

**Developmental Writing II**  
**ENC 0025 Syllabus**  
**Florida Keys Community College**

**I. Course Information**

Course Prefix/Number/Course:	ENC 0025 CRN 10532
Credit Hours/Contact Hours:	3 credit hours/45 contact hours
Prerequisites for the course:	Requisite score on PERT test

**II. Course Method**

This course is designed to blend online learning with traditional face to face instruction in the assigned location two days a week – Tuesday and Thursdays - from 2:00 – 3:15 p.m. for 15 weeks. This is a technology-enhanced course that utilizes MyWritingLab as a supplement. Students will access *MyWritingLab* and complete the assignments either in the lab or at home. *\* To pass the course, the student must pass the Final Exam which consists of two parts: a 40 item multiple choice test (minimum score of 29 of 40) and an in-class essay to be written on one of two topics provided by the instructor (minimum score of “3” of a possible score of 6).*

**III. Instructor Information**

**Instructor:** Lois Wolfe Markham  
**Email:** lois.wolfe@fkcc.edu  
**Office location:** Coral Shores  
**Office Hours:** 1:30-2:00 and 3:15-4:15 p.m.\*  
**Phone:** office 305 852-8007; cell 305-942-1357

*\* I'm also available at other times during the day. Contact me by phone or email for an appointment that works with your schedule. Skype meetings are also available by appointment.*

**IV. Description** This course imparts writing skills necessary to succeed at the college and university level. Students learn to support arguments and demonstrate command of standard written English. Students must pass ENC 0025 with a “C” or higher and pass the State Exit Exam with a “C” or higher in order to receive credit. Upon successful completion, students may enroll in ENC 1101.

**V. College-level Competencies**

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. **Communication:** Comprehend and articulate effectively – written and oral communication
2. **Critical thinking:** Demonstrate mastery of problem-solving skills in the discipline
3. **Diversity:** Interpret and evaluate societal and ethical issues, problems and values

4. **Technology:** Utilize technology effectively

## VI. Course Calendar

- The Course Calendar lists the learning activities and assessment measures that comprise this course on a weekly basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. The “Student Assessment” column lists the assignments required by this course and their due dates, although quizzes, tests and assignments may be added or subtracted at the discretion of the professor. I strongly recommend you print this out and refer to it often.
- Students are responsible for following the course calendar. Consult your calendar before you start a new chapter or section. (Note: Some sections may not be covered in the same order as in the text). If you ever have a question that begins with “When is \_\_\_”, the answer is probably already published in this Course Calendar. Looking here first will probably get you a quick answer to your question. However, the instructor reserves the right to add quizzes, tests and assignments at any time in order to best facilitate the needs of the class. This schedule is a guide... be sure to check with the professor for specifics regarding content and assignments.

Competency	Week	Learning Outcomes	Learning Activities	Student Assessments	Points
1,2, 4	<i>Week 1</i>	-Prepare to write	<u>Writing for Life</u> <i>(Paragraphs &amp; Essays)</i> Read & Understand Chapter 2, p. 20-27.	1. <u>Writing Diagnostic</u> <b>Due Date: 8/25/11</b>	10
	1. 8/23/11 2. 8/25/11	- Identify subjects, verbs and simple sentences	Review Chap. 2, p. 50, and Chapter 16, p. 310-23.  Pre-writing: Discuss and begin a “topic bank.”  <b>Professor generated materials:</b> <u>Thinking Through the Test</u> Read/Practice/Complete pages 13-29  Access <u>MyWritingLab</u>	2. Contract Signed <b>Due Date: 8/25/11</b>  3. <u>My Writing Lab</u> Create Account <b>Due Date: 8/25/11</b>	10  10
1,2,4	<i>Week 2</i>	- Understand paragraph structure, patterns and purpose	<u>Writing for Life</u> <i>(Paragraphs &amp; Essays)</i> Read & Understand Chapter 3, p. 52-67	1. Submit a “Topic Bank.” <b>Due Date: 8/30/11</b>	10
	3. 8/30/11 4. 9/01/11	- Identify compound and complex sentences; coordination and subordination.	Review Chapter 17, 326-36.  <b>Professor generated materials:</b> <u>Thinking Through the Test</u> Read pages 197-203 for class discussion.	2. In-class writing: submit a paragraph on one of your topics. <b>Due date: 9/01/11</b>  3. <u>Writing for Life</u> <i>(may be completed in text)</i> Complete Practice 10, p. 337; Writing Assignments, p. 338 and 339.	20  10

			<u>MyWritingLab</u>	<b>Due Date: 9/01/11</b> 4. <u>My Writing Lab</u> Assigned Practica <b>Due Date: 9/01/11</b>	10
1,2,3,4	<i>Week 3</i> 5. 9/6/11 6. 9/8/11	- Generate descriptive detail; select relevant detail  - Identify types and purposes of sentences.	<u>Writing for Life</u> ( <i>Paragraphs &amp; Essays</i> ) Read & Understand Chapter 4, p. 73-89.  Review Chapter 18, p. 342-56.  <b>Professor generated materials:</b> <u>Thinking Through the Test</u> Read "Section 3: Logical Patterns" and complete the practice exercises, p. 45-50.  <u>MyWritingLab</u>	In-class writing: descriptive paragraphs <b>Due Date: 9/6/11</b>  2. <u>Writing for Life</u> ( <i>may be completed in text</i> ) Complete Writing Assignments, p. 357-358. <b>Due Date: 9/8/11</b>  3. <u>My Writing Lab</u> Assigned Practica <b>Due Date: 9/8/11</b>	20  10  10
1,2,4	<i>Week 4</i> 7. 9/13/11 8. 9/15/11	- Apply a narrative strategy to relate events or experience.  - Identify use of parallelism; revise words, phrases and/or clauses for consistency, balance or emphasis	<u>Writing for Life</u> ( <i>Paragraphs &amp; Essays</i> ) Read & Understand Chapter 5, p. 90-103.  Review Chapter 20 on parallelism, p. 375-82.  Writing due: Choose one of the writing assignments on page 105. Submit a two-page narrative essay.  <b>Professor generated materials:</b> <u>Thinking Through the Test</u> Complete exercises p. 156-8.  <u>MyWritingLab</u>	Essay 1 due: Submit a two-page narrative essay. <b>Due Date: 9/15/11</b>  2. <u>Writing for Life</u> ( <i>may be completed in text</i> ) In-class writing: Complete assignments p. 383-4. <b>Due Date: 9/13/11</b>  3. <u>My Writing Lab</u> Assigned Practica <b>Due Date: 9/15/11</b>	30  20  10
1,,2,3,4	<i>Week 5</i> 9. 9/20/11 10. 9/22/11	- Apply a process strategy using time order and selective detail to organize expression.  - Identify comma splices, fused	<u>Writing for Life</u> ( <i>Paragraphs &amp; Essays</i> ) Read & Understand Chapter 6, p. 106-19.  Writing due: Research a biological process and focus on one aspect that	Submit a paragraph of process analysis. <b>Due Date: 9/22/11</b>  2. <u>Writing for Life</u> ( <i>may be completed in text</i> ) In- class: complete practice exercises on	20  10

		sentences and fragments.	can be captured in a paragraph. Write a paragraph that details and describes the sequence of events.  Review Chapter 21, p. 386-98, and Chapter 22, p. 402-19.  <b>Professor generated materials:</b> <u>Thinking Through the Test</u> Read & Complete pages 287 - 292  <u>MyWritingLab</u>	page 399. <b>Due Date: 9/20/11</b>  In-class: complete practice exercises on page 420. <b>Due Date: 9/22/11</b>  3. <u>My Writing Lab</u> Assigned Practica <b>Due Date: 9/22/11</b>	10  10
1,2,3	Week 6 11. 9/27/11 12. 9/29/11	- Generate and organize examples in a paragraph.  - Identify effective placement of modifiers.	<u>Writing for Life (Paragraphs &amp; Essays)</u> Read & Understand Chapter 7, p. 122-37.  In-class pre-writing: Work in pairs or groups to select a topic and list examples. Use the graphic organizer on page 135 to generate ideas and details.  Writing due: Choose one of the writing assignments on page 139 or develop one from your Topic Bank. Submit a two-page essay that uses concrete examples to illustrate and support a main idea.  <b>Professor generated materials:</b> <u>Thinking Through the Test</u> Read & Complete pages 138-42.  <u>MyWritingLab</u>	Essay 2 due: Submit a two-page essay that uses examples. U <b>Due Date: 9/29/11</b>  In-class writing: Draft of an essay <b>Due Date: 9/27/11</b>  4. <u>My Writing Lab</u> Assigned Practica <b>Due Date: 9/28/11</b>	30  20  10
1,2,3,4	Week 7 13. 10/4/11 14. 10/6/11	- Identify and categorize groups or types; use classification as a strategy to sort, group and organize ideas in writing.  - Recognize and	<u>Writing for Life (Paragraphs &amp; Essays)</u> Read & Understand Chapters 8, p. 140-55.  Review Chapters 29 and 30.	Writing due: Use a three paragraph essay structure to present classifications. <b>Due Date: 10/6/11</b>  2. <u>Writing for Life (may be completed in text)</u> In class assignment:	20

		apply standard punctuation.	<p>Writing due: Choose one of the writing assignments on page 157 or select an idea from your Topic Bank. Identify examples, group the examples into types and label them. Write three or more paragraphs that identify, describe and explain your “types.”</p> <p><b>Professor generated materials:</b> <u>Thinking Through the Test</u> Read &amp; Complete pages 143-152.</p> <p><u>MyWritingLab</u></p>	<p>Complete writing assignments, p. 535-6, <b>Due Date: 10/4/11</b></p> <p>3. <u>My Writing Lab</u> Assigned Practica <b>Due Date: 10/6/11</b></p>	<p>10</p> <p>10</p>
2,3,4	<p>Week 8</p> <p>15. 10/11/11</p> <p>16. 10/13/11</p>	- Analyze similarities and differences through comparison; identify points of comparison and present them in writing.	<p><u>Writing for Life (Paragraphs &amp; Essays)</u> Read &amp; Understand Chapter 9, 158-71.</p> <p>Review for mid-term</p> <p>In class pre-writing: Select a topic presented in Chapter 9 or one from your topic bank. Generate points of comparison. Organize and discuss the points using the structure of the Concept Chart, p. 169.</p> <p><u>MyWritingLab</u></p>	<p>1. In class writing: comparison exercise <b>Due Date: 10/11/11</b></p> <p>2. <u>Midterm Exam</u> <b>Date: 10/13/11</b></p> <p>3. <u>My Writing Lab</u> Assigned Practica <b>Due Date: 10/13/11</b></p>	<p>20</p> <p>100</p> <p>10</p>
1,2,3,4	<p>Week 9</p> <p>17. 10/18/11</p> <p>18. 10/20/11</p>	<p>- Analyze cause and effect relationships; identify contributing factors; infer cause; project effect; present cause and effect relationships in writing.</p> <p>- Recognize words and phrases that are commonly confused or misused.</p>	<p><u>Writing for Life (Paragraphs &amp; Essays)</u> Read &amp; Understand Chapter 11, p. 190-203.</p> <p>In-class writing: Generate topics from suggestions on page 191 or 200. Create a graphic organization of your main idea and list specific details of cause and effect relationships. Draft a topic sentence and introductory paragraph.</p> <p><b>Professor generated materials:</b> <u>Thinking</u></p>	<p>1. Essay 3 due: Submit a three-page essay that uses cause and effect. <b>Due Date: 10/20/11</b></p> <p>2. <u>My Writing Lab</u> Assigned Practica <b>Due Date: 10/20/11</b></p>	<p>30</p> <p>10</p>

			<p><u>Through the Test</u> Read &amp; Complete pages 158-63.</p> <p><u>MyWritingLab</u></p>		
1,2,3,4	<p><i>Week 10</i></p> <p>19. 10/25/11</p> <p>20. 10/27/11</p>	<p>- Identify persuasive points, evidence and tone; assert a claim; identify appropriate support for an argument; practice steps in structuring and developing an argument.</p>	<p><u>Writing for Life</u> <i>(Paragraphs &amp; Essays)</i> Read &amp; Understand Chapter 12, 206-19.</p> <p>In-class writing: Generate topics and a main point from topic suggestions on page 216. Use the graphic organizer on page 217 to focus points and structure. Draft a topic sentence and introductory paragraph.</p> <p>In-class reading: Essay by Yuh Ji-Yeon, p. 674-6.</p> <p><b>Professor generated materials:</b> <u>Thinking Through the Test.</u> Targeted skills exercises: TBA, based on student needs.</p> <p><u>MyWritingLab</u></p>	<p>In-class writing: topic selection and graphic organization <b>Due date: 10/27/11</b></p> <p><u>Writing for Life</u> <i>(may be completed in text)</i> Active and critical discussion of readings. <b>Due Date: 10/25/11</b></p> <p><u>My Writing Lab</u> Assigned Practica <b>Due Date: 10/27/11</b></p>	<p>20</p> <p>20</p> <p>10</p>
1,2,3,4	<p><i>Week 11</i></p> <p>21. 11/01/11</p> <p>22. 11/03/11</p>	<p>- Develop evidence for a persuasive thesis; draft a five paragraph persuasive essay.</p> <p>- Identify main ideas and appropriate placement of major and minor details.</p>	<p><u>Writing for Life</u> <i>(Paragraphs &amp; Essays)</i> Read &amp; Understand Chapter 15, p. 298-302; 303-9.</p> <p>Critical discussion of : - sample essays on page 273, 298 and 303; - Stephen King's essay on page 671.</p> <p><b>Professor generated materials:</b> <u>Thinking Through the Test</u> Targeted skills exercises: TBA</p>	<p>Writing due: Draft of a five-paragraph persuasive essay. <b>Due Date: 11/03/11</b></p> <p>Diagnostic grammar quiz <b>Due Date: 11/01/11</b></p> <p>Active and critical discussion of readings. <b>Due Date: 11/03/11</b></p>	<p>30</p> <p>10</p> <p>20</p>
1,2,3,4	<p><i>Week 12</i></p> <p>11/7/11 *Withdrawal/Audit Deadline</p>	<p>- Read critically and recognize placement of relevant details. - Critique word choice - Identify</p>	<p><u>Writing for Life</u> <i>(Paragraphs &amp; Essays)</i> Read Judith Viorst's essay, page 649-53.</p> <p><b>Professor generated</b></p>	<p>Essay 4 due: Submit a five paragraph persuasive essay. <b>Due Date: 11/10/11</b></p>	<p>50</p>

	23. 11/08/11 24. 11/10/11	relationship between author tone and purpose.	<b>materials:</b> <u>Thinking Through the Test</u> Targeted skills exercises: TBA  <u>MyWritingLab</u>	Active and critical discussion of readings. <b>Due Date: 11/08/11</b>  <u>My Writing Lab</u> Assigned Practica <b>Due Date: 11/10/11</b>	20  10
1,2,3,4	<i>Week 13</i>  25. 11/15/11  26. 11/17/11	- Read critically and analyze proper placement of major and minor details.  - Revise for more effective expression.	<u>Writing for Life (Paragraphs &amp; Essays)</u> Targeted concepts for review, based on diagnostic.  Critical readings: Jo Goodwin Parker's essay, p. 661; Mark Penn's essay, p. 664. <b>Professor generated materials:</b> <u>Concept skills: main idea and topic sentence, pages 13-28.</u>  <u>MyWritingLab</u>	Submit completed concept skill exercises <b>Due Date: 11/17/11</b>  Active critical discussion of readings. <b>Due Date: 11/15/11</b>  <u>My Writing Lab</u> Assigned Practica <b>Due Date: 11/17/11</b>	20  20  10
1,2,4	<i>Week 14</i>  27. 11/22/11  28. 11/24/11 No Class	- Reinforce knowledge of effective essay structure, coordination, subordination and transitional devices.	<b>Professor generated materials:</b> <u>Thinking Through the Test</u> p. 197-207.  In class writing practice: timed writing.  <u>MyWritingLab</u>	Submit revised essay. <b>Due date: 11/22/11</b>  <u>My Writing Lab</u> Assigned Practica <b>Due Date: 11/22/11</b>	20  10

1,2,4	<p>Week 15</p> <p>29. 11/29/11</p> <p>30. 12/01/11</p>	- Reinforce grammar and mechanics.	<p><b>Professor generated materials:</b> <u>Thinking Through the Test</u> Read &amp; Complete pages 217-226.</p> <p><u>MyWritingLab</u></p>	<p>Submit completed concept skill exercises <b>Due Date: 11/29/11</b></p> <p><u>My Writing Lab</u> Assigned Practica <b>Due Date: 11/30/11</b></p>	<p>20</p> <p>10</p>
1,2,4	<p>Week 16</p> <p>31. 12/6/11</p> <p>32. 12/8/11</p>	-Review paragraph categories and essays.	<p><b>Professor generated materials:</b> <u>Thinking Through the Test</u> Read &amp; Complete pages 226-37.</p>	<p><u>Writing</u> Timed Writing <b>Due Date: 12/6/11</b></p> <p><b>State Exit Exam</b> <b>Date: 12/8/11</b></p>	<p>40</p> <p>P/F</p>

### VIII. Materials (4)

**Required Textbook:** Writing for Life Paragraphs and Essays 2<sup>nd</sup> Ed. (\*with *MyWriting Lab* Component)  
 Publisher: Pearson  
 ISBN- ISBN-13: 978-0-205-66871-7  
 ISBN-10: 0-205-66871-2

**Optional Textbook:** I will make copies of the necessary pages for completion.

Thinking Through The Test  
 Reading and Writing, Fourth Edition  
 Publisher: Pearson  
 ISBN- ISBN-13: 978-0-555-94449-0  
 ISBN-10: 0-558-94449-3

**\*Required Online Program:** My Writing Lab (Generic, without e-text, 6 month access, \$15)  
 Publisher: Pearson  
 website- <http://www.mywritinglab.com/>

\* You must purchase the access code to MyWritingLab **if you do not receive one** with your book purchase

## IX. Grading Scale

Focus	Description	Percentage
• Homework	Textbook Work & MyWritingLab online assignment	20%
• Writing	Paragraphs, essays, writing assignments	30%
• Participation	Attending classes, preparedness, completion of in-class assignments, participation in class discussions	30%
• Exams	Midterm & Exit Exam	20%

Grades are to be assigned according to the following scale:

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

*\* Final grades will be positively or negatively impacted by attendance and participation. Class absences will have a direct impact on your class participation grade. A student's grade may fall one grade level for every three classes missed.*

*\* Students are required to complete Developmental Writing II with a C or better and pass the Exit Exam with a 72 percent or higher.*

## VIII. Class Policies

### A. Attendance Policy

You are expected to attend every class. **Missed assignments must be completed by the next class. It is your responsibility to come to the professor after class or during office hours to take any missed tests or quizzes.** You may only make up a quiz or test if you have acceptable documentation excusing your absence (see #2 below).

In cases of emergency, extenuating circumstances, etc., students must submit to the instructor some form of valid documentation, e.g., doctor's note, police report, summons for jury duty, or military orders.

The professor will monitor student attendance and participation in class. There will be at least one assignment in this course that is due every week of the semester, unless the College is officially closed for the entire week. These may include class participation, exams and quizzes, homework, projects, or a combination of these. The professor will take attendance each class, so it is important that you attend each scheduled class session. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

### B. Late work

Any assignment not submitted by the date\_specified is considered late, unless you have contacted me and I have approved an extension in advance. Late assignments (other than class participation) will be assessed a late penalty equal to 20% of the total point value of the assignment. The penalty will be based on the date that the assignment is actually submitted.

If you are out of contact and miss a deadline due to an extenuating circumstance, contact me as soon as possible to discuss the situation.

#### 4. Extra Credit work policy

In general, I do not permit students to complete extra credit assignments to improve their grade. To earn the grade you desire, work hard all semester.

### C. Classroom Conduct and Community Decorum

1. CELL PHONES MUST BE SILENT & NO TEXT MESSAGING – YOU WILL BE ASKED TO LEAVE THE CLASSROOM AND BE COUNTED AS ABSENT FOR THE DAY. ALL PHONES ARE TO BE PUT AWAY.
2. A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion is expected and disruptive behaviour will not be tolerated.

### D. Student responsibility and Academic Honesty policies can be found at:

<http://www.fkcc.edu/skins/userfiles/file/handbook0910.pdf>

1. For the benefit of everyone, proper classroom conduct is essential. The FKCC Student Handbook contains information pertaining to students' rights and obligations. Any student who is dismissed from class because of disruptive behavior is counted absent for the day and receives a zero (0) grade on the day's work. Recurring incidences may result in course failure.
2. Cheating is defined as using someone else's work as your own. This applies to all work submitted. You will receive a ZERO on any work that is plagiarized and you may be subject to withdrawal from the class and/or expulsion from FKCC. *Plagiarism includes (a) using a quotation (the exact words of a text, interview, lecture, periodical, book, or website) without quotation marks and proper documentation; (b) paraphrasing ideas or passages from a text without proper documentation; (c) including from a text information that is not generally known to the general public without proper documentation; (d) following the structure or style of a secondary source without proper documentation; and copying a classmate's work.*
3. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person's work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student's responsibility to review the College's policy on Academic Honesty.
4. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc). Indeed,

collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.

5. If I catch you in any form of academic dishonesty, you will receive a grade of zero for that assignment. If I catch you a second time, you will earn a failing grade for this class.

### **E. Withdrawal Policy**

Students wishing to drop or withdraw from a course must do so through the Office of Records and Registration. Students may withdraw without academic penalty from any course by the mid-point of the semester. Students who drop a class before or on - will receive a 100% refund. **November 7<sup>th</sup>** is the last day to withdraw from a class with a “W” or change the status to audit. Students who do not officially withdraw will be assigned a letter grade by the instructor. It is the student’s responsibility to withdraw or change their registration status by the published deadlines. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of “F”.

### **F. E-mail Communication**

All class e-mail communications should be conducted using your FKCC student email address. The prime responsibility for timely communications rests with you - the student.

Important Note: If I have not responded to your email or voicemail message by the end of the day after you left the message, you should assume that I did not receive it and leave another message.

## **IX. Other Information**

### **How Much Study Time You Should Expect To Devote To This Course**

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. This same guideline applies to online courses. You should expect to spend a total of 6-9 hours each week studying and completing assignments for each course you take.
2. This is a guideline. Some classes will require more time and effort than this guideline and some will require less, and the time any individual student will need to spend will vary. You should expect that the study time you will need in any class will be toward the high side of the guideline until at least after the first exam or quiz. Then you can compare the effort you expended with the results you earned and make any adjustments necessary.
3. This class covers a lot of material, and like most critical thinking courses there are some concepts that may be difficult to grasp. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.
4. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a strong background in this subject, your study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.

### **Delays in getting the textbooks**

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. Not having the text is not an acceptable excuse for doing no work at all in this class.

1. Look at the publisher's web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.
2. Please let me know if you don't have the text by the end of the first week of class. I will not be sympathetic if you wait until after the first week of the semester to tell me you don't have the text.

### **Sources of Technical Assistance**

If you are having any technical difficulties (e.g., logging in, accessing the discussion board, etc.) please contact the Office of Distance Learning helpline at 305-809-3177 Monday—Friday 8:00AM to 4:00PM or email your question to [FKCC.helpdesk@online.fkcc.edu](mailto:FKCC.helpdesk@online.fkcc.edu).

### **Special Needs**

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: [karla.malsheimer@fkcc.edu](mailto:karla.malsheimer@fkcc.edu) or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

### **Sexual Predators**

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at [www.fdle.state.fl.us/sexual\\_predators](http://www.fdle.state.fl.us/sexual_predators). If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

### **Copyright Notice**

The materials and content provided in this course is intended only for registered Florida Keys Community College students who have paid their tuition and fees to attend this course. Materials that are affected include, but are not limited to, text, still images, audio recordings, video recordings, simulations, animations, diagrams, charts, and graphs. Every effort has been made to insure these materials are not disseminated to anyone beyond those who have legally registered for this course. Download, revision, or distribution of course material with anyone other than registered classmates and the instructor is strictly prohibited.

## Class Contract

The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:

- a. Understand the policies detailed in this Syllabus.
- b. Understand the expectations in the Course Calendar and Assessment Measures.
- c. Understand that you will be held accountable to the standards published in this document.

By signing my name I acknowledge the above.

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_