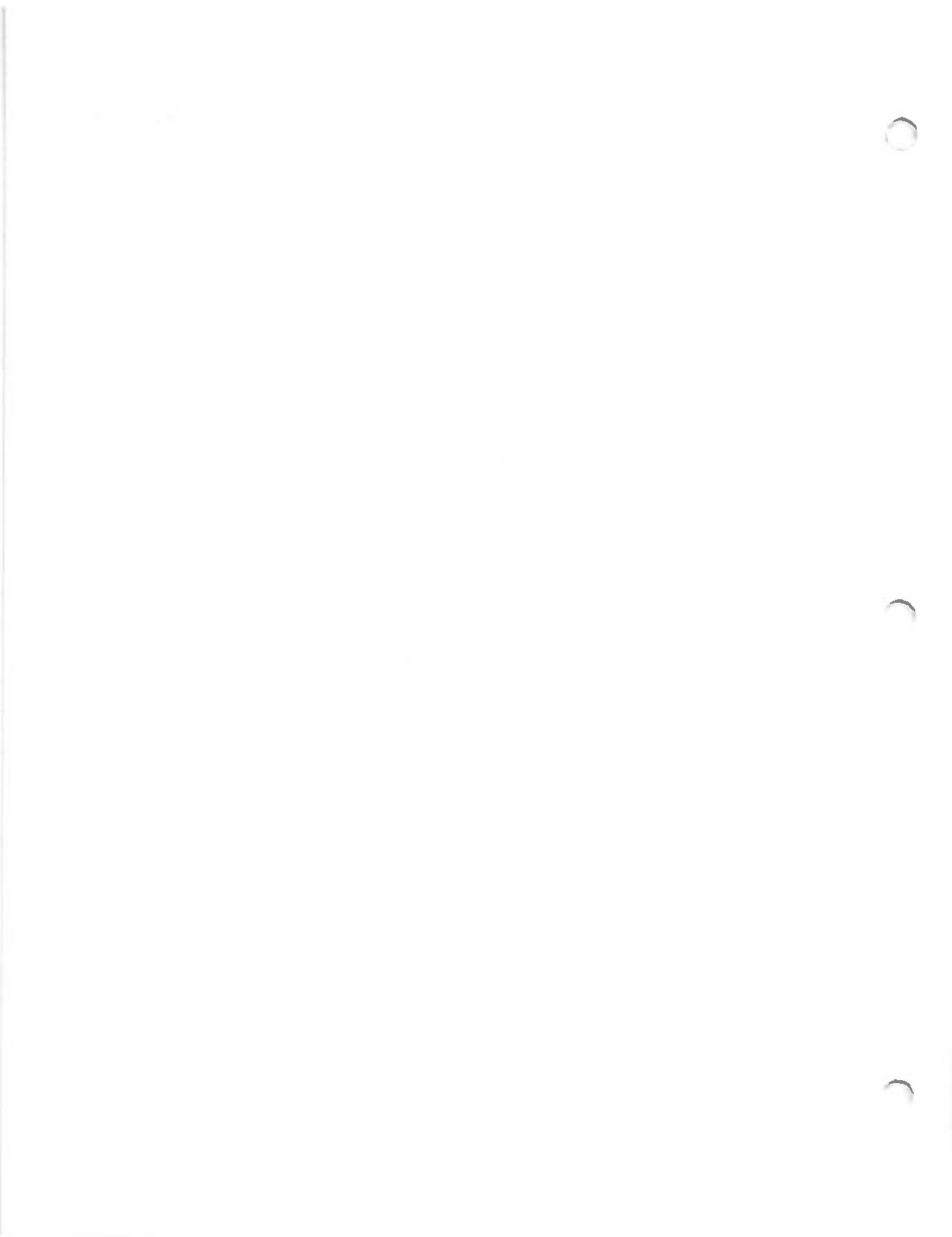
The final grade for the course is composed of the following components:

Self-Assessments	10%
Chapter Reviews	10%
Activities	20%
In-Class Activities	20%
Reflection Papers	20%
Bridge Project	<u>20%</u>
TOTAL	100%

Grading Scale -

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

This course is approved for S/U grading. S/U grades are assigned as follows:
 S = 70% or higher U = 69 % and below



Rounding Policy - Grades will not be rounded. (An 89.9% is a B.)

Major Units of Study:

Introduction to the Management of Human Resources
 Equal Employment Opportunity
 Job Analysis
 Recruitment and Socialization
 Selection
 Performance Appraisal
 Training and Developing Employees
 Compensation and Benefits
 Occupational Safety and Health
 Employee Relations and Labor-Management Relations
 Organizational Change and Development
 International HRM

Course Schedule: The schedule for the course is posted to the "Course Information" section of Blackboard as a separate MS-Word document. This schedule will specify the expected dates when each topic will be covered and the deadlines for assignments. The course schedule is subject to change. Please check the "Announcements" section of Blackboard frequently for any changes to this schedule.

Academic Integrity:

There is "zero" tolerance in the course for cheating and plagiarism. Students are expected to do their own work, give credit where it is due, and approach their work in a professional and ethical manner. All assignments and activities are individual, unless otherwise noted, and students are expected to submit original work. Students are expected to provide appropriate citations for all sources for direct quotes and for paraphrasing of material in all assignments. Any instance of cheating or plagiarism will subject the student to failure of the course. This does not in any way preclude additional sanctions by WWCC.

Incomplete Policy:

The grade of "I" (Incomplete) may be given after the mid-point of the course when unexpected circumstances, such as illness or military service, make it impossible for a student who is passing the course with a "C" or better at the mid-point of the course to complete the remaining work by the end of the semester. The purpose of an incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the work. It is the student's responsibility to initiate this process, but an Incomplete is assigned solely at the instructor's discretion. Check the College Catalog for the entire policy.

Appropriate Student Behavior:

One of the College's goals is to See Issues from Multiple Perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own. Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others' rights to hear, take notes or exams, express their ideas and participate in the class. College policy 5420A states that "the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes."

Students with Special Needs: It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kflaim@wwcc.wy.edu. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information about appropriate accommodations to the instructor of this



course.

- Changes to the Syllabus:** The above schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.
- Technical Difficulties:** With Blackboard, students can expect technical difficulties to arise from time to time. Students are asked to be understanding and flexible as technical difficulties are resolved.
- Student Resources:** A variety of resources are available for students, using on-line or face-to-face methods.

Library: The library is accessible either on-campus in Rock Springs or via on-line through MustangCruiser. All students whether on-campus or at a distance need to obtain library access by acquiring either a WWCC student ID card or a WWCC Hay Library card which can be obtained by either coming on campus or through the link on the Hay Library homepage. The library offers access to thousands of database journals, e-books, and other library resources as well as inter-library loan capabilities.

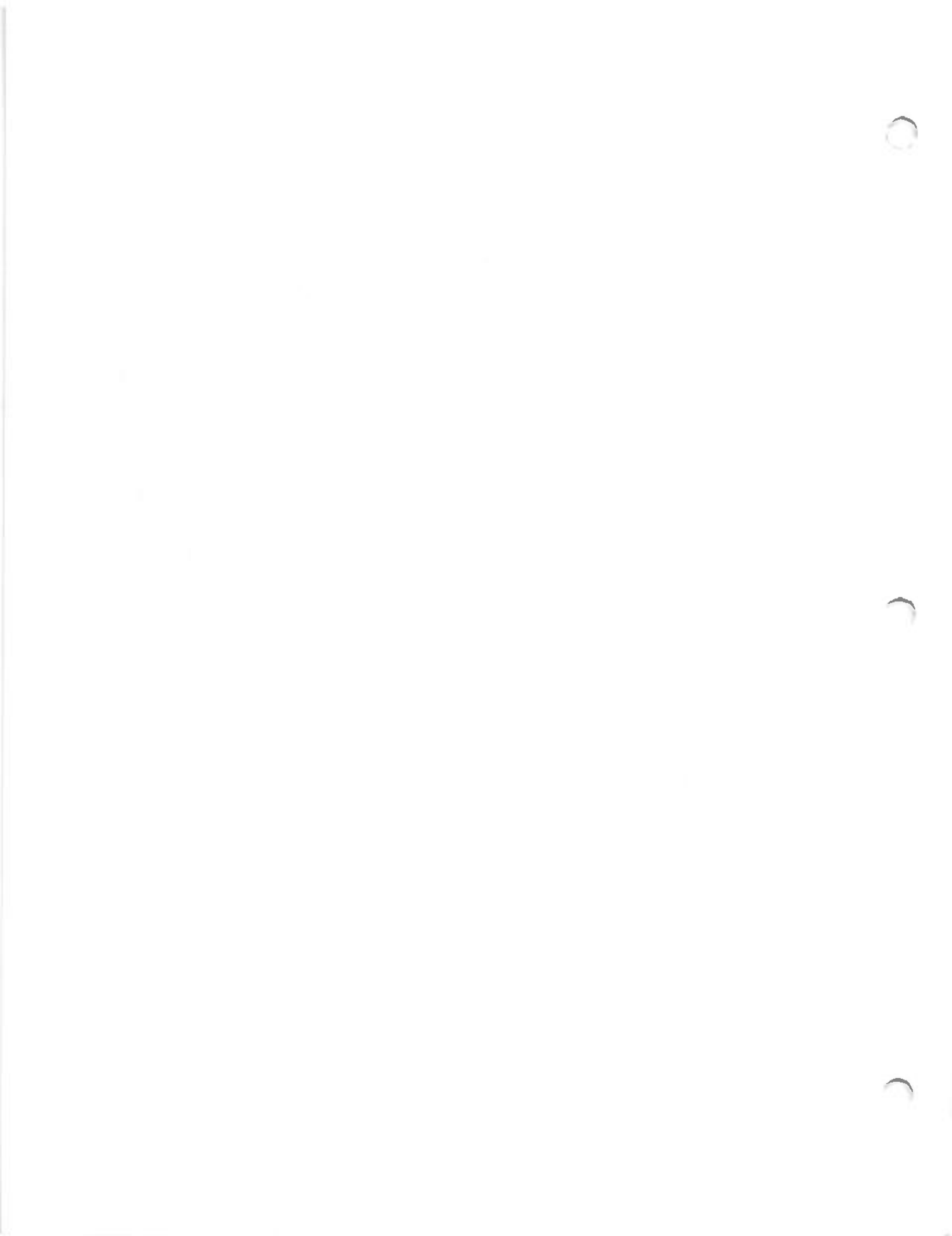
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Peer Tutor Center: All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. We do check each semester to make sure they meet and maintain these requirements. They can set up individual tutor appointments or they can work with a group. *Tutoring services are free of charge to students.*

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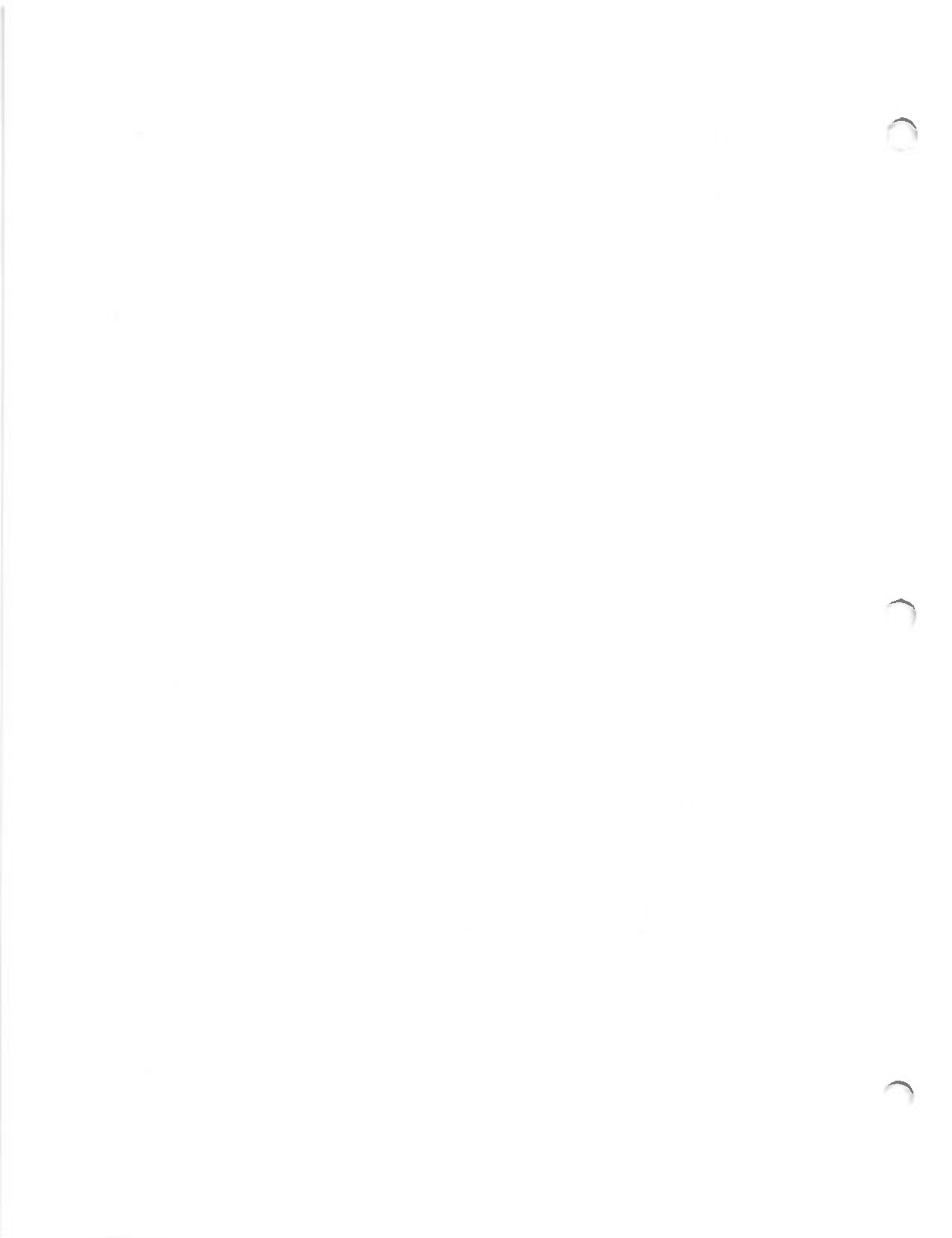
Writing Lab: From 1:00 to 3:00 p.m. M-TH the Learning Center (Rock Springs) is available to help any student from any discipline with writing issues. This can be grammar, documentation, etc. They do not edit papers but help students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with (without registering them for a credit).

Math Lab: Rock Springs, 9:00 a.m. to 12:00 p.m. M-Th; Green River, T&TH evenings from 6:00 to 8:00 p.m.

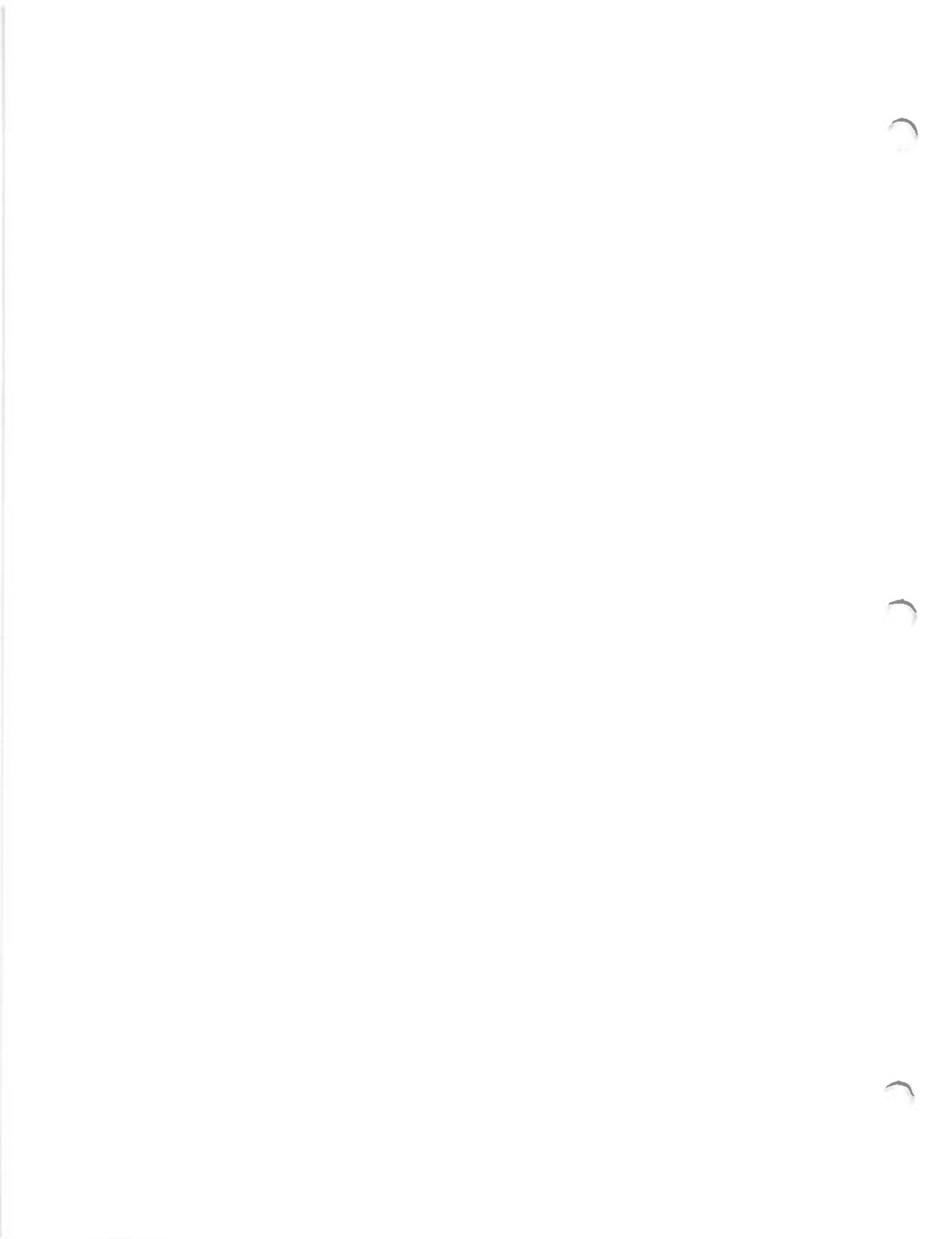


MGT 1200 Human Resource Management

Week	Date	Class Preparation Prior to Class	Assignments Due 11:59 pm (Unless otherwise noted)
1	Jan 18	Introduction, Syllabus, Blackboard	
2	Jan 23	READ: Chapter 1, Introduction to the Management of Human Resources Discussion, Current Events	Chapter Review 01 (Jan 29) (Blackboard) Self-Assessments 01 (Jan 29) (Blackboard)
	Jan 25	Activity 01 Discussion, Current Events	Activity 01 (Beginning of Class, To be Assigned) Activity 01 Summary (Jan 29, To be Assigned)
3	Jan 30	READ: Chapter 2, Equal Employment Opportunity Discussion, Current Events	Chapter Review 02 (Feb 05) (Blackboard) Self-Assessments 02 (Feb 05) (Blackboard)
	Feb 01	Activity 02 Discussion, Current Events	Activity 02 (Beginning of Class, To be Assigned) Activity 02 Summary (Feb 05, To be Assigned)
4	Feb 06	READ: Chapter 3, Job Analysis Discussion, Current Events	Chapter Review 03 (Feb 12) (Blackboard) Self-Assessments 03 (Feb 12) (Blackboard)
	Feb 08	Activity 03 Work Day	Activity 03 (Feb 12)
5	Feb 13	READ: Chapter 4, Recruitment and Socialization Discussion, Current Events	Chapter Review 04 (Feb 19) (Blackboard) Self-Assessments 04 (Feb 19) (Blackboard)
	Feb 15	Activity 04 Discussion, Current Events	Activity 04 (Beginning of Class, To be Assigned) Activity 04 Summary (Feb 19, To be Assigned)
6	Feb 20	READ: Chapter 5, Selection Discussion, Current Events	Chapter Review 05 (Feb 26) (Blackboard) Self-Assessments 05 (Feb 26) (Blackboard)
	Feb 22	Activity 05 Discussion, Current Events	Activity 05 (Beginning of Class, To be Assigned) Activity 05 Summary (Feb 26, To be Assigned)
7	Feb 27	READ: Chapter 6, Performance Appraisal Discussion, Current Events	Chapter Review 06 (Mar 04) (Blackboard) Self-Assessments 06 (Mar 04) (Blackboard)
	Feb 29	Activity 06 Discussion, Current Events	Activity 06 (Beginning of Class, To be Assigned) Activity 06 Summary (Mar 04, To be Assigned)
8	Mar 05	VIEW: PBS Video "Growing Up Online" Discussion, Current Events	
	Mar 07	Activity 07 Discussion, Current Events	Activity 07 (Beginning of Class, To be Assigned) Activity 07 Summary (Mar 11, To be Assigned) Reflection Paper 01 (Mar 11) (Blackboard)
	Mar 12	SPRING BREAK – No Class	
	Mar 14	SPRING BREAK – No Class	
9	Mar 19	READ: Chapter 7, Training and Developing Employees Discussion, Current Events	Chapter Review 07 (Mar 25) (Blackboard) Self-Assessments 07 (Mar 25) (Blackboard)
	Mar 21	Activity 08 Discussion, Current Events	Activity 08 (Beginning of Class, To be Assigned) Activity 08 Summary (Mar 25, To be Assigned)
10	Mar 26	READ: Chapter 8, Compensation and Benefits Discussion, Current Events	Chapter Review 08 (Apr 01) (Blackboard) Self-Assessments 08 (Apr 01) (Blackboard)
	Mar 28	Activity 09 Discussion, Current Events	Activity 09 (Beginning of Class, To be Assigned) Activity 09 Summary (Apr 01, To be Assigned)
11	Apr 02	READ: Chapter 9, Occupational Safety and Health	Chapter Review 09 (Apr 08) (Blackboard) Self-Assessments 09 (Apr 08) (Blackboard)



		Discussion, Current Events	
	Apr 04	Activity 10 Discussion, Current Events	Activity 10 (Beginning of Class, To be Assigned) Activity 10 Summary (Apr 08, To be Assigned)
12	Apr 09	READ: Chapter 10, Employee Relations and Labor-Management Relations Discussion, Current Events	Chapter Review 10 (Apr 15) (Blackboard) Self-Assessments 10 (Apr 15) (Blackboard)
	Apr 11	Activity 11 Discussion, Current Events	Activity 11 (Beginning of Class, To be Assigned) Activity 11 Summary (Apr 15, To be Assigned)
13	Apr 16	READ: Chapter 11, Organizational Change and Development Discussion, Current Events	Chapter Review 11 (Apr 22) (Blackboard) Self-Assessments 11 (Apr 22) (Blackboard)
	Apr 18	Activity 12 Discussion, Current Events	Activity 12 (Beginning of Class, To be Assigned) Activity 12 Summary (Apr 22, To be Assigned)
14	Apr 23	READ: Chapter 12, International HRM Discussion, Current Events	Chapter Review 12 (Apr 29) (Blackboard) Self-Assessments 12 (Apr 29) (Blackboard)
	Apr 25	Activity 13 Discussion, Current Events	Activity 13 (Beginning of Class, To be Assigned) Activity 13 Summary (Apr 29, To be Assigned)
15	Apr 30	Bridge Project	
	May 02	Bridge Project	Initial Review, Bridge Project (Beginning of Class) Project Summary (May 06) (Blackboard)
16	May 07	VIEW: PBS Video "China Blue" Discussion, Current Events	
	May 09	Activity 14 Discussion, Current Events	Activity 14 (Beginning of Class, To be Assigned) Activity 14 Summary (May 13, To be Assigned) Reflection Paper 02 (May 13) (Blackboard)



WESTERN WYOMING COMMUNITY COLLEGE
MGT 2100 Principles of Management
COMMON COURSE OUTLINE/SYLLABUS

Course Number: MGT 2100
Credits: 3 hours
Prerequisite: ENGL 1010

Transferability: Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

**Required Textbooks
And/or Materials:**

Required: Management, 10th Ed., Richard L. Daft, South-Western/CENGAGE Learning, 2012, ISBN: 9780538479530.

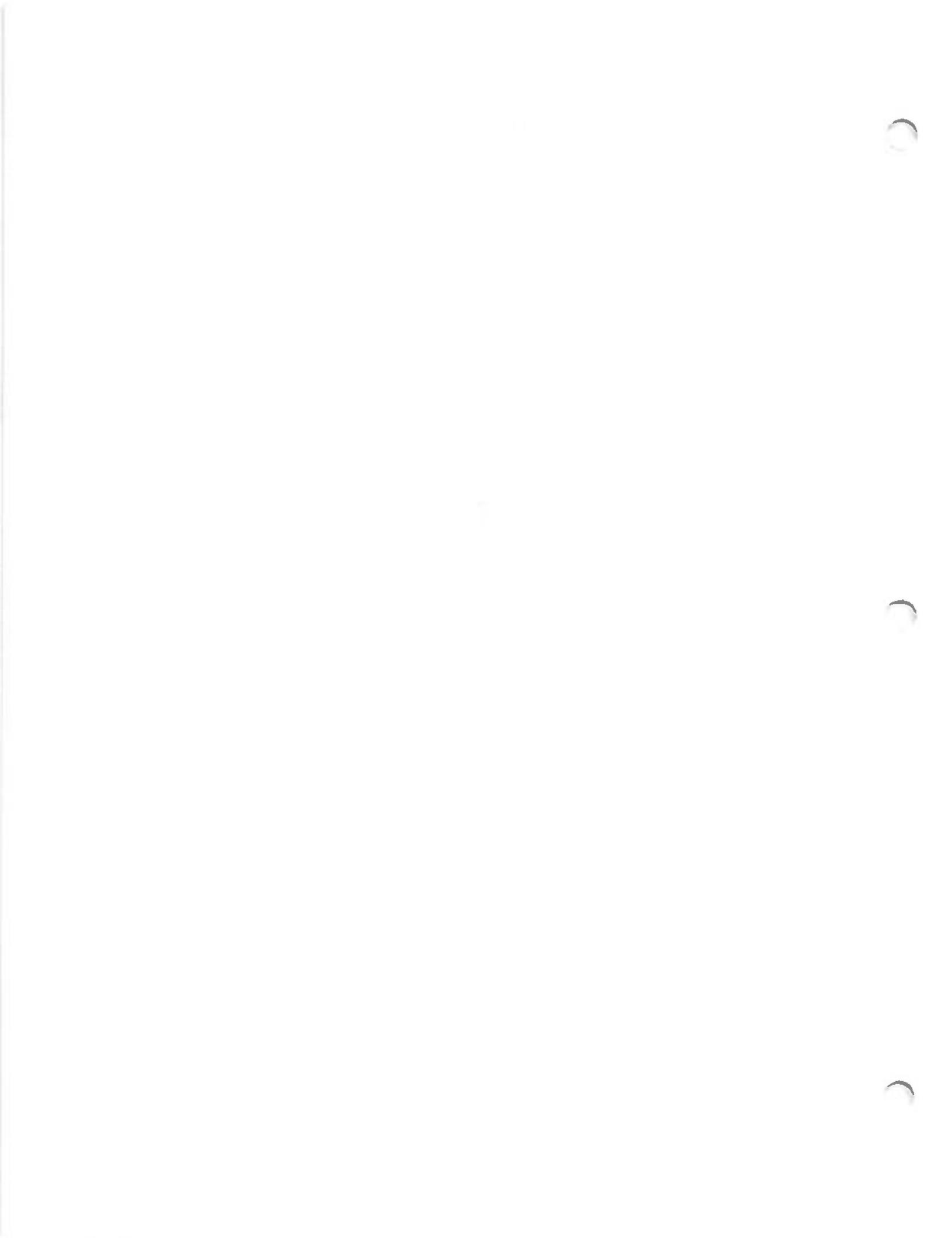
Required: Internet Access for the duration of the course, sufficient to prepare for, participate in, and complete requirements for the course.

Required: Blackboard: The internet-based program of Blackboard is a required component of this course. Assignments, announcements, course materials, and other information regarding this course will be posted on Blackboard, which can be accessed through Mustang Cruiser.

Required: Additional Reading/Viewing Assignments: Additional reading or viewing assignments will be posted in the Course Schedule or the Announcements section of Blackboard. These additional reading assignments will be subject to inclusion in assignments, discussion, and assessments.

Optional: Publisher's Online Learning Center: Additional materials for review and self-assessment are available through a companion website provided by the text publisher located at http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780538479530&token=

Course Description: This course is an introduction to the theory and practice of management in its application to the public and private sectors. The basic idea of the course is to stimulate an awareness of management, management functions, and management in utilizing and coordinating human and physical resources. Scientific and quantitative techniques are emphasized in the decision making and the solving of decision problems involving alternatives.



Course Objectives & College-Wide Goals for Student Success:

Listed below are this course's primary goals and the measure of successful completion of these goals. Some of the course goals also reinforce WWCC's Goals for Student Success:

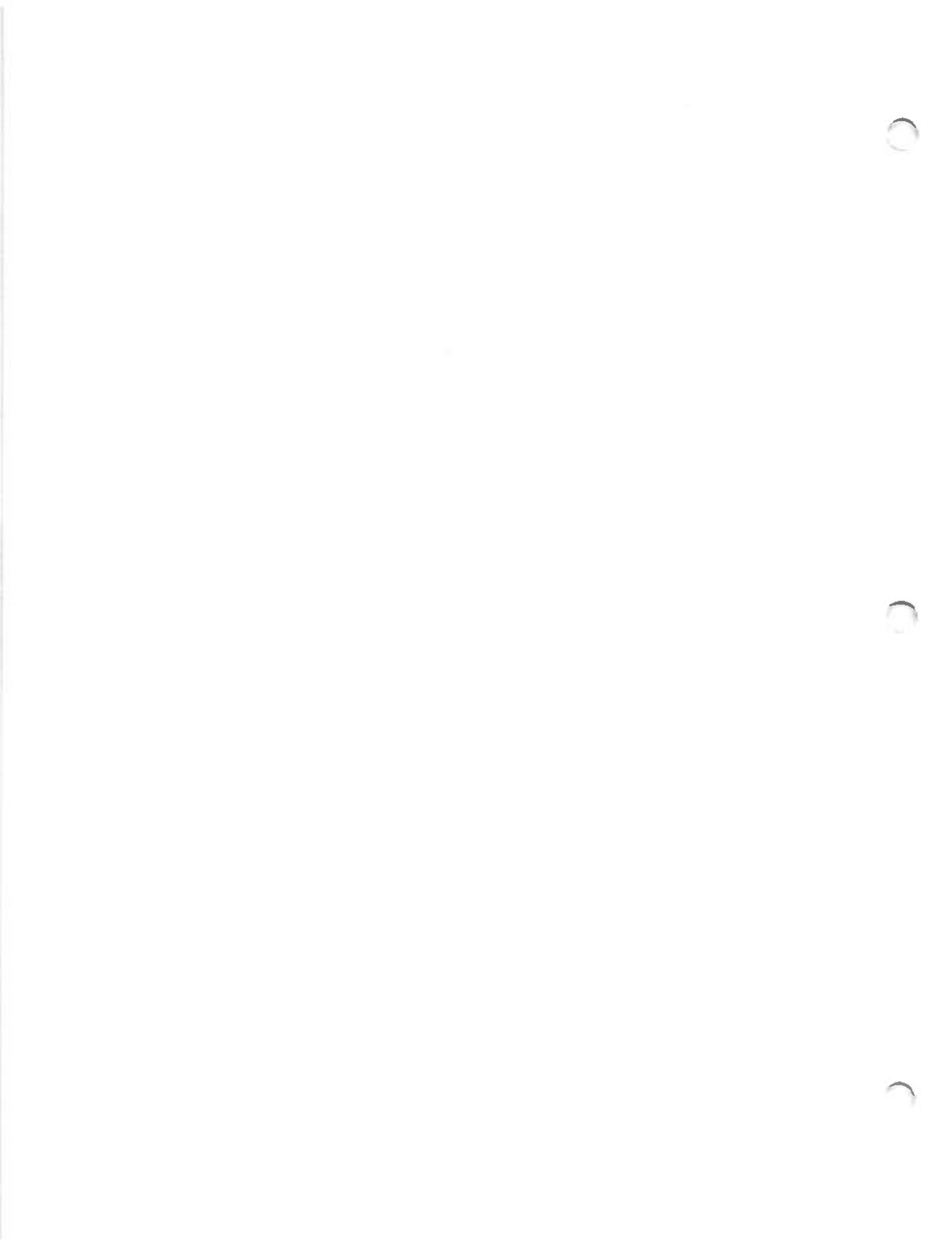
WWCC GOALS FOR STUDENT SUCCESS:

Five major goals - WWCC has identified the following as goals for student success -

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Course Primary Learning Goals and integration of the Goals for Student Success:

What students will learn (Course Goals)	These WWCC Goals will be Addressed	What specific skill will be measured (Course Competencies)	How the skills will be measured (Assessment)
<i>Demonstrate literacy in basic principles, terminology and practical concepts of management.</i>	Communicate Competently	Writing Speaking	Case Analyses Informal and/or Formal Presentations Small-group and/or class discussions Objective Testing
<i>Demonstrate skills in effective written and verbal dissemination of information, arguments, and problem solutions regarding issues in management.</i>	Communicate Competently Solve Problems Develop Life Skills	Presenting Participating Engaging Identifying Goals	Informal and/or Formal Presentations Small-group and/or class discussions Case Analyses
<i>Demonstrate knowledge of and apply the basic skills required to conduct managerial problem identification, analysis, and solution.</i>	Communicate Competently Retrieve Information Solve Problems	Word processing Retrieving Information Implementing	Case Analyses Small-group and/or class discussions
<i>Demonstrate consideration and analysis of the multiple perspectives characteristic of ethical issues related to management.</i>	Communicate Competently Retrieve Information See Issues from Multiple Perspectives	Writing Presenting Retrieving Information See Issues from Multiple Perspectives	Case Analyses Informal and/or Formal Presentations Small-group and/or class discussions



Method of Instruction: This course is primarily a mixture of lecture and group discussion. Blackboard is used for various assessments, dissemination of assignments, and posting of announcements for the course. Students will participate in various classroom, individual, and group activities, as well as a cooperative project with the Education Division. Students should expect to devote between six (6) and nine (9) hours per week beyond class time in study, preparation, and completion of assignments for this class.

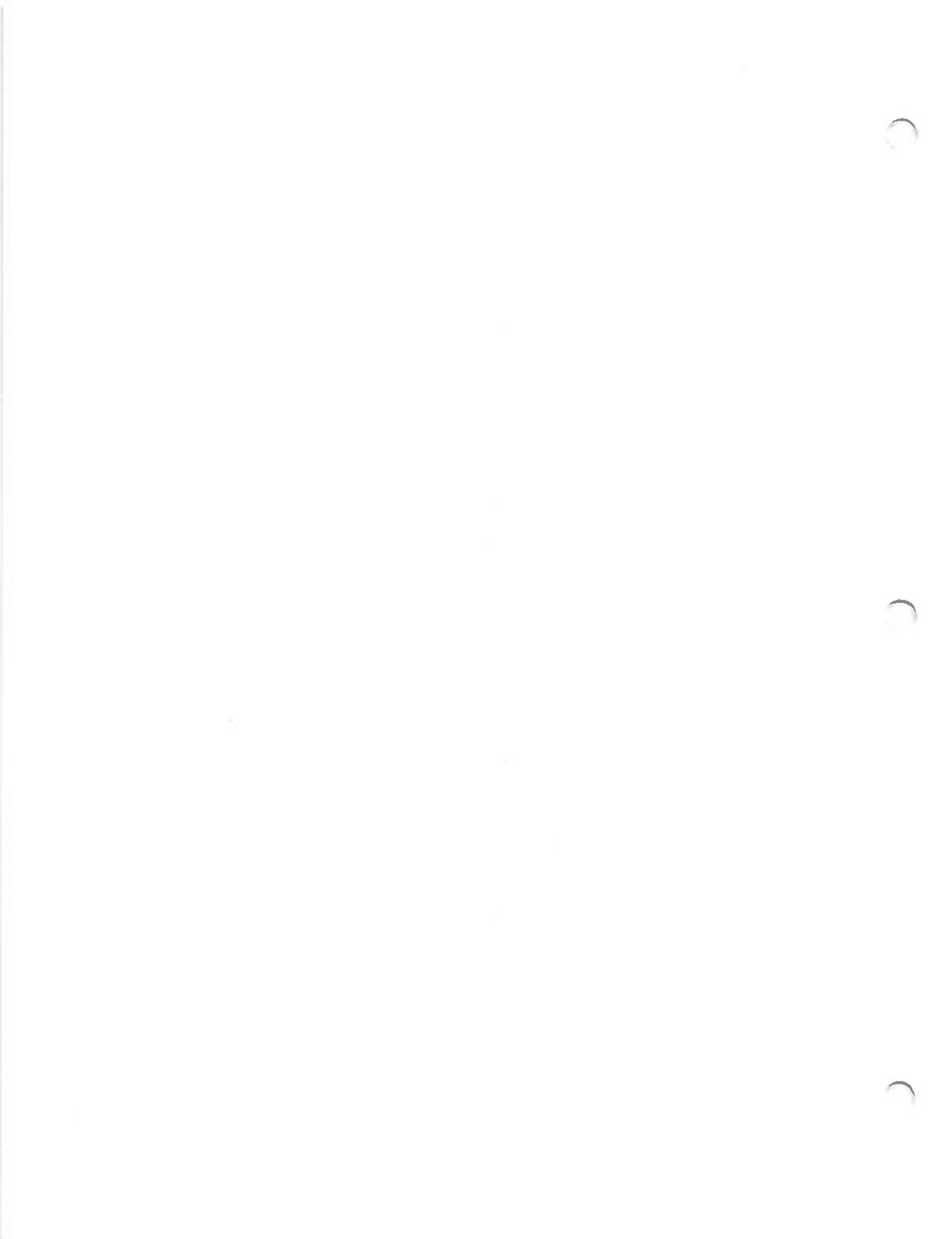
Methods of Evaluation: Attendance Policy – Students are expected to attend class, to notify the instructor in advance of any absence, to promptly discuss any continuing or multiple absences with the instructor, and to initiate a withdrawal from the class in the event that absences are negatively affecting the performance of the student in the class. Failure to withdraw from the class in the event of significant absences can result in the student earning a failing grade. Participation is critical to the success of this course. Physical presence in the classroom by itself is not participation, but presence is necessary to participate. Students are expected to sign onto Blackboard several times per week to review materials, obtain and complete assignments, and keep abreast of announcements pertinent to the course.

Chapter Assessments: Chapter Assessments are self-assessments taken from the text and intended to give each student the opportunity for self-reflection. Students are required to complete each assessment to earn the points in this component. The scores of the assessments do not affect the grade of each student, only the fact of completing the assessment or failing to complete the assessment. These assessments will be used in the preparation of individual Reflection Papers. Chapter Assessments comprise 10% of the final course grade. Deadlines for completing Chapter Assessments are included in the “Course Schedule” posted in the “Course Information” section of Blackboard. Students must complete each required Chapter Assessment by the deadline to receive credit for the Chapter Assessment. Students who fail to complete a Chapter Assessment by the specified deadline will receive a grade of “0” for that Chapter Assessment. Students may complete Chapter Assessments prior to a specified deadline.

Chapter Reviews: Each Chapter Review will be comprised of twenty (20) multiple-choice, short-answer, true-false, or fill-in-the-blank questions based on the assigned materials from the text. Chapter Reviews comprise 10% of the final course grade. Deadlines for completing Chapter Reviews are included in the “Course Schedule” posted in the “Course Information” section of Blackboard. Students must complete each required Chapter Review by the deadline to receive credit for the Chapter Review. Students who fail to complete a Chapter Review by the specified deadline will receive a grade of “0” for that Chapter Review. Students may complete Chapter Reviews prior to the deadline.

Chapter Cases: Students will be given a specific format to follow in preparing each case. Cases comprise 15% of the final course grade. Instructions for cases from each chapter can be found in the “Assignments” section of Blackboard. Cases will be submitted through submission points in Blackboard. Deadlines for completing Cases will be posted as part of the Course Schedule in the “Course Information” section of Blackboard. Students who fail to complete a Case by the deadline will receive a grade of “0” for that Case. Students may complete Cases prior to the specified deadline. Students are encouraged to discuss questions about format and academic integrity with the instructor prior to submitting each Case.

Discussion/Peer Review: Fifteen percent (15%) of the final course grade will consist of points for participation in class and peer reviews. Specific information about peer review requirements will be included in the assignment instructions posted in Blackboard..



Reflection Papers: Students will be given a specific format to follow in preparing each Reflection Paper. Reflection Papers comprise 15% of the final course grade. Instructions for Reflection Papers can be found in the “Assignments” section of Blackboard. Reflection Papers will be submitted through submission points in Blackboard. Deadlines for completing Reflection Papers will be posted as part of the Course Schedule in the “Course Information” section of Blackboard. Students who fail to complete a Reflection Paper by the deadline will receive a grade of “0” for that Reflection Paper. Students may complete Reflection Papers prior to the specified deadline. Students are encouraged to discuss questions regarding format and upholding academic integrity with the instructor prior to submitting each Reflection Paper.

Project: There will be 1 Project, in this class. Students will be given a specific format to follow in preparing the Project. The Project will comprise 20% of the final course grade. Instructions for the Project can be found in the “Assignments” section of Blackboard. The Project will be submitted through a submission point in Blackboard. The deadline for completing Project will be posted as part of the Course Schedule in the “Course Information” section of Blackboard. Students who fail to complete the Project by the deadline will receive a grade of “0” for the Project. Students may complete the Project prior to the specified deadline. Students should discuss questions regarding format and upholding academic integrity with the instructor prior to submitting each Project.

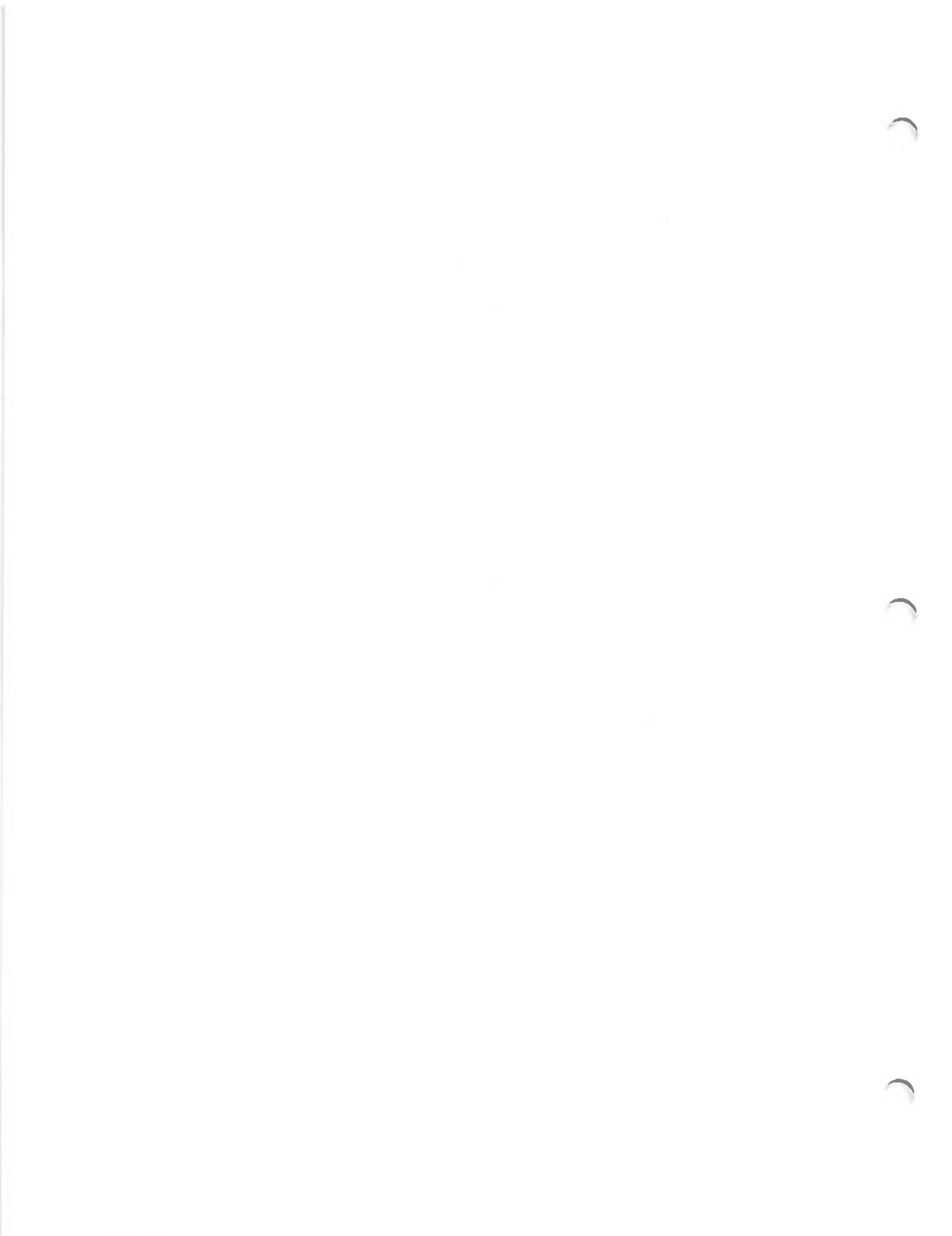
Bridge Project: Students in this class will participate in a cooperative project with a class from the Education Department, which will comprise 15% of the final course grade. Students will be given specific instructions for completion of this project, which will be posted in the “Assignments” section of Blackboard. Portions of this project will be submitted through submission points in Blackboard. Deadlines for completing the Bridge Project will be posted as part of the Course Schedule in the “Course Information” section of Blackboard. Students who fail to complete the Bridge Project by the deadline will receive a grade of “0” for the Bridge Project.

Examinations: There will be no traditional examinations in this course.

Grading Policy – Assignments in this course are weighted as a percentage of the final grade in the course. (Point values for individual assignments do not matter, nor can students figure their overall performance in the course by dividing the aggregate points scored by the aggregate points possible for all assignments.) Please refer to Blackboard for individual performance throughout the semester, or ask the instructor for clarification.

The final grade for the course is composed of the following components:

Chapter Assessments	10%
Chapter Reviews	10%
Chapter Cases	15%
Discussion/Peer Review	15%
Reflection Papers	15%
Project	20%
Bridge Project	<u>15%</u>
TOTAL	100%



Grading Scale -

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

This course is approved for S/U grading. S/U grades are assigned as follows:
 S = 70% or higher U = 69 % and below

Rounding Policy - Grades will not be rounded. (An 89.9% is a B.)

Major Units of Study:

Introduction to Management
 Innovative Management for a Changing World; The Evolution of Management Thinking
 The Environment of Management
 The Environment and Corporate Culture; Managing in a Global Environment; Managing Ethics and Social Responsibility; Managing Small Business Start-Ups
 Planning
 Managerial Planning and Goal Setting; Strategy Formulation and Execution; Managerial Decision Making
 Organizing
 Designing Adaptive Organizations; Managing Change and Innovation; Managing Human Resources; Managing Diversity
 Leading
 Understanding Individual Behavior; Leadership; Motivating Employees; Managing Communication; Leading Teams
 Controlling
 Managing Quality and Performance; Managing the Value Chain, Information Technology, and E-Business

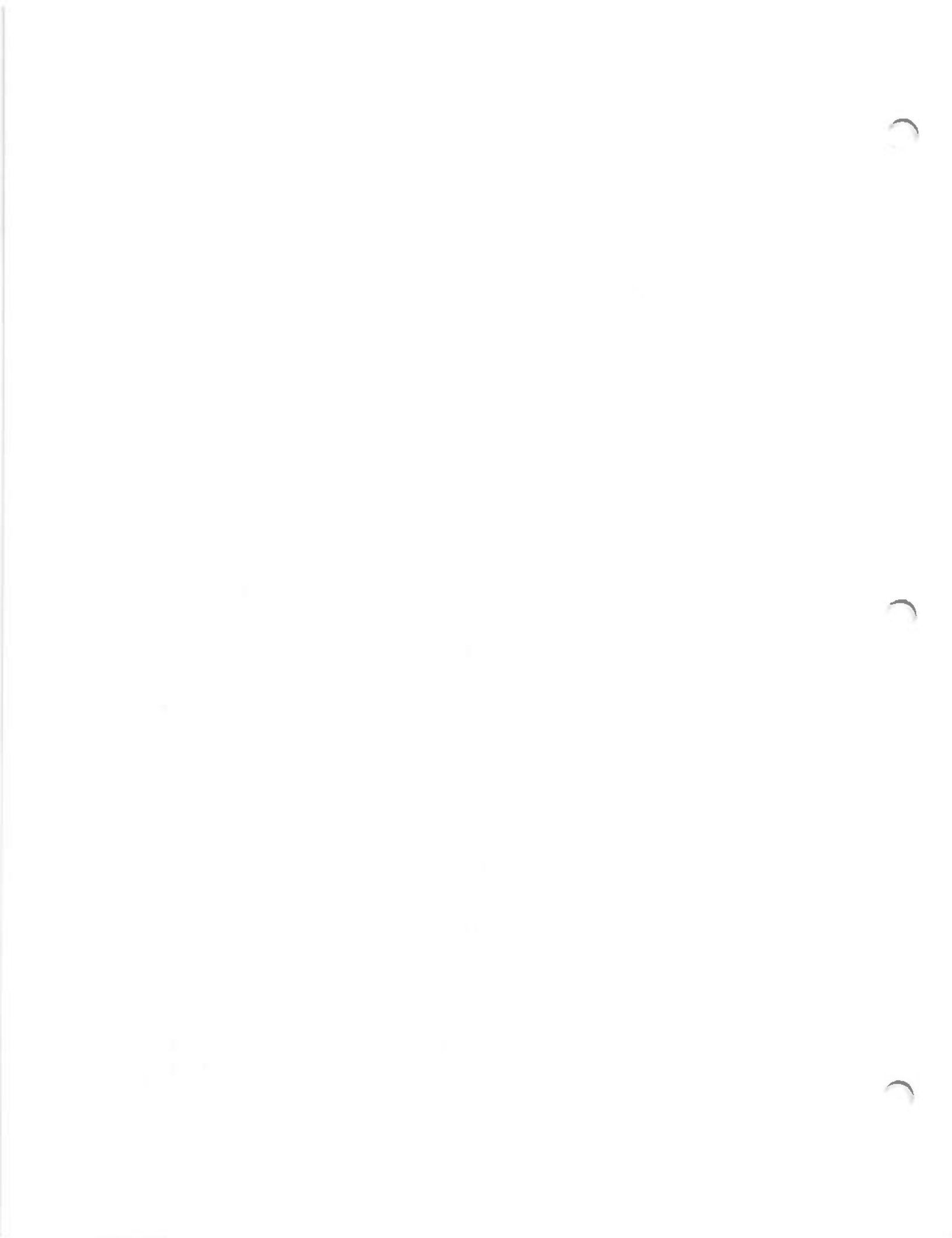
Course Schedule: The schedule for the course is posted to the “Course Information” section of Blackboard as a separate MS-Word document. This schedule will specify the expected dates when each topic will be covered and the deadlines for assignments. The course schedule is subject to change. Please check the “Announcements” section of Blackboard frequently for any changes to this schedule.

Academic Integrity:

There is “zero” tolerance in the course for cheating and plagiarism. Students should do their own work, give credit where it is due, and approach their work in a professional and ethical manner. Assignments and activities are individual, unless otherwise noted, and students are expected to submit original work. Assignments prepared for other classes will not be accepted for any requirement for this course. Students are expected to provide appropriate citations for all sources for direct quotes and paraphrasing of material in all assignments. Any instance of cheating or plagiarism will subject the student to failure of the course. This does not in any way preclude additional sanctions by WWCC.

Incomplete Policy:

The grade of “I” (Incomplete) may be given after the mid-point of the course when unexpected circumstances, such as illness or military service, make it impossible for a student who is passing the course with a “C” or better at the mid-point of the course to complete the remaining work by the end of the semester. The purpose of an incomplete is not to repeat the entire course but to complete no more than 50% of the work. It is the student’s responsibility to initiate this process, but an Incomplete is assigned solely at the instructor’s discretion. Check the College Catalog for the entire policy.



Appropriate Student Behavior:

One of the College's goals is to See Issues from Multiple Perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own. Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others' rights to hear, take notes or exams, express their ideas and participate in the class. College policy 5420A states that "the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes."

Students with Special Needs:

It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kflaim@wwcc.wy.edu. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information about appropriate accommodations to the instructor of this course.

Changes to the Syllabus:

The above schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.

Technical Difficulties:

With Blackboard, students can expect technical difficulties to arise from time to time. Students are asked to be understanding and flexible as technical difficulties are resolved.

Student Resources:

A variety of resources are available for students, using on-line or face-to-face methods.

Library: The library is accessible either on-campus in Rock Springs or via on-line through MustangCruiser. All students whether on-campus or at a distance need to obtain library access by acquiring either a WWCC student ID card or a WWCC Hay Library card which can be obtained by either coming on campus or through the link on the Hay Library homepage. The library offers access to thousands of database journals, e-books, and other library resources as well as inter-library loan capabilities.

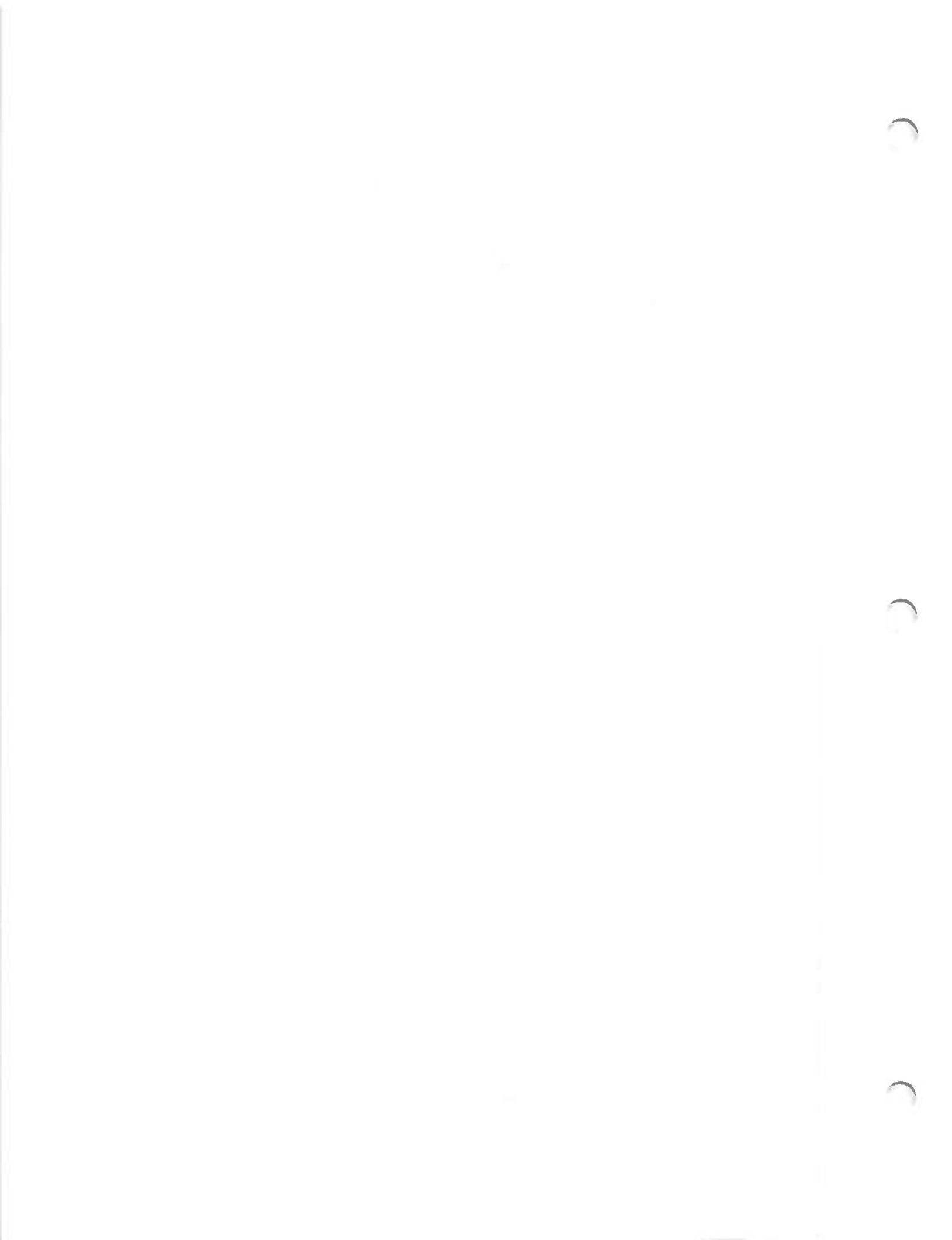
Smarthinking: Online Tutoring: Western Wyoming Community College is now offering each student 15 free hours of online tutoring. To log on to this service click on the Smarthinking tab within your MustangCruiser account. The first time you enter, you will be asked to set up your profile so that time and usage can be monitored. You will be able to ask questions and get help in all academic areas such as math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways that you can improve your writing. Take advantage of this service; it is a useful tool for students at Western. *Smarthinking services are free of charge to students.*

Peer Tutor Center: All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. We do check each semester to make sure they meet and maintain these requirements. They can set up individual tutor appointments or they can work with a group. *Tutoring services are free of charge to students.*

Learning Center: Learning Centers are located on both the Rock Springs and Green River campuses, and offer a wide variety of college-prep and college level courses in an atmosphere of individualized instruction. ABE, GED, and ESL courses and services are also available through the Learning Center.

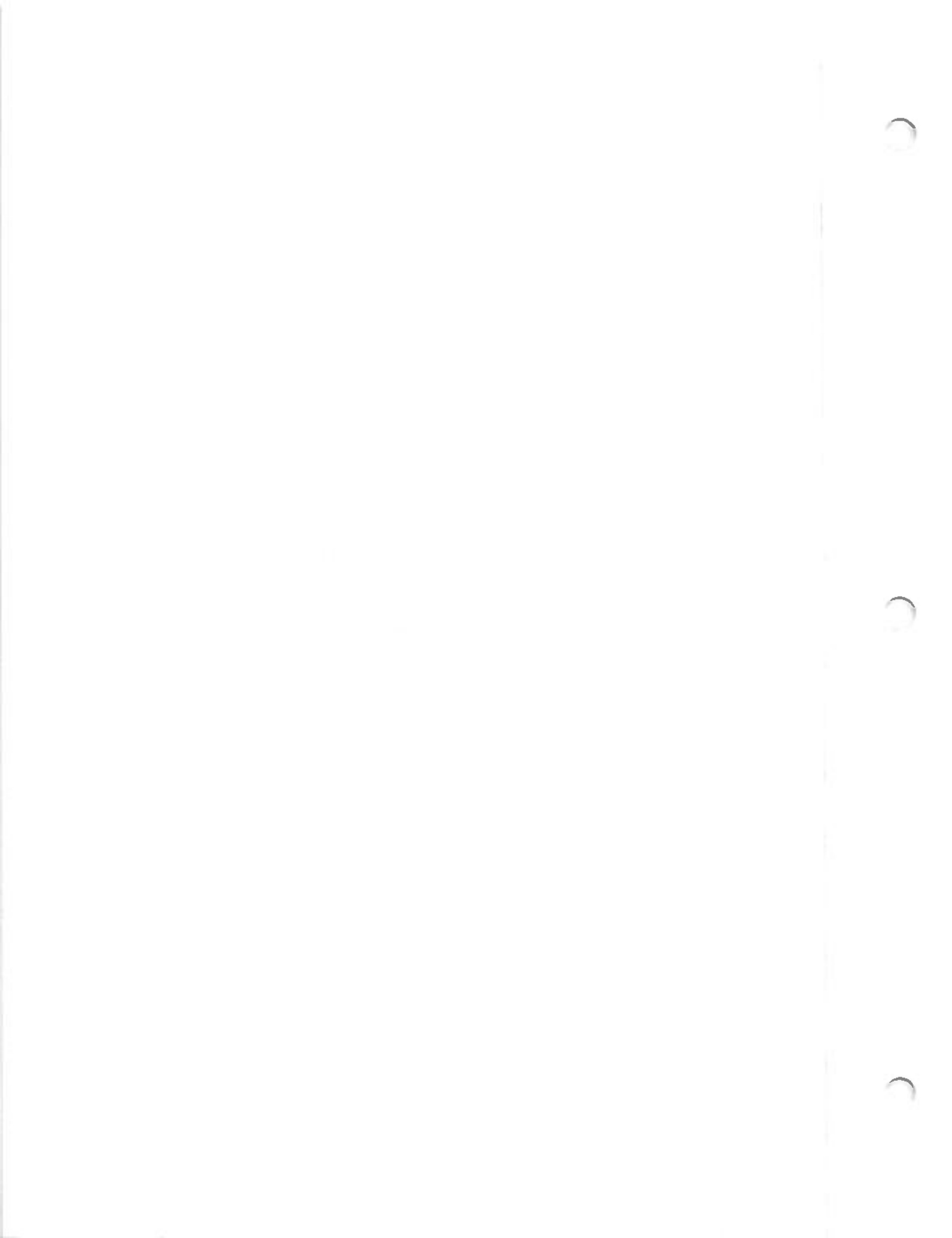
Writing Lab: From 1:00 to 3:00 p.m. M-TH the Learning Center (Rock Springs) is available to help any student from any discipline with writing issues. This can be grammar, documentation, etc. They do not edit papers but help students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with (without registering them for a credit).

Math Lab: Rock Springs, 9:00 a.m. to 12:00 p.m. M-Th; Green River, T&TH evenings from 6:00 to 8:00 p.m.



MGT 2100 Principles of Management

Week	Date	Class Preparation Prior to Class	Assignments Due 11:59 pm (Unless otherwise noted)
1	Jan 19	Introduction, Syllabus, Schedule, Blackboard	
2	Jan 24	READ: Chapter 1: Innovative Management for a Changing World Discussion, Current Events	Chapter Review 01 (Jan 30) (Blackboard) Chapter 01 Assessments (Jan 30) (Blackboard) Case 01a: "Can Management Afford to Look the Other Way?" (Beginning of Class, To Be Assigned) Case 01b: "Electra Products, Inc." (Beginning of Class, To Be Assigned)
	Jan 26	READ: Chapter 2: The Evolution of Management Thinking Discussion, Current Events	Chapter Review 02 (Jan 30) (Blackboard) Chapter 02 Assessments (Jan 30) (Blackboard) Case 02a: "The Supervisor" (Beginning of Class, To Be Assigned) Case 02b: "SIA Corporation" (Beginning of Class, To Be Assigned)
3	Jan 31	READ: Continuing Case, Part 1 Discussion, Current Events	
	Feb 02	READ: Chapter 3: The Environment and Corporate Culture Discussion, Current Events	Chapter Review 03 (Feb 06) (Blackboard) Chapter 03 Assessments (Feb 06) (Blackboard) Case 03a: "Competitive Intelligence Predicament" (Beginning of Class, To Be Assigned) Case 03b: "Rio Grande Supply Company" (Beginning of Class, To Be Assigned)
4	Feb 07	READ: Chapter 4: Managing in a Global Environment Discussion, Current Events	Chapter Review 04 (Feb 13) (Blackboard) Chapter 04 Assessments (Feb 13) (Blackboard) Case 04a: "AH Biotech" (Beginning of Class, To Be Assigned) Case 04b: "Shui Fabrics" (Beginning of Class, To Be Assigned)
	Feb 09	VIEW: PBS Video: FRONTLINE: The Spill, Chapters 1-2 (Beneath a Ball of Fire, On the Hustle,) Work Day	Discussion Board (Blackboard)
5	Feb 14	READ: Chapter 5: Managing Ethics and Social Responsibility Discussion, Current Events	Chapter Review 05 (Feb 20) (Blackboard) Chapter 05 Assessments (Feb 20) (Blackboard) Case 05a: "Should We Go Beyond the Law?" (Beginning of Class, To Be Assigned) Case 05b: "Empress Luxury Lines" (Beginning of Class, To Be Assigned)
	Feb 16	READ: Chapter 6: Managing Small Business Start-Ups Discussion, Current Events	Chapter Review 06 (Feb 20) (Blackboard) Chapter 06 Assessments (Feb 20) (Blackboard) Case 06a: "Closing the Deal" (Beginning of Class, To Be Assigned) Case 06b: "Emma's Parlor" (Beginning of Class, To Be Assigned)
6	Feb 21	VIEW: PBS Video: FRONTLINE: The Spill, Chapters 3-4, (Keeping Silent, Disaster in Alaska) Discussion, Current Events	
	Feb 23	READ: Chapter 7: Managerial Planning and Goal Setting	Chapter Review 07 (Feb 27) (Blackboard) Chapter 07 Assessments (Feb 27) (Blackboard)



		Discussion, Current Events	Case 07a: "Inspire Learning Corporation" (Beginning of Class, To Be Assigned) Case 07b: "Nielsen Media Research" (Beginning of Class, To Be Assigned)
7	Feb 28	READ: Chapter 8: Strategy Formulation and Execution Discussion, Current Events	Chapter Review 08 (Mar 05) (Blackboard) Chapter 08 Assessments (Mar 05) (Blackboard) Case 08a: "The Spitzer Group" (Beginning of Class, To Be Assigned) Case 08b: "Edmunds Corrugated Parts & Services" (Beginning of Class, To Be Assigned)
	Mar 01	VIEW: PBS Video: FRONTLINE: The Spill, Chapters 5-6, (Deeper Waters ... Bigger Risks, "The Well from Hell") Discussion, Current Events	
8	Mar 06	READ: Chapter 9: Managerial Decision Making Discussion, Current Events	Chapter Review 09 (Mar 19) (Blackboard) Chapter 09 Assessments (Mar 19) (Blackboard) Case 09a: "The No-Show Consultant" (Beginning of Class, To Be Assigned) Case 09b: "A Manager's Dilemma: Who Gets the Project?" (Beginning of Class, To Be Assigned)
	Mar 08	READ: Continuing Case, Parts 2, and 3 Discussion, Current Events	Reflection Paper 01 (Mar 09) (Blackboard)
	Mar 13	SPRING BREAK – No Class	
	Mar 15	SPRING BREAK – No Class	
9	Mar 20	READ: Chapter 10: Designing Adaptive Organizations Discussion, Current Events	Chapter Review 10 (Mar 26) (Blackboard) Chapter 10 Assessments (Mar 26) (Blackboard) Case 10a: "A Matter of Delegation" (Beginning of Class, To Be Assigned) Case 10b: "FMB&T" (Beginning of Class, To Be Assigned)
	Mar 22	READ: Chapter 11: Managing Change and Innovation Discussion, Current Events	Chapter Review 11 (Mar 26) (Blackboard) Chapter 11 Assessments (Mar 26) (Blackboard) Case 11a: "Crowdsourcing" (Beginning of Class, To Be Assigned) Case 11b: "Southern Discomfort" (Beginning of Class, To Be Assigned)
10	Mar 27	VIEW: PBS Video: FRONTLINE: College, Inc., Chapter 1-2 (Meet Michael Clifford, The For-Profit Model) Discussion, Current Events	
	Mar 29	READ: Chapter 12: Managing Human Resources Discussion, Current Events	Chapter Review 12 (Apr 02) (Blackboard) Chapter 12 Assessments (Apr 02) (Blackboard) Case 12a: "A Conflict of Responsibilities" (Beginning of Class, To Be Assigned) Case 12b: "Commonwealth Worldwide Chauffeured Transportation" (Beginning of Class, To Be Assigned)
11	Apr 03	READ: Chapter 13: Managing Diversity Discussion, Current Events	Chapter Review 13 (Apr 09) (Blackboard) Chapter 13 Assessments (Apr 09) (Blackboard) Case 13a: "Sunset Prayers" (Beginning of Class, To Be Assigned) Case 13b: "Draper Manufacturing" (Beginning of Class, To Be Assigned)
	Apr 05	VIEW: PBS Video: FRONTLINE: College, Inc., Chapter 3-4 (The Sales and Marketing Story, How to Turn Around a College) Discussion, Current Events	
12	Apr 10	READ: Chapter 14: Understanding Individual Behavior	Chapter Review 14 (Apr 16) (Blackboard) Chapter 14 Assessments (Apr 16) (Blackboard)

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		Discussion, Current Events	Case 14a: "Should I Fudge the Numbers?" (Beginning of Class, To Be Assigned) Case 14b: "Reflex Systems" (Beginning of Class, To Be Assigned)
	Apr 12	READ: Chapter 15: Leadership Discussion, Current Events	Chapter Review 15 (Apr 16) (Blackboard) Chapter 15 Assessments (Apr 16) (Blackboard) Case 15a: "Too Much of a Good Thing?" (Beginning of Class, To Be Assigned) Case 15b: "Mountain West Health Plans, Inc." (Beginning of Class, To Be Assigned)
13	Apr 17	READ: Chapter 16: Motivating Employees Discussion, Current Events	Chapter Review 16 (Apr 23) (Blackboard) Chapter 16 Assessments (Apr 23) (Blackboard) Case 16a: "To Renege or Not to Renege?" (Beginning of Class, To Be Assigned) Case 16b: "Kimbels' Department Store" (Beginning of Class, To Be Assigned)
	Apr 19	VIEW: PBS Video: FRONTLINE: College, Inc., Chapters 5-6, (Tougher Regs for For-Profits?, Everyone's Joined the Fray) Discussion, Current Events	Project, Draft (Apr 23) (Blackboard)
14	Apr 24	READ: Chapter 17: Managing Communication Discussion, Current Events	Chapter Review 17 (Apr 30) (Blackboard) Chapter 17 Assessments (Apr 30) (Blackboard) Case 17a: "On Trial" (Beginning of Class, To Be Assigned) Case 17b: "Hunder-Worth" (Beginning of Class, To Be Assigned)
	Apr 26	READ: Chapter 18: Leading Teams Discussion, Current Events	Chapter Review 18 (Apr 30) (Blackboard) Chapter 18 Assessments (Apr 30) (Blackboard) Case 18a: "One For All and All For One" (Beginning of Class, To Be Assigned) Case 18b: "Calgary Oil Shale Technologies, Inc." (Beginning of Class, To Be Assigned)
15	May 01	Bridge Project Discussion, Current Events	Initial Review, Bridge Project (Beginning of Class) (Blackboard) Bridge Project Summary (May 07) (Blackboard)
	May 03	READ: Continuing Case, Parts 4, 5, and 6 Discussion, Current Events	
16	May 08	READ: Chapter 19: Managing Quality and Performance Discussion, Current Events	Chapter Review 19 (May 10) (Blackboard) Chapter 19 Assessments (May 10) (Blackboard) Case 19a: "The Wages of Sin" (Beginning of Class, To Be Assigned) Case 19b: "Lincoln Electric" (Beginning of Class, To Be Assigned)
	May 10	READ: Chapter Appendix: Managing the Value Chain, WEB 2.0, and E-Business Discussion, Current Events	Chapter Review X [Chapter Appendix] (May 10) (Blackboard) Chapter X [Appendix] Assessments (May 10) (Blackboard) Reflection Paper 02 (May 14) (Blackboard) Project, Final (May 14) (Blackboard)

