SAN DIEGO MESA COLLEGE

School of Humanities

Faculty Handbook

2022 - 2023

Table of Contents

SAN DIEGO MESA COLLEGE

Humanities

To: All faculty

Welcome to **San Diego Mesa College**. Some of us are returning, while some are joining us for the first time. Either way, we are happy to have you and have collected important information that should help new and returning faculty alike.

The beginning of the semester is always a special time as students and faculty begin classes and establish new relationships and exciting educational milestones. Prior to beginning your teaching or staff assignment, please read through this document to familiarize yourself with the campus practices, policies and procedures.

This information should prepare and familiarize you with our campus but if there are additional questions please do not hesitate to contact our office. We will be updating our handbook annually so feel free to make suggestions for next year's edition.

Have a wonderful semester!

Linda Hensley

Linda Hensley
Dean, Humanities
San Diego Mesa College
(619) 388-2797

SAN DIEGO MESA COLLEGE

7250 Mesa College Drive, San Diego, CA 92111-4998, General Information: 619-388-2600

MESA COLLEGE IS A SMOKE-FREE CAMPUS

AP 7981.1 BICYCLES, SKATEBOARDS, ROLLER-SKATES, ROLLER BLADES AND OTHER DEVICES OF SIMILAR NATURE ARE PROHIBITED

POLICE ESCORT SERVICE
619-388-6405

N

Map Updated Aug. 2021

Mesa College Circle
Mesa College Circle
Mesa College Circle
Armstrong Place
Armstrong St.
Student Carpool Parking
Faculty and Staff on - Street Parking
Chasewood Way
Student On-Street Parking
Gardenia
Marlesta Drive
Genesee Ave

Lot 1, Lot 2, Lot 3, Lot 4, Lot 5, Lot 6, Lot 7, Lot 8, Lot 9, Lot 10

Merrill Douglas Stadium (DS) (Track)
Baseball Field (BF)
Upper Field Softball, Soccer
Tennis Courts (TG)
GYM, GYM/LB, POOL
RAMP, STAIRS

Buildings: Z1, Z, Z2, Z3, Z4, Z5, Z6, CE, CDC, PS, Q2, Q1, Q3, CP, L2, L1, SB, MET, K2, K1, MC, I400, FA, MS, BT, G, A1, LRC, EV, D3, D2, D1, B, CT, C1, C2, P1, P2, P3, ES

Legend

A1	President, V.P. Instruction,
A1	V.P. Administrative Services (101-105)
	Administration Offices (106-117) *
B	Classrooms B100
BT	Center for Business and Technology
C1-CT	Classrooms C100 and Apollad Theatre CT
C2	Classrooms C200
CDC	Child Development Center
CE	Continuing Education Building
CP	Central Plant
D1	Classrooms
D2	Classrooms
D3	Classrooms D300
DS	Merrill Douglas Stadium
ES	Exercise Science
EV	English Village
G	Humanities & Multicultural Studies
GYM	Main Gym

FA	Fine Arts
I400	Student Services Center and Classrooms *
K1	The Stand, VSC, NextUP, Honors and Classrooms
L1	Exercise Science L100
L2	Facilities L200
LRC	Learning Resource Center
MET	Met High School (K200)
MC	Mesa Commons *
MS	Math and Science Complex
P1	Classrooms P100
P2	Storage P200
P3	Animal Health Technology P300
PS	Parking Structure
Q	Mesa College Police Offices Q100
S	Allied Health Education S100, S200, S300
SB	Social and Behavioral Sciences Building
Z	Mesa College Design Center

Icons

♿	ADA PARKING
P	PARKING * Permit needed please follow parking instructions
♥	AED - AUTOMATED EXTERNAL DEFIBRILLATORS
S	PARKING PERMIT MACHINES
🏍	MOTORCYCLE PARKING
🚌	MTS BUS STOP, ROUTES 44,41

CONSTRUCTION ZONE

*Student Services Center
AVANZA Engagement Center
CalWORKs

*Administration Offices
Inst. Effectiveness and Research
Foundation/Resource Dev.
Office of Communications

*Mesa Commons
Printing and Mail Services
Stockroom/Receiving
College Technology Services
Cafeteria
Campus Store
Culinary Outlook

iCommute
icommutesd.com (must be 21 or older)

5

Phone Numbers

Emergency Numbers	
SDCCD Police (Dispatch & Escort)	(619) 388-6405
Crisis Counseling (Student Health Services)	(619) 388-2774
Classroom Tech Support	(619) 388-2880
Evening/Saturday Supervisor	(619) 388-2463

* The Evening Manager provides administrative assistance for faculty who work on campus during the evenings.

Frequently Used Campus/District Numbers	
General Information	(619) 388-2600
Admissions	(619) 388-2682
Bookstore	(619) 388-2854
Counseling	(619) 388-2672
DSPS (Disability Services)	(619) 388-2780
Learning Resource Center (Library)	(619) 388-2695
Payroll	(619) 388-6582
Printing	(619) 388-2764
Records	(619) 388-2805

Important Humanities Numbers	
School of Humanities — Office	(619) 388-2797
Dean of Humanities — Linda Hensley	(619) 388-2797
Chair (Communication) — Bryan Malinis	(619) 388-2281
Chair (English) — Chris Sullivan	(619) 388-2310
Asst. Chair (English) — Jill Moreno Ikari	(619) 388-2345
Chair (Humanities) — Bruce Naschak	(619) 388-2309
English Language Acquisition – Donna Duchow	(619) 388-2305
College Newspaper — Janna Braun	(619) 388-2338
Speech and Debate — Kim Perigo	(619) 388-5721
Speech and Debate — Bryan Malinis	(619) 388-2281

Getting Started

Completing this checklist should prepare you for the first day of class. Contact your department representatives with additional questions.

☐ **1) Access Your SDCCD Email Account:** All faculty receive an SDCCD email account. Once activated, the Dean of Humanities will notify you to pick-up your account/login information from the office (G-201). You will receive important information about semester deadlines and campus activities via your SDCCD email account. It is essential for you to check your college email on a regular basis.

Copy and paste this link into your browser to access your email:

https://mail.sdccd.edu/owa/auth/logon.aspx

☐ **2) Log into mySDCCD:** All faculty receive access to mySDCCD, which is an online program that allows you access and manage classes, Human Resources information, pay information, financial information, and manage substitute and leave hours.

Copy and paste this link into your browser to access mySDCCD:

https://myportal.sdccd.edu

For detailed instructions on how to complete various tasks in mySDCCD, please visit the following link:

https://mysdccd.atlassian.net/wiki/spaces/MYS/pages/267681828/Faculty+Tutorials+College

☐ **3) Accept Faculty Assignments:** Before the start of each semester, you must accept your schedule/courses online. This step is only necessary for adjunct faculty, overload assignments and non-classroom assignments.

Login to mySDCCD, select "College Faculty Dashboard," select "Faculty Assignments," then select "Accept:"

https://myportal.sdccd.edu

☐ **4) Request Keys and Alarm Codes:** You are required to request keys and alarm codes for *every* classroom *several weeks prior* to the beginning of each semester. You will be notified via email when your keys/code are available. Once notified, keys can be picked up in the College Police Office.

Copy and paste this link into your browser to access to request keys/alarm online:

https://www.sdmesa.edu/college-services/administrative-services/stockroom/key-request.shtml

☐ **5) Obtain a Parking Pass:** Faculty and staff must display a parking permit in all spots. Obtain a SDCCD parking permit pass from the College Police Business Office, Q100. Mesa parking passes are also valid at SD City College, SD Miramar College, and the SDCCD District Office.

Visit this link to obtain a faculty parking pass form:

https://www.sdccd.edu/docs/Police/Permit%20Application.pdf

☐ **6) Align syllabus/course content with Course Outline of Record:** Instructors should ensure that their syllabi and curriculum align with the official course outline. Official course outlines are approved by the district, and contain important information, such as catalog course descriptions, requisites, student learning objectives, and recommended textbooks.

Copy and paste this link into your browser to obtain official course outlines:

http://www.curricunet.com/SDCCD/

☐ **7) Check Syllabi for Recommended Text:** Each syllabus issued within a San Diego Mesa College course is required to contain certain pieces of information. Review the table of contents to find a list of required syllabus text within this handbook.

☐ **8) Print Syllabi for Your Students:** Instructors are encouraged to provide all students with a hard copy of their syllabus on the first day of class (if instructors provide an electronic copy, then they should bring a few hard copies to class on the first day, for students who may not have immediate access to the online copy). Print requests can be made online through the *Printing and Mail* center website. You will need to create an account and obtain your department's budget number in order to submit print orders.

Department Budget Number:

_____

(Obtain budget number from department chair)

Copy and paste this link into your browser to submit a print order:

https://www.sdmesa.edu/college-services/administrative-services/print-mail-services/

☐ **9) Order Textbooks:** Textbook orders should be submitted online as soon as your course Class Numbers are available. Class Numbers can be obtained from your department chair, or by searching for your courses online. You must notify the bookstore if you do not plan on ordering texts.

Order textbooks by logging into mySDCCD, selecting "College Faculty Dashboard," and then selecting "textbook requisitions:"

https://www.bookstore.sdccd.edu/mesa/site_faculty.asp

☐ **10) Visit Canvas:** Canvas is course management system that is available to all faculty. If you plan on using Canvas, you should consider setting up your course before the semester begins. Canvas also has a useful mobile app that allows you to grade assignments and access all course files. It is important that you regularly archive your Canvas course content for each class.

Copy and paste this link into your browser and login to visit Canvas:

https://sdccd.instructure.com/login/canvas

☐ **11) Check Your Campus Mailbox:** Adjunct Faculty mailboxes are located in MC-113. Check your mailbox consistently throughout the semester—you receive

important materials periodically, such as student evaluation packets.

To access the mailroom, you will enter the last 6-digits of your employee ID number into the keypad that is adjacent to the mailroom door. Send an e-mail to Jacqueline Collins at jcollins001@sdccd.edu if this is your first time using the adjunct mailroom so she can setup your employee ID number to the keypad.

☐ **12) Acquire Your Rosters:** Up-to-date class rosters can be accessed through the *College Faculty Dashboard* in *my SDCCD*.

Obtain your class rosters by logging into mySDCCD and selecting the class number beneath the "College Faculty Schedule" tab.

☐ **13) Acquire Permission Numbers (formerly "Add Codes"):** All instructors should retrieve Permission numbers by the first day of class.

Log into mySDCCD, select "College Faculty Dashboard," and select the Class Number beneath the "College Faculty Dashboard" tab.

☐ **14) Archive Your Syllabi:** All faculty are required to submit electronic copies of their syllabi within the first week of each semester. A complete syllabus for each course (including duplicate sections with different Class Numbers) should be sent to 1) the Dean of Humanities, 2), your Department Chair, and 3) the Humanities secretary. This should be complete within the first week of each semester. The file name of each document should be formatted as follows:

JONES_COMS103_555555_FA19

(Instructor Name, Course Number, Class Number, Semester)

☐ **15) Submit Office Hours Form (optional, for adjunct faculty):** During Fall and Spring semesters, adjunct faculty may hold office hours for additional pay. Submit your completed Adjunct Office Hours form to the School of Humanities Administrative Assistant in G-201. Adjunct Workspace is available in G-312/G-313 & G-215/G-216. Additionally, adjunct faculty may hold office hours in any available common-space on campus.

To obtain an Adjunct Office Hours form, visit this link:

https://www.sdccd.edu/docs/HumanResources/compensation/forms/AOH%20form.pdf

☐ **16) Submit Census:** Faculty are required by law to report all student absences, drops, and adds that occur within the first two weeks of each 16-week course by noon (this timeline varies for courses of different length).
To complete census, login to mySDCCD, select "College Faculty Dashboard," select the Class Number beneath the "College Faculty Dashboard" tab, then select "Class Roster:" Saving your entry will automatically submit census.

☐ **17) Fulfil FLEX Requirement:** Flex is required of all faculty teaching a primary term (16 week) class. Contract faculty with 1.00 FTE will have a Flex obligation of 10 hours per semester. Adjunct faculty or contract overload assignments will have a Flex obligation that is equal to the sum of the weekly classroom hours for all classes assigned. Faculty who do not meet their Flex obligation will have their pay docked for each hour that is not completed.

https://faculty.sdccd.edu/psfacflex/

Policies & Procedures

This list includes those Policies and Procedures which are most relevant to School of Humanities Faculty (taken from official SDMC Faculty Handbook). For a more comprehensive list of Policies and Procedures, reference the official San Diego Mesa College Faculty Handbook.

Emergency Procedures

For life threatening emergencies, dial 9-911. After completing the first call, notify College Police at ext. 6405.

Faculty Evaluation

All faculty are subject to routine evaluation (conducted by both student and faculty). See your contract and speak with your department chair for more information about your specific evaluation procedures.

Field Trips

SDCCD for 3120.2, Request/Authorization to conduct Off-Campus Student Activity must be completed and submitted to the appropriate Dean at least two class sessions in advance of the activity. If overnight or outside California, prior Board approval is required. See Policy 3120 for further detail.

Substitutes

All substitutes must meet established District requirements. Hourly substitutes must be approved by the Dean's office. For questions, contact your Dean or the Mesa Employment office at x2746.

Guest Speakers

To request approval of guest speaker, contact the School of Humanities Dean's office in G-201 for the appropriate form.

Grades

Grades Submission

Faculty must submit their grades online within the published designated timeframe, as specified on the memo attached to the opening day roster provided by the Admissions Office. District Office Records Staff will provide immediate and ongoing status of grade non-submittals directly to the College President, VPI, and appropriate Dean. Recognizing that timely grade reporting is critical to students in a number of cases, VPIs will initiate a progressive discipline process for grades not submitted on time.

Grade Scale

San Diego Mesa College uses the following grading scale ("+" and "-" grades are not issued).

Grade	Standard	Grade Points Per Unit
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than satisfactory	1
F	Fail	0
P	Pass	Not counted in GPA
NP	No Pass	Not counted in GPA

Administrative Symbols

P/NP—Pass/No Pass; I—Incomplete; W—Withdrawal; IP—In Progress; RD—Report Delayed; EW—Excused Withdrawal. Administrative symbols are not used in the computation of GPA. See below for further explanation. Pass/No Pass (P/NP) is a non-punitive grading system where such units earned will be counted in satisfaction of curricular requirements but will be disregarded in determining a student's grade point average. For more specific information, refer to the discussion of the Pass/No Pass Grading Policy on page 65.

Incomplete

A symbol of "I," Incomplete, may be assigned by an instructor when a student has been unable to complete a limited amount of academic work for unforeseeable emergency and/or justifiable reason at the end of term. A copy of the "Assignment of Incomplete" form will be mailed to the student and the original retained in the District Records Office. A final grade will be assigned when the work stipulated has been completed and evaluated by the instructor or when the time limit for completion of the work has passed. An "I" must be made up no later than one year following the end of the term in which it was assigned. In the event of unusual, verifiable circumstances beyond the student's control, a petition may be filed in the Office of the Vice President, Student Services for extension of the one-year time limit. Course repetition is not permitted to remove an Incomplete.

Withdrawal

An official withdrawal from classes may be requested by the student or initiated on his/her behalf by the instructor or Vice President, Student Services.

The following conditions apply to official withdrawal:

1. No record of the class will be entered on the student's permanent record if the official withdrawal is made by the deadline to drop without a "W" being recorded as published in the schedule of classes.

2. If the withdrawal is made after the deadline for withdrawing without a "W" and prior to the deadline for withdrawal published in the class schedule for that session, a "W" will be recorded on the student's permanent record. No exceptions to this policy will be made. Petitions will not be accepted for exception to policy.

3. A student attending a session after the deadline for withdrawal will not be eligible to receive a "W" and must be assigned an academic grade or other administrative symbol by the instructor. Exceptions to this policy will be made only upon verification of extreme circumstances beyond the control of the student. Petitions requesting exception must be filed in the Admissions Office.

4. Withdrawal (W) symbols will be used in the calculation of lack of progress probation and disqualification status.

5. Students on active duty or reserve duty may petition for a "military" withdrawal. This withdrawal is not calculated in the determination of academic progress and is noted on the student's academic record.

6. Students will be allowed a maximum of three withdrawals in any course.

Excused Withdrawal

An excused withdrawal allows students to withdrawal from a class for circumstances reasonably beyond the control that caused them to be unable to attend classes or complete the semester/term. Circumstances include, but are not limited to: 1) medical emergency, (including 1) accident, serious illness, or non-elective surgery for self or member of the immediate family 2) personal emergency or hardship situation (such as assault of domestic violence, loss of job or job transfer, family or child-care dependency crisis, or death of an immediate family member).

In Progress

A symbol of "IP," In Progress, will be assigned when a class extends beyond the normal end of a semester or summer session, that is, when the class "carries over" from one term to the next. The appropriate grade, however, shall be assigned and appear on a student's record for the term during which the course is completed. The "IP" will remain on the academic record. The "IP" shall not be used in the calculation of a student's grade point average.

Grade Challenge

Final grades will be issued at the end of each semester. In the absence of mistake, fraud, incompetence, or bad faith, the determination of the student's grade by the instructor shall be final once it has been recorded by the Registrar's Office.

A student may challenge a grade or request a change to his/her academic record within two years from the date of issuance. Requests beyond two years will not be accepted. Students wishing to challenge a grade should first attempt to resolve the challenge informally with the instructor. Grade challenges must be processed under District Procedure 3001.2, Grade Challenge Procedure. Copies of Procedure 3001.2 are available in the Office of the Vice President, Instruction.

Pass/No Pass Grading Policy

Consistent with District policy, a student in good standing may elect to be graded on a Pass/No Pass basis in a course. A grade of "Pass" (P) shall be awarded only for work which otherwise would have received a grade of "C" or better. Work that would have received a "D" or "F" will be graded "No Pass" (NP). The units earned will be counted in satisfaction of program requirements, but will be disregarded in determining a student's grade point average.

Final Examinations

Final examinations should be given during the last class session. San Diego Mesa College does not change their course schedules for final examinations (class sessions will meet at their regular time/for their regular length through the end of the semester). If the final examination is given prior to the day of the semester, the last class session should be used to review examination results or to cover additional academic information. Please note that classes may not

be dismissed during the last week of the semester.

It is important to follow the above procedures for administering final examinations. We are responsible for fulfilling the college's legal obligations under the academic calendar, which requires us to offer sufficient days of instruction.

Disruptive Student Behavior

Disruptive behavior includes behavior which interferes with the legitimate instructional, administrative, or service functions of the college. However, at the point behavior threatens the personal safety of a student, faculty, or staff person, such behavior is classified as a crisis and will necessitate a call to Mesa College Police Dispatch 619-388-6405. (x2749 Mesa Only or TTY 388-6419).

In identifying disruptive behavior, one should not be confused with the students' right to express their differing opinions, a right fundamental to their academic freedom.

Assessing disruptive behavior can be a highly subjective process. Each person will have his/her own level of tolerance and special strategies for handling these disruptions. One must take into consideration the severity of an occurrence/disruption as well as the number of times that a student has been disciplined for the same or similar behavior.

In identifying disruptive behavior in the classroom, the instructor must take into consideration the impact the disruption(s) has/have on students as well as on himself/herself. An instructor's tolerance level may be greater than that of his/her students. An instructor has to be sensitive to both non-verbal and verbal cues exhibited by a student(s) in identifying behavior disruptive to others.

Prevention

It is recommended that the syllabus define standards of conduct in the classroom. Thoroughly review your behavioral expectations for the class with students.

Instructors must familiarize themselves with locations and phone numbers (extensions) of the closest source of help (closest phone, Department Chair, School Dean) prior to the start of each semester, in order to prepare themselves on how to respond, if needed.

Recommended Actions

1) Ask the student to discontinue the disruptive behavior. (Cases involving academic dishonesty should be directed to the attention of the School Dean.)

2) If the behavior continues, issue a verbal warning to the student. For example, say something like this: "If the behavior continues, you will not be allowed to remain in class for the day of the offense and the following class period."

3) In the event the behavior continues, remove the student from the class period and the following class period (one or two class periods total—at the instructor's discretion). Immediately after class, consult with the Dean of Student Affairs and the Department Dean to notify them of the situation by completing a "Removal of Disruptive Students Faculty/Staff Incident" form. Submit the original form to the Dean of Student Affairs and a copy to the School Dean.

4) If the student returns and repeats the unacceptable behavior, the student should be referred to the Dean of Student Affairs or the School Dean prior to returning to class.

If in any of the above steps, the student becomes abusive or refuses to leave the class, *call College Police at 619-388-6405. In addition, contact the Dean of Student Affairs and School Dean. Document the event. Have the police officer file a report. The School Dean will contact the Dean of Student Affairs regarding further action upon return of student.*

For more information, please contact the Dean of Student Affairs and/or Claudia Perkins, Student Rights & Responsibilities Coordinator, in I4-408 (ext. 2699).

Instructor Rights and Responsibilities

An instructor's primary right and responsibility is to teach. All other rights and responsibilities are grounded in the instructor's role as teacher. Instructors have the right to expect an academic environment free from interference with the teaching and learning process. Also, instructors have the responsibility to avoid any conduct that would interfere with teaching or learning.

1.1. Instructors have the right to free intellectual inquiry and discussion.

1.2. Instructors have the responsibility to design their individual courses within the guidelines of the official course outline.

1.3. Instructors have the responsibility to inform students, through a syllabus at the beginning of the semester, about the course and its requirements and grading and attendance policies.

1.4. Instructors have the right to select textbooks and teaching materials within the guidelines of the official course outline.

1.5. Instructors have the right and responsibility to maintain academic standards.

1.6. Instructors have the responsibility to conduct classes at the assigned times and adhere to their on-campus schedules.

1.7. Instructors have the right to have corrected, any physical plant conditions that may threaten the safety of students or staff or impede the teaching and learning processes.

2.1. Instructors have the right and responsibility to participate in the hiring, evaluation, promotion and tenure review processes.

2.2. Instructors have the right and responsibility to participate in curriculum development.

2.3. Instructors have the right and responsibility to participate in the development and implementation of sabbatical leave and professional growth policies and procedures.

2.4. Instructors have the right and responsibility to participate in departmental, college and district committees.

2.5. Instructors have the responsibility to adhere to departmental, college and district policies and procedures.

While instructors are, first and foremost, teachers, they are also employees whose salaries are paid by all Californians. Instructors have the responsibility to conduct themselves as conscientious employees. And,

instructors have a right to the respect and fair treatment that are due any worker.

3.1. Instructors have the right to engage in all Constitutionally protected activities, including participating in the political process.

3.2. Instructors have the right to pursue subsidiary interests, so long as these interests do not compromise the ability to fulfill their professional responsibilities.

3.3. Instructors have the responsibility not to exploit students in any way, including, but not limited to, sexually or financially.

3.4. Instructors have the right to be free from acts or threats of harassment, intimidation, insult, mockery, physical aggression, and or assault.

3.5. Instructors have the responsibility not to discriminate against or harass students, colleagues, staff or administrators.

3.6. Instructors have the responsibility to avoid engaging in disorderly, lewd, indecent or obscene conduct or habitual profanity or vulgarity.

3.7. Instructors have the right to expect that both formal and informal mechanisms be in place for mediation or arbitration of conflicts between faculty and all members of the campus community.

Employees' Rights

Article IV—Employee Rights (Employee Handbook)

4.3.1 Employees shall be free from acts or threats of intimidation, and physical or verbal discrimination, harassment or aggression.

4.3.2 Employees shall be encouraged to participate in the formation of policy affecting them.

Prohibition of Discrimination and Harassment in the Academic Setting

The District prohibits illegal discrimination. District policy provides "No person shall be unlawfully subjected to discrimination or denied full and equal access to, or the benefits of, district programs or activities on the basis

of ethnicity, national origin, religion, age, sex, gender identity, gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics." BP 3410 Nondiscrimination.

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, and District policy and will not be tolerated. BP 3430 Prohibition of Harassment provides: "The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: ethnicity, national origin, religion, age, sex, gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical disability or mental disability of any person, or because he or she is perceived to have one or more of the foregoing characteristics."

Follow this link if you would like to take a course on sexual harassment (to log in, enter your complete District e-mail address or the e-mail address you have provided as your contract address):

http://sdccd.keenan.safecolleges.com/

Sexual Harassment
The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and identifies the

procedure for the investigation and resolution of complaints of harassment by or against any staff, faculty member or student within the District (AP 3430).

Children in Classroom/Work Site Policy
No children are allowed in any classroom or work site. Children are allowed in the LRC under supervision of their parent/guardian, and no children may be left unattended on the campus.

Workplace Violence
It is the policy of the San Diego Community College District to immediately investigate all allegations of workplace violence and take appropriate corrective action to remedy any situation in which any employee of the district is threatened. The District has a "zero tolerance" policy in which personal threats or violent behavior from another person will not be tolerated (Policy 4870). Incidents involving threats or acts of violence by students should be processed through Policy 3100.

SDCCD Reporting Procedures
San Diego Mesa College and the San Diego Community College are committed to creating a workplace that is free from interference and disruption.

Follow this link to obtain official SDCCD instructions on filing complaints related to gender discrimination, sexual harassment, workplace violence, general discrimination, disability accommodations, or general concerns.

https://www.sdccd.edu/students/complaint-process/index.aspx

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR

Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Visit this link to obtain more information about FERPA:

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Student of Concern Referral Process
Complete the Student of Concern Referral form when a student is experiencing academic difficulty as a result from mental health and emotional issues, limited resources (clothing, food, housing), poor hygiene, relationship problems, dietary concerns or alcohol/drug use. Faculty will be notified when the referral form has been received. In order to maintain confidentiality, Student Health Services may need to limit or keep private information discussed after the referral is processed.

Copy and paste this link into your browser (save form before adding information) to obtain the Student of Concern Referral form and email completed form to Suzanne Khambata (skhambat@sdccd.edu):

https://www.sdmesa.edu/college-services/administrative-services/forms/documents/health-services-student-referral.pdf

Sick/Personal Necessity Leave Process

School of Arts and Languages and School of Humanities

Type of Leave	When to Report	How to Request	CBA Approved Uses	Report in PeopleSoft?	Peoplesoft Code for Tenure/Tenure track faculty	Peoplesoft Code for Adjunct faculty	Notes
Sick Leave (11.2)	ASAP	Call and email school office	-Illness, injury, medical/dental appts, exposure to contagious disease, disability due to pregnancy	Yes, within five days of absence*	SLS (Sick Leave, salary)	SUP (Sick Leave-unit pay)	A doctor's note is required for absences that exceed 5 days. Hours used are deducted from one's Sick Leave accrual.
Family Necessity Leave (11.2.3)	ASAP	Call and email school office	-Absence from duty to care for unit member's sick child, parent, spouse, or domestic partner	Yes, within five days of absence*	SFN (Family Necessity Leave)	SFU (Family Necessity Leave-unit pay)	Hours used are deducted from one's Sick Leave accrual.
Personal Necessity Leave (11.2.9)	5 working days in advance (see CBA for emergency situations)	Send email to dean in advance	-Death or serious illness of a member of immediate family -Accident involving one's person or property -Appearance in court as a litigant or witness -Personal observances or events of such significance that to be absent is a personal necessity	Yes, within 5 days of absence*	SPN (Personal Necessity Leave)	SPU (Personal Necessity Leave-unit pay)	Subject to approval by Dean. A maximum of 7 workdays per fiscal year may be used for this type of leave. Hours used are deducted from one's Sick Leave accrual.
Personal Business Leave with Pay (11.6.1)	ASAP	Send email to dean in advance or asap	** Valid reasons for and conditions of PBL are limited. Please see below.	Yes, within 5 days of absence*	LPB (Personal Business w/ pay)	LPU (Personal Business w/unit pay)	Subject to approval by Dean. Maximum of 2 hours per month. Hours used are paid by the District and not deducted from one's Sick Leave accrual.

Note: This chart serves as a summary of the most common leaves and associated information taken from the CBA. For more information regarding details and additional types of leave (i.e. bereavement, Family Medical Leave, jury duty, etc.) please refer to your AFT Faculty Bargaining Unit Agreement.

*Absences may be input into PeopleSoft prior to actual absence if known ahead of time.

** Reasons for Personal Business Leave with Pay: Death or illness in immediate family, extension of paternity/adoption leave in emergency cases, unavoidable transportation delay, private legal matters, attendance at college graduation ceremonies (immediate family), participation in college graduation ceremonies, attendance as officer or delegate, at civil or fraternal conventions, funeral attendance, emergency child-care problems, meeting spouse/domestic partner from or seeing him/her off to overseas duty, attendance at wedding, taking examinations, to serve as executor of a will, medical appointments, religious observances, registering for classes, attendance at child's individual parent-teacher consultation, bereavement.

Syllabus

The syllabus is a legally binding document that describes class-specific assignments, instructional methods, evaluation procedures, texts and materials. Individual instructors have the freedom to create assignments and employ any instructional methodology as long as they cover the content and objectives of the Course Outline of Record. Following these guidelines will help you produce a more air-tight syllabus, which can protect you should an academic or legal dispute arise.

Syllabus Checklist

☐ Course Title (from catalogue and outline of record)
☐ Class Number (formerly known as CRN)
☐ Class Meeting Time
☐ Description (from catalogue and outline of record)
☐ Lecture/Lab Hours per Week (from catalogue and outline of record)
☐ Prerequisites Corequisites Advisory (from catalogue and outline of record)
☐ Course Student Learning Objectives
☐ Course Learning Outcomes
☐ Course Content
☐ Attendance Requirements
☐ Instructor's Attendance Policy: Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceeds twice the number of hours the class meets per week.
☐ Classroom Behavior and Student Code of Conduct
☐ Accommodation of Disability
☐ Method of Evaluation
☐ Text and Supplies
☐ Statement of Retention
☐ Student/Teacher Communication: email, phone, office hours (when and where)

The following topics are considered optional to include in your course syllabus:

☐ Tardiness
☐ Method of Instruction
☐ Assignments
☐ Reference Reading

☐ Important Dates
☐ Field Trip Responsibilities
☐ Laboratory Safety
☐ Date Prepared

Suggested Syllabus Text

Attendance/Absences

☐ **For Online Classes:** "It is the student's responsibility to drop all classes in which he/she is no longer participating."

☐ **For In-Person Classes:** "It is the student's responsibility to drop all classes in which he/she is no longer attending."

☐ "It is the instructor's discretion to withdraw a student after the add/drop deadline (include date) due to excessive absences."

☐ "Students who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, will receive an evaluative letter grade in this class (A, B, C, D, F)."

Note on Attendance: If the final grade in a class is affected by attendance (active participation in the class), it must be stated in the class syllabus as follows:

"The final grade in this class will be affected by active participation, including attendance, as follows: (Instructor to define specifically how attendance, including participation, will affect final grade in the class)"

Remember that attendance cannot be one of the standards for class grades, however participation can include the corresponding class points for participation

Courses Requiring Strenuous Physical Activity

☐ "This course requires students to participate in strenuous activities including heavy lifting and climbing. If you have a medical condition that may limit your participation in strenuous activity please bring it to the attention of the instructor immediately to discuss possible accommodations."

Cheating/Plagiarism

☐ "Students are expected to be honest and ethical at all times in the pursuit of academic goals. Students who are found to be in violation of Administrative Procedure 3100.3 Honest Academic Conduct, will receive a grade of zero on the assignment, quiz, or exam in question and may be referred for disciplinary action in accordance with Administrative Procedure 3100.2, Student Disciplinary Procedures."

Student Code of Conduct

☐ "Students are expected to adhere to the Student Code of Conduct at all times. Students who violate the Student Code of Conduct may be removed from class by the faculty for the class meeting in which the behavior occurred, and the next class meeting."

For online classes: "Student access to class is removed for one week (5 instructional days)."

☐ Specify whether you will or will not accept make up work during a student removal. This is left to the discretion of the instructor

☐ "Incidents involving removal of a student from class will be reported to the college disciplinary officer for follow up."

☐ "The Student Code of Conduct can be found in Board of Trustees Policy, BP 3100, Student Rights, Responsibilities, Campus Safety and Administrative Due Process posted on the District website at: http://www.sdccd.edu/public/district/policies/index.shtml"

Accommodating Students with Disabilities

☐ "Students with disabilities who may need academic accommodations are encouraged to discuss their authorized accommodations from Disability Support Programs and Services (DSPS) with their professors early in the semester so that accommodations may be implemented as soon as possible."

☐ "The faculty member will work with the DSPS Office to ensure that proper accommodations are made for each student. By law, it is up to the DSPS Office, through the interactive process with the student, to determine which accommodations are appropriate, not the instructor. This includes accommodations in a clinical setting.

☐ "Students that need evacuation assistance during campus emergencies should also meet with the instructor as soon as possible to assure the health and safety of all students."

☐ "Instructors may contact DSPS if they have any questions related to authorized accommodations in their classroom."

☐ "In accordance with Title IX, absences due to pregnancy or related conditions, including recovery from childbirth, shall be excused for as long as the student's doctor deems the absences to be medically necessary. Students must notify the instructor in a timely manner and shall be afforded the opportunity to establish make up work or other alternative arrangements. If a student elects to withdraw from the course on or after census, a "W" shall be assigned and the district will work with the student to ensure that the W is not considered in progress probation and dismissal calculations. For more information, you may contact the DSPS Office on your campus or the website at http://dsps.sdccd.edu/ or refer to

Administrative Procedure, AP 3105.1 Academic Accommodations and Disability Discrimination for Students with Disabilities."

For an online or hybrid course, consider this statement in your syllabus:

☐ "I have made every effort to make this course accessible to all students, including students with disabilities. If you encounter a problem accessing anything in this course, please contact me immediately by email and also contact the college's Disability Support Programs and Services (DSPS) Office."

Advisory for Faculty

When establishing expectations for participation/attendance it is strongly recommended that the "reasonableness" test be applied. In other words, if the classroom expectations for participation were challenged by a student, how would a jury of peers respond? It is also important that expectations are applied consistently and fairly for all students.

Examples of questionable practices:

- Marking a student absent for being less than 5 minutes late (any number of unforeseen circumstances could have happened)
- If the class total for participation points is 5 points, then marking off 2 points for being late for one class period is not reasonable. The standard should be spread out over the total number of class meetings in a reasonable manner.
- Marking a student absent for leaving class to take a call on their cell phone (we don't know the nature of the call)
- Marking a student absent for not bringing a textbook to class
- If you have any questions regarding expectations for class participation, please consult your dean.

SAN DIEGO MESA COLLEGE

SAMPLE

PROFESSOR

Assistant Professor: Scott D. Plambek

E-mail: splambek@sdccd.edu

Office Location: G - 310

Student Visiting Hours: M/W 8:00am – 9:15am,
T/TH 9:35am – 10:50am

Credentials: **M.A**. – San Diego State University

B.A. – CSU Channel Islands

A.S. – Oxnard College

COURSE

Course: COMS 103 – ORAL COMMUNICATION

Meeting Time: T/TH 12:45pm – 2:10pm

Meeting Location: MESA I4 207

Class Number: 06227

Units: 3

Semester: Spring 2017

Description: This course is an introduction to speechmaking. Emphasis is placed on the skills required to organize and deliver a variety of types of speeches. Students give several speeches with and without visual aids. This course is designed for Communication Studies majors and for anyone interested in honing their speech skills.

Advisory: ENGL 048 and ENGL 049, each with a grade of "C" or better, or equivalent, or Assessment Skill Levels R5/W5.

Purpose of Course: This is a three-unit general education course designed to help students to learn and apply in daily life practical principles of oral communication. It is designed so that students with a variety of different interests and backgrounds can learn and succeed.

LEARNING OUTCOMES & OBJECTIVES

Student Learning Objectives:

1) Communication: Students will be able to demonstrate an ability to report and/or explain oral and written information appropriately

2) Critical Thinking: Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions

3) Self Awareness and Interpersonal Skills: Ability to analyze one's own actions, to see others' perspectives and to work effectively with others in groups

Course Learning Outcomes: Upon successful completion of the course the student will be able to…

1) Apply ethical practices in the composition and delivery of speeches.

2) Explain the role of audience analysis in the speechmaking process.

3) Create and use visual aids for various speeches.

4) Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.

5) Construct a preparation and speaking outline.

6) Apply effective listening practices to analyze speeches.

7) Select the appropriate organizational structure for a given speech type.

8) Employ effective vocal and physical behaviors while delivering a speech.

9) Use source citations, evidence and reason in written documentation and oral delivery of speeches.

10) Choose appropriate and engaging language for speeches.

11) Use library and Internet to research speeches and create bibliographies.

REQUIRED SUPPLIES
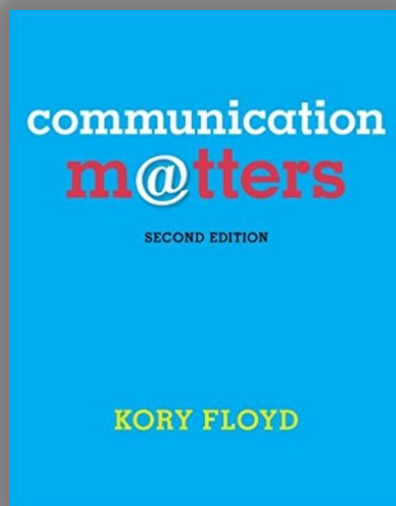
Title: "Communication Matters"
Author: Kory Floyd
Edition: 2nd
Publisher: McGraw-Hill
ISBN-13: 9780078036866
ISBN: 0078036860

Exam Materials: Three Green Scantron forms (form no. 882-E) & a pencil.

Other Materials: Note-taking materials (pens, pencils, highlighters, notebook paper).

Speech Materials: You will be expected to dress professionally during speeches. If you do not have "dress" clothes, then I recommend buying some for a few dollars from a thrift store.

ASSIGNMENTS

- Prompts, feedback sheets, and samples for all assignments can be found on Canvas.
- We can use this document to record our scores/calculate our grades.
- Save all returned feedback, grades, and documents until our final grades are posted.

Assignments	Point Value	Your Score
Reading Comp. (80 points / ~ 12.1% of total grade)		
Chapter 2 (Culture and Communication)	20	
Chapter 3 (Perceiving Ourselves and Others)	20	
Chapter 8 (Communicating in Intimate Relationships)	20	
Chapter 10 (Decision-Making and Leadership in Groups)	20	
Outlines (100 points / ~ 15.1% of total grade)		
Outline #1 - Informative Outline	50	
Outline #2 - Persuasive Outline	50	
Speeches (170 points / ~ 25.8% of total grade)		
Speech #1 - Informative Speech	50	
Speech #2 - Persuasive Speech	70	
Speech #3 - Special Occasion Speech	50	
Exams (150 points / ~ 22.7% of total grade)		
Exam #1	50	
Exam #2	50	
Exam #3	50	
Course Engagement (160 points / ~ 24.2% of total grade)		
Participation	100	
Student Bio	5	
Syllabus Worksheet	5	
Informative Speech Engagement Notes (Day 1)	5	
Informative Speech Engagement Notes (Day 2)	5	
Informative Speech Engagement Notes (Day 3)	5	
Informative Speech Engagement Notes (Day 4)	5	
Persuasive Speech Engagement Notes (Day 1)	5	
Persuasive Speech Engagement Notes (Day 2)	5	
Persuasive Speech Engagement Notes (Day 3)	5	
Persuasive Speech Engagement Notes (Day 4)	5	
Special Occasion Speech Engagement Notes (Day 1)	5	
Special Occasion Speech Engagement Notes (Day 2)	5	
TOTAL	**660**	

SAMPLE

Course Grade Scale

Final grades in this course will be determined by the following scale.

Grade	% Range	Point Range
A	90-100%	594 - 660
B	80-89%	528 - 593
C	70-79%	462 - 527
D	60-69%	396 - 461
F	0-59%	0 - 395

Grading Criteria

The following criteria will be used when evaluating all assignments and presentations.

Grade	Criteria
A **Exceptional**	This work is clearly superior in all respects (i.e., content, quality, grammar, spelling, organization of work, presentation). It **far exceeds the requirements** of the assignment and demonstrates exceptional creativity, research, writing, and preparation.
B **Strong**	This work is solid and very good in many respects. It is **above average quality**. Achieving this grade reflects mastery of the most important concepts.
C **Average**	This work **meets ALL the basic requirements** for the assignment. There remains significant room for improvement.
D **Below Average**	This work is of **below average quality** and is clearly deficient. It does not meet one or more of the basic minimum requirements for the assignment.
F **Deficient**	This work is **extremely deficient**. It does not meet many of the requirements of the assignment and demonstrates a lack of familiarity with assignment requirement and key assignment concepts.

CLASS POLICIES

To maintain impartiality, your professor must adhere to these guidelines regardless of the severity of your excuse. Exceptions will only be made if you can provide authentic, dated, medical documentation within 7 days of an absence. No assignment, exam, or presentation may be submitted or made-up after the final day of class. **Complete difficult tasks—even when life is horrible—and bask in the pride of having conquered an insurmountable obstacle.**

Action	Consequence	Rationale
Late Assignment	Reduce the final assignment score by **20%** for every day that it is submitted late.	We all encounter challenges in life that prevent us from being able to submit work on time, which is why I accept assignments after their deadline. However, students who overcome those obstacles to submit their assignment on time will be rewarded by not losing points.
Missed Exam	Earn a score of **zero** on the missed exam.	In rare instances, an exam may be rescheduled if you provide your instructor with advanced notice of a scheduling conflict (at least 2 weeks). Within many areas of school and life, you will be rewarded for being proactive.
Missed Speech	You may make-up a missed speech within 1 class session of your absence for a **50% deduction** of the final speech score.	Missing a single speech (depending on the course and assignment) has the potential to drop your total class grade by up to 11%. I offer speech make-ups for half credit to mitigate this damage and give you a second chance at passing the course.
Missed Presentation Engagement	Earn a score of **zero** on the missed Presentation Engagement.	In-class Presentation Engagement notes are generally designed to function within the context of a large, critically engaged group. These conditions are unique and cannot be replicated for the purpose of making up points. Therefore, all missed Engagement Notes will atomically be recorded as a zero.
Tardiness	If you are more than 15 min. late (or leave 15 min. early) you will be considered **absent**.	It is important that we arrive to class on time to avoid missing important content or distracting presenters. Mostly, this policy is in place to maintain the effectiveness of our learning environment.
Absences	Each absence results in a **loss of 10 participation points**. If you are absent for more than 12% of class meetings (4 classes), then you may be **dropped** from the course.	Our course requires participation and is often discussion based. When students are absent, it negatively effects our ability to think critically. Additionally, our public speaking assignments need a "public" to be effective. If you decide to drop the course, then you must submit your own "drop" request online—your professor may not drop you.

TEACHING METHODS

This course will utilize the following teaching methods:

Lectures: Lectures will be a primary method of delivering information. We are expected to take notes during lectures. Our level of success in this course depends on our ability to record and recall information that is given during lectures.

Class Discussion: Class discussions will be integrated into lectures. Come to class prepared to discuss relevant topics. Discussions often exam sensitive topics/worldview's—it is okay to disagree with a fellow human's opinion without treating them poorly.

Presentations: We will present several speeches over the course of the semester. All skills required of us during speeches will be taught during lectures.

Course Engagement: Consistent engagement in the course is expected. The course includes several graded assignments/activities that are designed to boost our level of participation.

Exams: This course will utilize several exams. For all exams, we will be tested on information that appears during class discussions, lectures, and assigned readings.

Out-of-Class Assignments: We are expected complete several assignments outside of class. These include readings, written assignments, and speech preparation.

Classroom Etiquette

We will use this question to guide our behavior throughout the semester…
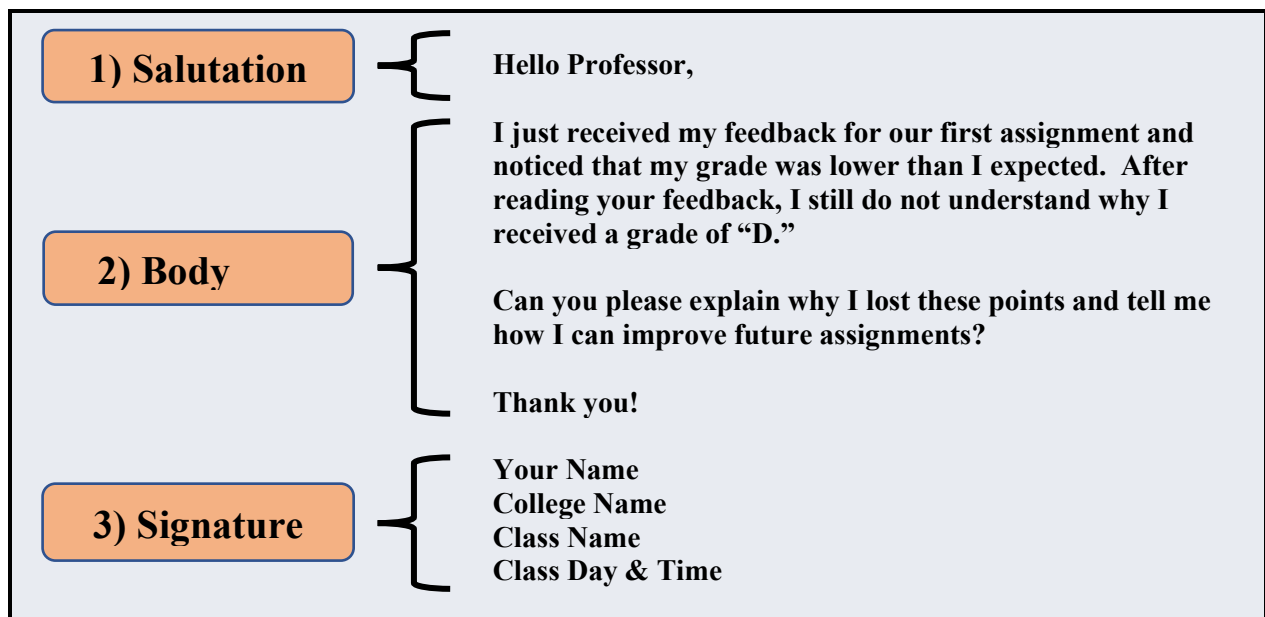
> **"Is our behavior conducive to creating a positive learning environment?"**

- Students are expected to adhere to the Student Code of Conduct as stated in the **Board of Trustees Policy BP 3100**.

- Students who violate the Student Code of Conduct may be removed from class by the faculty for the class meeting in which the behavior occurred, and the next class meeting.

- Many students in our class work several jobs, drive many miles, or spend many hours on a bus just to be in our classroom. For many, this education is the only opportunity to improve their lives. **It is important that we all respect the desire of others to learn—even if we become disinterested.**

EMAIL

- If you need to contact your professor outside of class, you should send an email to splambek@sdccd.edu. Your professor does not receive Canvas messages.

- Throughout the semester, you will receive many important messages (e.g. assignment feedback) via email. You should have a **reliable**, **professional** email address that you dedicate to using in college (e.g. firstname.lastname@gmail.com).

- Before you send an email requesting information, make sure it is not retrievable from another source (e.g. syllabus, assignment prompts, class notes, classmates, Canvas etc.).

- Emails should be professional in structure/tone and include: **1) a salutation**, **2) a body**, and **3) a signature**. Use the following structure when sending an email.

Sample Email

1) Salutation

Hello Professor,

2) Body

I just received my feedback for our first assignment and noticed that my grade was lower than I expected. After reading your feedback, I still do not understand why I received a grade of "D."

Can you please explain why I lost these points and tell me how I can improve future assignments?

Thank you!

3) Signature

Your Name
College Name
Class Name
Class Day & Time

ACADEMIC DISHONESTY

Students who are found to be in violation of Administrative Procedure 3100.3 Honest Academic Conduct, will receive a grade of zero on the assignment, quiz, or exam in question and may be referred for disciplinary action in accordance with Administrative Procedure 3100.2, Student Disciplinary Procedures.

ACCOMMODATION OF DISIBILITY

Students with disabilities who may need academic accommodations should notify their professor within the first week of class so adequate accommodations can be made. If you need to have your exams proctored at DSPS, I am requesting at least one week, advanced notice.

You deserve happiness. You deserve success. You deserve to achieve your goals. Utilizing these FREE resources will increase your ability to achieve the happiness and success that you deserve!

Support	Cost	Description
The Stand (I4-204)	**FREE!**	"The Stand" provides students with food, toiletries, and professional clothing. Food can boost energy/focus, toiletries can boost health/morale, and professional clothing can help students in class and job interviews. Receiving basic necessities such as these can increase self-worth and confidence.
Tutoring (LRC)	**FREE!**	Mesa College tutors are friendly, non-judgmental, compassionate, patient, and knowledgeable. Working with a free tutor increases your ability to pass classes and earn higher grades—leading to a greater probability that you will graduate or transfer.
Financial Aid (I4-Floor 1)	**FREE!** (some loans must be repaid w/ interest)	The Mesa College Financial Aid office can assist you in finding and applying for financial aid. Students who apply may be eligible to receive **up to several thousand dollars each semester** in grant/scholarship money (these **do not** need to be repaid). Student loans are also offered (these **do** need to be repaid).
Career Center (I4-306)	**FREE!**	The Mesa College Career Center provides many services, such as helping students construct resumes, prepare for interviews, and search for jobs. Finding a job/career can provide financial stability, consistency, and emotional fulfillment.
DSPS (Disability Support Program and Services) (I4-405)	**FREE!**	Students with either permanent or temporary disabilities are eligible to receive support from DSPS. Decisions regarding the exact accommodations to be provided are made on an individualized basis by the counselor in consultation with the student. The goal of DSPS is to provide the specialized services and advocacy necessary for equal access to higher education.

COURSE CALENDAR

By continuing enrollment in this course you agree that you are able to attend all class meetings, **or** that you accept the point loss associated with missing crucial days (e.g. speeches, etc.).

Session	Date	Content/Activity	Readings to be completed PRIOR to class	Assignments Due / Reminders
		August		
1	8/20 (Mon.)	**-Introduce Course** **-Introduce Assignment** (Student Bio) **-Introduce Assignment** (Syllabus Worksheet) **-Student Introductions**		
2	8/22 (Wed.)	**-Introduce Assignment** (Reading Comprehension) **-Activity** (Stories) **-Watch Speeches**		**-Bio (Activity #1) Due by 11:59pm** **-Syllabus Worksheet (Activity #2) Due by 11:59pm**
3	8/27 (Mon.)	**-Discussion** (Communication: A First Look & How We Use Language)	**-Chapter 1:** Communication: A First Look **-Chapter 4:** How We Use Language	
4	8/29 (Wed.)	**-Discussion** (Culture and Communication)	**-Chapter 2:** Culture and Communication	**-Reading Comprehension (Ch. 2) Due by 11:59pm**
		September		
🚫	9/3 (Mon.)	**NO CLASS –** **Labor Day Weekend**		
6	9/5 (Wed.)	**-Discussion** (Speaking Informatively) **-Introduce Assignments** (Informative Outline & Speech) **-Sign up for Presentation Days**	**-Chapter 14:** Speaking Informatively	**-Check Canvas for Presentation Schedule**
7	9/10 (Mon.)	**-Discussion** (APA, Organizing and Finding Support for your Speech)	**-Chapter 12:** Organizing and Finding Support for your Speech	
8	9/12 (Wed.)	**-Exam #1** (Chapters 1, 2, 12, 14)		**-Bring Scantron (form 882-E) & Pencil!**

9	9/17 (Mon.)	**-Discussion** (How We Use Language)	**-Chapter 4:** How We Use Language	
10	9/19 (Wed.)	**-Discussion** (Communicating Nonverbally)	**-Chapter 5:** Communicating Nonverbally	**-Informative Speech Outline Due by 11:59pm**
11	9/24 (Mon.)	**-Discussion** (Presenting a Speech Confidently and Competently) **-Introduce Assignment** (Presentation Engagement)	**-Chapter 13:** Presenting a Speech Confidently and Competently	
12	9/26 (Wed.)	**-Activity** (Movement) **-Watch Speeches**		
		October		
13	10/1 (Mon.)	**-Speeches** (Informative – Day 1) **-Speech Engagement**		
14	10/3 (Wed.)	**-Speeches** (Informative – Day 2) **-Speech Engagement**		
15	10/8 (Mon.)	**-Speeches** (Informative – Day 3) **-Speech Engagement**		
16	10/10 (Wed.)	**-Speeches** (Informative – Day 4) **-Speech Engagement**		
17	10/15 (Mon.)	**-Discussion** (Speaking Persuasively) **-Introduce Assignments** (Persuasive Outline & Speech) **-Sign up for Presentation Days**	**-Chapter 15:** Speaking Persuasively	**-Check Canvas for Presentation Schedule**
18	10/17 (Wed.)	**-Exam #2** (Chapters 4, 5, 13, 15)		**-Bring Scantron (form 882-E) & Pencil!**
19	10/22 (Mon.)	**-Discussion** (Perceiving Ourselves and Others)	**-Chapter 3:** Perceiving Ourselves and Others	**-Reading Comprehension (Ch. 3) Due by 11:59pm**
20	10/24 (Wed.)	**-Discussion** (Listening Effectively)	**-Chapter 6:** Listening Effectively	
21	10/29 (Mon.)	**-Workshop** (Persuasive Outline & Speech)		**-Bring Research & Writing Materials**

				-**Persuasive Speech Outline Due by 11:59pm**
22	10/31 (Mon.)	-**Activity** (Vocal Fillers) -Watch Speeches		
		November		
23	11/5 (Mon.)	-**Discussion** (Communicating in Intimate Relationships)	-**Chapter 8:** Communicating in Intimate Relationships	-**Reading Comprehension (Ch. 8) Due by 11:59pm**
24	11/7 (Wed.)	-**Speeches** (Persuasive – Day 1) -**Speech Engagement**		
🚫	11/12 (Mon.)	**NO CLASS – Veterans' Day**		
25	11/14 (Wed.)	-**Speeches** (Persuasive – Day 2) -**Speech Engagement**		
🚫	11/19 (Mon.)	**NO CLASS – Fall Break**		
🚫	11/21 (Wed.)	**NO CLASS – Fall Break**		
26	11/26 (Mon.)	-**Speeches** (Persuasive – Day 3) -**Speech Engagement**		
27	11/28 (Wed.)	-**Speeches** (Persuasive – Day 4) -**Speech Engagement**		
		December		
28	12/3 (Mon.)	-**Discussion** (Speaking on Special Occasions) -**Introduce Assignment** (Special Occasion Speech) -**Sign up for Presentation Days**	-**The Art of Public Speaking (by Lucas) – Chapter 18:** Speaking on Special Occasions ****PDF Available on Canvas****	-**Check Canvas for Presentation Schedule**
29	12/5 (Wed.)	-**Discussion** (Decision-Making and Leadership in Groups)	-**Chapter 10:** Decision-Making and Leadership in Groups	-**Reading Comprehension (Ch. 10) Due by 11:59pm**

30	12/10 (Mon.)	**-Exam #3** (Chapters 3, 6, 8, 10)		**-Bring Scantron (form 882-E) & Pencil!**
31	12/12 (Wed.)	**-Speeches** (Special Occasion – Day 1) **-Speech Engagement**		
32	12/17 (Mon.)	**-Speeches** (Special Occasion – Day 2) **-Speech Engagement**		**-Last Day of Class!**

SAN DIEGO MESA COLLEGE

7250 MESA COLLEGE DRIVE

SAN DIEGO, CA 92111

About the Course

Professor:

Ingrid Jayne

Email:

ijayne@sdccd.edu

Office Hours:

Via email Mon— Sun

Class Number: 10509 Web

Inside the Syllabus

English 101: Reading and Composition

| Summer 2019 | June 17—August 10, 2018 |

About the Course

Course Description

This course is designed for transfer-level students or for those who want to develop competence in college level reading and composition. Students read, analyze, discuss and think critically using a variety of works and sources. Based on these activities, students write essays, fully documented research projects, and other types of texts for various purposes and audiences. This written work, which demonstrates effective, logical, and precise expression of ideas, totals at least 6,000 graded words. Designated sections of this course may be taught from a specific cultural perspective.

Course Theme

We will explore the power of language by examining how language has shaped our views about ourselves and others. This course centers on four primary questions broken down into units: 1) How has language shaped the way we think and make sense of the world around us? 2) How have writers used language to call for social change? 3) How has language reinforced stereotypes and manipulated others to serve political and/or capital agendas? 4) How does language protest against the wrongful treatment of others and evoke empathy? Through this multi-faceted examination, we will also closely analyze the rhetorical moves writers use to advance their claims and make an impact on our society.
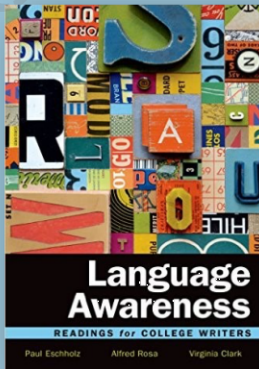
Course Prerequisite

ENGL 047A with a grade of "C" or better, or equivalent or Assessment Skill Level W5/R5

Online Requirements

For this online class, I recommend using browser Google Chrome or Firefox, for Internet Explorer or Microsoft Edge is NOT compatible with Canvas. Since not everyone may have access to a computer and Internet at home, some will have to take advantage of campus resources, which are free to Mesa students. Computer labs are available on campus in the LRC (the library), where you will find over 100 computers with updated operating systems, iMac, specialized instruction software, 2010 applications, desktop publishing, scanning, laser printing, and technical assistance from CIL staff. You can find more at this link: http://www.sdmesa.edu/library/index.shtml. Suggested hardware and software for online classes can be found at http://www.sdccdonline.net/techreq.htm.

Required Texts:

Language Awareness: Readings for College Writers. 12th ed. (2016) by Paul Escholz et. al. **ISBN:** 978-1-4576-9797-5
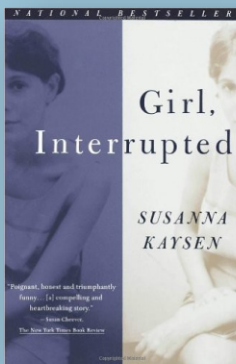
Girl, Interrupted **(1994)** by Susanna Kaysen **ISBN:** 978-0-6797-4604-1

Course Materials

- See required books on the left
- Broadband or cable Internet to watch videos online
- Word processing software to write essays and other assignments
- Acrobat reader software to convert Mac files to PDF before uploading to Canvas

Time Commitment for an Online Learning Environment

You will need to commit approximately 10 to 15 hours during each of the 8 weeks. Your time commitment will vary based upon the activities and assignments. Major assignments, such as essays, will take more, so plan accordingly for weeks when those assignments are due. If you find yourself struggling to maintain this balance, do not be afraid to let me know if you need to drop this course due to your current obligations. Students may withdraw at any time prior to the withdraw deadline. Students can retake the course, (whether online, as a hybrid, or face-to-face) for a maximum of three times.

Tips for Success

1. Get your textbooks right away.
2. If this is your first online learning experience, expect to invest extra time to orient yourself to the course design and tools.
3. Pay close attention to your due dates at the start of each week.
4. Log in often, if not daily, and block out time in your schedule to do the work.
5. Consider yourself a member of a learning community.
6. Treat contributions made by other members of the class with respect.
7. Contribute regularly to discussion posts. The contributions of each individual play a role in the collective strength and diversity of our learning community.
8. Keep an open mind and have patience and a sense of humor with technology.
9. Ask for help when you need it, and assist others when possible. Read course materials, such as this syllabus, carefully and ask for clarification when needed.
10. The course may be archived. An announcement will be sent one month before this happens. Please make sure you download and save any information or assignments you want to maintain prior to the archive date.
11. Most importantly: Have fun!!

Communication Policy

Got a question? Shoot me an email. I will respond to inquiries within one business day. Any inquiries sent over the weekend or on a holiday will be resolved on the following business day. If you have specific technical issues that requires immediate attention, please contact the Canvas 24/7 support line at 1-844-612-7421.

How do we communicate?

Student Learning Objectives

Upon successful completion of the course the student will be able to:

1) Read, analyze, discuss, and evaluate a variety of texts.
2) Identify arguments, patterns, and strategies in a variety of texts.
3) Write, revise, and edit a total of at least 6,000 graded words.
4) Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.
5) Select a variety of research strategies using appropriate documentation.
6) Apply critical thinking in reading, writing, and class discussion.

Course Learning Outcomes

Students will be able to identify an author's position, analyze their relationship to that position, and construct an evidence-based argument.

Method of Instruction and Course Organization

This course is fully online and broken into weekly modules that will take us through the activities and assignments for that week. Each week will officially begin on Monday. To enhance our learning, I will also provide Power Points and other reading or video materials, and require for us to participate in discussion posts as well as submit shorter and longer assignments. We will not have the option to work ahead since our interaction with other classmates in our discussion forums will be critical to our understanding of the content. Pay close attention to the course schedule. The activities and assignments are due on specific days of the week. It's easy to fall behind, so plan accordingly to get the readings and other activities assigned for that week completed by the due dates.

Netiquette

Netiquette is etiquette guidelines that govern behavior when communicating on the Internet. Observing proper netiquette guidelines ensures that communication is clear and respectful, such as:

- When communicating online, be sure to identify yourself when sending an email and include a subject line that tells the topic of the message.
- Avoid sarcasm since tone and meaning may get lost in written text.
- Be concise when communicating online because the message will be clearer.
- Use appropriate language. Avoid coarse, rough, or rude language for obvious reasons.
- Observe good grammar and spelling.

Netiquette Guidelines are available at the following link: http://www.sdccdonline.net/students/resources/NetiquetteGuidelines.pdf.

Course Activities and Assignments

Reading Assignments

Each week, we will read texts from our textbook *Language Awareness* and in week 6 from the memoir *Girl, Interrupted.* Expect to set aside about 2 to 4 hours to do the readings. The readings can be done ahead of time (see course schedule); however, these readings will need to be completed early in the week so that we can respond to them in a discussion post.

Discussion Posts

To build a dynamic learning community, discussion forum posts will serve as a way for us to dialogue about the material and topics and prepare us for the activities later that week. Each week, we will respond to the reading by posting an **initial response** to the discussion forum question and then **respond to at least two other students' posts**. Responding to others' posts can ask questions in addition to our comments. We can disagree respectively and share personal examples and stories to further highlight our ideas. If anyone has asked a question of your post(s), then you will need to reply to that question to finish the threaded conversation; therefore, <u>we are required to read *all* posts so no question or concern is left unanswered</u>. Our discussion board responses should be complex and substantive, not one-sentence replies that simply agrees with a point, for there is no critical thinking shown in that type of response. The initial post will be a substantial paragraph that supports an idea in approximately 100—300 words, using textual evidence and examples from our own observations and opinions. For responses to other students' posts, our replies must also be a substantive paragraph in approximately 75—200 words that offer some thoughtful reaction to the students' points or extends or complicates on the original post's idea in some way, broadening the dialogue. These posts mirror classroom discussions and offer us an opportunity to work on our written analytical and argumentative skills. Check the course schedule for the due dates of the discussion posts. To give us an idea on word count, this paragraph is exactly 272 words.

Shorter and Longer Assignments

In addition to discussion posts, we will also submit essays and shorter assignments that respond to the readings in some way. All assignments are provided with a rubric to show you how you will be graded on those assignments.

Rough Draft and Peer Review

To prepare our final drafts of our essays, we will participate in a peer review workshop where we will evaluate our peers' drafts using questions I have provided to guide our evaluation. I expect your comments to be insightful, showing you have carefully read the draft, while also showing respect. Also, give reasons for your findings, since this will help the student see why you made these observations, which will help them focus on what they need to revise.

Videos and Other Course Materials

To apply the concepts found in the readings, we will watch short videos uploaded on *YouTube*. These videos are close-captioned for accessibility. I will also provide Power Point and other materials to deliver instruction on writing strategies, MLA style citation, research, and the like.

Assessment Methods and Grading

We will be evaluated through the submissions of assignments and participation through discussion posts. All submissions will be graded based on quality responses and thoughtful ideas, meeting deadlines, and following directions. Evaluation of essays and other short writing assignments will be graded based on effort and meeting the perimeters on the rubrics that will accompany each assignment. Final grades for this course will be based on total points earned:

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

I do not use plus or minus grading or weight grades or assign grades based on a curve. We can keep track of our grades as the semester progresses through Canvas gradebook—I highly recommend this! We must earn a C or above to pass this courses.

Assignment	Total Points	Course %
4 Essays	375 points	41%
Discussion Posts	280 points	30%
Rough Draft & Peer Review	160 points	17%
Misc. Assignments & Activities	105 points	12%
Totals	920 points	100%

The table to the right is a breakdown of the course assignments and grades. You can expect about a 1—3 day turnaround time for grading of posts and shorter assignments. For essays, expect about a week to a week and a half.

Below are tutorials for viewing grades on Canvas:

Tutorial Link: How to set notification anytime one of your submissions has been graded

Tutorial Link: How to view my grades as a student

Extra Creditg

You can receive extra credit on your essay score by submittin your draft to NetTutor to look over your essay. NetTutor is an online tutorial service free to Mesa students. The benefit of using this service is to have an extra set of eyes look over your paper so that you can address any writing issues before submittin youa fin l drafts. Allow them a 48-hour turnaround time to evaluate your essay. Once you have received feedback and applied their suggestions to youa fin l draft, forward their response to me in order for you to earn extra credit toward that essay score. You must email me NetTutor's response to receive extra credit.

Accessing NetTutor

We can upload our essays to be reviewed or go live with a tutor and get instant feedback. We can access NetTutor from our course on Canvas. On the course menu, select the link NetTutor and follow the directions given.

Course Policies

Academic Integrity

Students are expected to respect and follow standards of conduct while in class and on campus. This includes **plagiarism,** which is using ideas or words of a source, print or electronic, without quotation marks, a parenthetical citation, and a works cited entry; using the organization or content of a source, even in your own words, without a parenthetical citation and a works cited entry; copying sections of a text or an entire text from another source to pass off as your own writing; or sharing your work with another student to copy from you or having another person write your paper for you. Let's not forget **cheating,** which is the unauthorized copying of answers from another source or student to pass off as your own. I will do my best to teach you about academic dishonesty and how to avoid it, especially since plagiarism and cheating will impact your grade on a particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course). Specifically, on the first offense of academic dishonesty, expect to 1) receive a zero grade on that assignment where revisions will not apply, and 2) a report of the incident sent to the Dean of Student Affairs. Continued infractions will result in punitive measures as determined by the office of the Associate Dean of Student Affairs that will result in, under certain conditions, suspension or expulsion from a class, program or the college. For further clarification and information on these issues, please consult with me, your instructor, or contact the office of the Associate Dean of Student Affairs. For more information, go to http://www.sdmesa.edu/about-mesa/faculty-staff-resources/Sudent%20Conduct%20Information%20and%20Resources%20Newsletter%20-%20Fall2015.pdf.

Attendance and Course Withdrawal

Attendance in an online course works a little differently. Since this is a fully online course, we do not need to be anywhere at any specific time. That gives us all a little more flexibility in terms of when to work on the course material (within the course calendar deadlines). Even though we won't be meeting face-to-face, I do expect that you log into this course at least four times a week (hopefully more) to stay informed and complete the required activities. You must show **continuous progress** throughout the course or you may be dropped. **Continuous progress** is measured by attending class, which is participating in the class discussions and submitting assignments. Your attendance is counted when you complete a majority of the required activities for the week in Canvas. Merely logging in is not enough. If you do not complete the required work for the week, you are considered absent, or a "no show" for the week. Since this is a condensed eight-week class, if you have not completed any of the activities for one week, you have a high chance of being dropped due to non-participation, which is the same as being absent. **Note:** Students are ultimately responsible for dropping the course for personal reasons before the drop deadlines.

Participation

Participation in an online course occurs on our Discussion Board, turning in assignments, and submitting shorter assignments. The more we participate in this course, the more we will get out of it. We will have several opportunities to participate. Follow the directions in this syllabus, the course calendar, and on all activities and assignments carefully to receive full credit.

Late Assignments

Due to the nature of an online course, <u>discussion board forum initial posts and responses and rough drafts and peer review posts will not be accepted late</u>. I will, however, accept shorter assignments and

the final draft of essays late for a 10% point reduction. The link for these assignments will go away after four days, so plan wisely. Once it closes, you cannot submit that assignment. Of course, if there are extenuating circumstances (e.g. hospitalization), communicate with me at your soonest convenience. **Please note:** Excuses about broken computers or lack of Internet access will not be considered. In order to complete all assignments in a timely manner, you need to have access to a working computer (either your own or at a library), and you may want to think about a "back-up plan" in case your computer breaks down. Also, it is a good idea to back up your work as you go by saving often, uploading work on Google drive, using a thumb drive, and/or emailing your assignments to yourself. This course requires diligent work and keeping up with the material. Keep up with all reading and assignments, and if you do not understand a concept, please ask me for help. If your work is incomplete, your grade will be impacted.

Student Resources

Canvas

Canvas Community Guides have several tutorials available for you. These are short, accessible, and very useful tutorials, especially if new to an online learning environment. In our day 1 module, I have uploaded common tutorials for the activities we will be using in this course.

Tutoring

Mesa College offers FREE tutoring for all Mesa College students across the curriculum within our Mesa Tutoring and Computing Centers (MT2C) program. For face-to-face tutoring, visit the writing center located in the LRC (library) 2nd floor. You may drop in or make an appointment at https://www.sdmesa.edu/academics/academic-support-programs/tutoring-old/writing-center/schedule-appointment.shtml . You can also take advantage of the online tutoring through NetTutor on Canvas by uploading your essays or having a live tutor session. Please allow for a 48-hour turnaround time if uploading an essay for review. For more information on the writing center, go to https://www.sdmesa.edu/academics/academic-support-programs/tutoring-old/writing-center/index.shtml

Disabilities

I have made every effort to make this course accessible to all students, including students with disabilities. If you need special assistance or encounter a problem accessing anything in this course, please contact me immediately. Students with disabilities should email me and also contact Disabled Students Programs and Services (DSPS) office at https://www.sdmesa.edu/student-services/disability-services/ .

Support Services on Campus

Mesa students have access to many free services on campus, from counseling, health service and Veteran's services to programs centered on student success, such Extended Opportunity Programs Services (EOPS) and financial aid. For a complete list of these services, go to http://www.sdmesa.edu/student-services/

Changes to the syllabus: I intend to follow the policies and course schedule as outlined in this syllabus and on the course schedule; however, any assignment, due date, or course policy may be subject to change as deemed necessary by me. Any changes will be announced on Canvas.

Please let me know if any of the links are no longer valid.

English 101 Summer 2019

Course Schedule

Day 1:

Reading due:
⇒ Introductory materials and syllabus

Activities and Assignments due:
⇒ Update your profile
⇒ Ice breaker activity

Week 1:

Readings due: from our textbook *Language Awareness*:
⇒ Malcolm X "Coming to an Awareness of Language" (p. 67)
⇒ Helen Keller "The Day Language Came into My Life" (p. 72)
⇒ Susanne K. Langer "Language and Thought" (p. 112)
⇒ Lera Boroditsky "Lost in Translation" (p. 141)

Activities and Assignments due:
⇒ Read and respond to the assigned readings in a discussion post (**due by Thursday at 11:59 pm**)
⇒ 2. Submit a rough draft of essay #1 (**due by Sunday at 11:59 pm**)

Week 2:

Readings due: from our textbook *Language Awareness*:
⇒ "Writing to Change the World" by Mary Pipher (p. 82)
⇒ "Letter from Birmingham Jail" by Martin Luther King, Jr. (p. 95)
⇒ "Address at the Youth Takeover of the United Nations" (p. 314)
⇒ "A Modest Proposal" by Johnathan Swift (p. 334)

Activities and Assignments due:
⇒ Participate in a peer review of essay #1 (**due by Tuesday at 11:59 pm**)
⇒ Read and respond to the assigned readings in a discussion post (**due by Friday at 11:59 pm**)
⇒ Complete a short review activity on plagiarism (**due by Saturday at 11:59 pm**)
⇒ Submit a final draft of essay #1 (**due by Sunday at 11:59 pm**)

Week 3:

Readings due: from our textbook *Language Awareness*:
⇒ Thomas Jefferson Declaration of Independence (PDF provided)
⇒ Elizabeth Cady Stanton "Declaration of Sentiments" (PDF provided)
⇒ John F. Kennedy "Inaugural Address" (p. 309)
⇒ Elie Wiesel "The Perils of Indifference" (p. 327)

Activities and Assignments due:
⇒ Read and respond to the assigned readings in a discussion post (**due by Wednesday at 11:59 pm**)
⇒ Submit a rough draft of essay #2 (**due by Friday at 11:59 pm**)
⇒ Participate in a peer review of essay #2 (**due by Sunday at 11:59 pm**)

Week 4:

Readings due: from our textbook *Language Awareness*:
⇒ "Happy Feminist" by Chimamanda Ngozi Adichie (p. 460)
⇒ "The Social Harms of 'Bitch'" by Sherryl Kleinman, Matthew B. Ezzell, and A. Corey Frost (p. 465)
⇒ "'Bros Before Hos': The Guy Code" Michael Kimmel (p. 477)

⇒ "What's So Bad about Hate?" by Andrew Sullivan (p. 347)

Activities and Assignments due:
⇒ Participate in a language warm up activity (**due by Tuesday at 11:59 pm**)
⇒ Read and respond to the assigned readings in a discussion post (**due by Thursday at 11:59 pm**)
⇒ Submit a final draft of essay #2 (**due by Sunday at 11:59 pm**)

Week 5:

Readings due: from our textbook *Language Awareness*:
⇒ Donna Woolfolk Cross "Propaganda: How Not to Be Bamboozled" (p. 247)
⇒ Newman P. Birk and Genevieve B. Birk "Selection, Slanting, and Charged Language" (p. 261)
⇒ William Lutz "The World of Doublespeak" (p. 277)
⇒ Jason Stanley "Language That Silences" (p. 289)

Activities and Assignments due:
⇒ Read and respond to the assigned readings in a discussion post (**due by Wednesday at 11:59 pm**)
⇒ Submit a rough draft of essay #3 (**due by Friday at 11:59 pm**)
⇒ Participate in a peer review of essay #3 (**due by Sunday at 11:59 pm**)

Week 6:

Readings due: from the memoir and other sources provided:
⇒ Article: Gail A. Hornstein "Narratives of Madness, as Told from Within" (PDF provided)
⇒ Patient Narrative: Charlotte Perkins Gilman "The Yellow Wallpaper" (PDF provided)
⇒ Patient Narrative: Susanna Kaysen's *Girl, Interrupted* (pp 4 - 109)

Activities and Assignments due:
⇒ Read and respond to Hornstein's article in a discussion post (**due by Wednesday at 11:59 pm**)
⇒ Read and respond to patient narratives in a discussion post (**due by Friday at 11:59 pm**)
⇒ Submit a final draft of essay #3 (**due by Sunday at 11:59 pm**)

Week 7:

Readings due: from the memoir:
⇒ Patient Narrative: Susanna Kaysen's *Girl, Interrupted* (pp 110 - 169)

Activities and Assignments due:
⇒ Read and respond to Kaysen's memoir in a discussion post (**due by Wednesday at 11:59 pm**)
⇒ Submit an annotated bibliography (**due by Sunday at 11:59 pm**)

Week 8:

Readings due: from our textbook *Language Awareness*:
⇒ Misc. course materials on essay development

Activities and Assignments due:
⇒ Submit a rough draft of essay #4 (**due by Tuesday at 11:59 pm**)
⇒ Participate in a peer review of essay #4 (**due by Thursday at 11:59 pm**)
⇒ Submit a final draft of essay #1 (**due by Friday at 11:59 pm**)
⇒ Submit a reflection (**due to by Saturday at 11:59 pm**)