



DRAFT

Course Prefix and Number:	ENGL 112 A
Course Title:	English Composition II
Semester Credit Hours:	3
Class Day and Time:	Thu 5:15 PM-10:15 PM
Instructor:	Lynda Davis <i>Instructor</i>
	Cell Phone: 817-253-8018 CougarMail: ljdavis@cougars.ccis.edu

Catalog Description

Continued practice of expository writing, applied primarily to textual analysis (fiction, drama, poetry), and culminating in a research paper. Students who do not earn a grade of C or higher must reenroll in ENGL 112 the succeeding term. Prerequisite: grade of C or higher in ENGL 111, or placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 30 to 36 or whose SAT Writing Score is from 660 to 800 will be placed in ENGL 112. G.E. Offered Fall and Spring.

Prerequisites/Corequisites

Grade of C or higher in ENGL 111, or placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 30 to 36 or whose SAT Writing Score is from 660 to 800 will be placed in ENGL 112.

Text

College-Level Dictionary

Literature: Reading, Reacting, Writing 8th edition

Author: Kirsznner, Laurie and Stephen Mandell (Wadsworth)

ISBN: 978-1-111-34480-1

Category/Comments - REQUIRED

Course Objectives

· To learn the interrelated skills of engaged reading, analytical thinking, and argumentative writing that are essential to college level research through close engagement with literary texts.

Additional Instructor Objectives

- To develop a healthy skepticism about socially constructed truths.
- To enhance critical thinking skills.
- To round out a thorough education by developing proficiency in speaking about a full range of literary genres (both classical and popular) such as novels, short stories, drama, poetry, and film.
- To be able to transition from reading or viewing a text to making an argument about that text.
- To practice strategies for analyzing texts well.
- To provide evidence for an argument.
- To demonstrate the ability to provide self-criticism of one's own writing.
- To understand that writing is a multi-step process that requires revision in response to feedback.
- To be able to produce sound arguments in polished academic writing.
- To master conventions of academic writing and new media.
- To master the conventions of negotiations and cooperative learning in peer

Measurable Learning Outcomes

- Select and limit topics for composition as assigned.
- Maintain coherence through written assignments by formulating a clear thesis, topic sentences, and transitional phrases, as well as effectively organizing evidence.
- Differentiate among genres of literature, explain complex literary themes, and critically evaluate ideas in the context of literature.
- Write about assigned readings, using literary terminology as appropriate; demonstrate comprehension of non-literal expression such as metaphor; in class recitation and writing; assess and criticize one's own writing and the writings of others.
- Recognize and practice effective sentence structures such as subordination, coordination, parallelism and active voice.
- Recognize and correct "basic writing errors" such as fragments, fused sentences, dangling modifiers, spelling errors, incorrect punctuation and errors in agreement, reference and tense.
- Write effective sentences that reflect an awareness of the power of words, by such means as varied sentence structure, precise idiom and appropriate diction and strong verbs.
- Revise consciously, effectively, and thoroughly, emphasizing organizational clarity, high standards of evidence and sentence-level correctness.

Special Course Requirements

Developmental policy requires students to write and submit for evaluation three well-developed expressive, analytical essays for a total of 4000-5000 words. Complete an in-class, objective and subjective, final examination, which shows mastery of the above objectives.

The course will expose students to a substantial selection of canonical literature from various periods. Students will read a variety of texts emphasizing the introductory study of literature--including poetry, drama, and short fiction (about 70-75%)--and nonliterary material (25-30%).

Students will submit for evaluation a series of argumentative essays totaling no less than 4500 words, complete a final examination--in the form of a group presentation--related to course content, and complete a culminating research essay in order to pass the course.

Students will use correct terminology for analyzing literature in different genres. Writing analytical essays, and correcting grammatical errors are measurable learning outcomes.

Students will be assessed on organizational concepts on the macro-level (thesis, topic sentences, transitions, and flow) and micro-level (sentence pattern variety, subordination, coordination, parallelism, grammatical and conceptual integration of evidence).

Students will use concepts of critical thinking argumentation including standards of evidence, counterexample, fallacy, and concession .

Students will proficiently use resources for research with specific emphasis on college-level library usage (searching academic databases, distinguishing reliable sources from unreliable ones, finding appropriate print sources). Conformity to academic citation styles are also required.

Mandatory Attendance: You *MUST* attend every class. More than one absence will inhibit your Attendance and Participation (A&P) grade. Upon the second absence, your A&P grade for the entire 8 weeks will automatically decrease 50%, thus lowering your final grade at least 1/2 letter grade. Upon each additional absence, the grade will decrease again, 25%. If you think you may be absent more than once, I suggest that you speak privately with me. Remember, missing one day equals two weeks' absences at a traditional 16-week university. This is a standard absence policy for many universities.

Instructional Methods

Lecture, readings, class discussion, quizzes, and in-class writings; Individual and group participation; Written and oral exercises.

Out of Class Activities

Students can expect to prepare rough drafts and final essays outside of class. Required course readings and research for assignments should also be conducted outside of class.

Note: This is a reading and writing intensive class.

Graded Activities

Essay 1 - Theme

15% of grade

Description -

This first paper will ask students to compare and contrast the themes of at least two works assigned for the first three weeks of the course.

Method of Evaluation -

Students will be evaluated on their abilities to effectively compare and contrast the themes of at least two literary works in a persuasive, well-written essay that exhibits in-depth critical thinking and a minimum of mechanical errors. More information will follow as the assignment draws near.

Essay 2 - Literary Terms

15% of grade

Description -

This second paper will ask students to discuss how the literary devices discussed in class contributes to the reader's understanding of a single work's theme.

Method of Evaluation -

Students will be evaluated on their abilities to effectively relate three literary device to a single work's theme in a persuasive, well-written essay that exhibits in-depth critical thinking and a minimum of mechanical errors. More information will follow as the assignment draws near.

Research Paper

25% of grade

Description -

This research paper will ask students to pick two or more works (short fiction, drama, and/or poetry) that have been discussed throughout the semester to analyze through one particular critical literary lens. Students will need to use primary and secondary sources and MLA format. A handout will be provided as the assignment draws near.

Note: I will also allow students to write in APA format, providing that they take the time to instruct themselves in that style.

Method of Evaluation -

Students will be evaluated on their abilities to effectively handle primary and secondary sources as well as analyze two or more literary works through a critical literary lens in a persuasive, well-written essay that exhibits a minimum of mechanical errors.

Final Exam

15% of grade

Description -

The final will be in the format of a group project. Groups of students will choose a recent film in which to critically analyze, evaluate and present to the class in the form of a new media, i.e., PowerPoint, a website, or a film trailer. The presentation will also demonstrate the abilities of students to construct a visual argument constructed and presented under time restraints, which effectively analyzes film as a form of literature.

Method of Evaluation -

Students will be evaluated on their abilities to select a film; find, evaluate, and incorporate sources; work together to construct a final new media project to present to class; and, working as a group, present that final project to the class in a clear, concise, informative, and professional manner--all while under a timed deadline. Each group of students must also expectfully field questions presented by the class, and in turn, ask questions during other groups' presentations.

Quizzes

15% of grade

Description -

Quizzes are short exercises that evaluate a student's understanding of concepts covered in lectures and assigned reading. Quizzes will be given every day at the beginning of class and may not be made up for those who arrive after the instructor passes out the quiz. Each quiz is worth 10 points. One quiz will be dropped at the end of the semester.

Method of Evaluation -

These short exercises will evaluate students' understanding of concepts covered in lectures and assigned readings. Quizzes will be given at the beginning of class. There will be 6 quizzes worth 10 pts each, and one will be dropped at the end of the term.

Attendance and Participation

10% of grade

Description -

Attendance and participation are critical aspects of this course - see participation and attendance handout provided on the first day for more information.

One week in this eight week course equals two weeks in a typically sixteen week course. Missing two days

equates to missing one-fourth of the semester. This is a typical absence policy practiced by leading universities. So much about knowledge and understanding of writing occurs in class discussions. Failing to attend classes places heavier work on fellow students in peer reviews and more work on the instructor who grades and comments on drafts. Moreover, classes bond as a group, and since students generally share personal reflections in class, trust and confidence are important factors in ensuring this bonding experience, which cannot happen if students frequently miss class.

Method of Evaluation -

Participation points will be assigned based on a student's positive attitude toward learning, in-class workshops/assignments, frequent contributions to the class discussions, and the quality of his/her contributions. Points will be deducted when a student comes to class unprepared, chooses not to participate, falls asleep in class, fails to bring the textbook, and/or is disrespectful to either the instructor or classmates.

Researched Article Presentation

05% of grade

Description -

Beginning Week 2, students will find a critical article relating to the week's readings from a peer-reviewed journal on the library website. Each student will download, print, and bring an article to class, and during class discussions, present at least one interesting excerpt from the article to the class.

Method of Evaluation -

Students will be evaluated on their ability to master the library website, their ability to understand what constitutes a "peer reviewed journal," and their discernment on appropriate critical articles and excerpts that will enhance their classmates' understanding regarding a particular piece of literature.

Grading Scale

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Additional Information / Instructions

Assignments: Although a brief description of each assignment is provided on this syllabus, students will receive a detailed handout outlining objectives and instructions for each assignment.

Essays: All essays for this course **must** be turned in electronically to www.turnitin.com. In addition, students must also turn in a hard copy (paper copy) of each essay to the instructor at the beginning of the class on the due date. Failure to turn in an essay **both electronically and in hard copy format** by the due date will result in a zero for the assignment. No late papers will be accepted, except for those "special cases" that are approved via email by the instructor before the essay's due date. Below is information for logging on to Turnitin as well as submitting papers electronically to the site.

Turnitin.com:

- **Creating an Account:** To turn papers in electronically, you must first create a user profile and log on to Turnitin. In order to create your user profile, you must have our class ID (8129320) and enrollment password (Rosebud). Both are case sensitive. If you already have a profile with Turnitin, you should login and enroll in this course. I encourage you to create an account before the first paper's due date, as no electronic submission will be accepted late.
- **Submitting a Paper:** To submit a paper online, first login to Turnitin and visit the course website. Next, click on the "submit" button. Locate the paper you want to submit on your computer by clicking the "browse" button. Enter a title for your paper. Finally, click on the "submit" button located at the top right corner of the dialogue box.

Note: Because I know that some students have only a vague notion of what constitutes plagiarism, I program the site to allow students to revisit and review the "similarity index" results. If you found that you have accidentally plagiarized, you may, before the deadline, revise and resubmit your assignment. If you are confused about plagiarism, I will be happy to answer any questions you may have.

Mandatory Paper Format: Essays must be in 12pt font, typed, double-spaced, and follow MLA format. Make sure that you go into Word's paragraph settings and click the box that states "Don't add space between paragraphs." **Note:** The computer versions of MLA are **not always accurate**--so each student must follow the conventions taught by the instructor and the course handbook.

Library Resources: Online databases are available at <http://www.ccis.edu/offices/library/resources.asp>. You may access them from off-campus using your eServices login and password when prompted. Electronic databases particularly relevant to this course include the following: "Books in Print," "EBSCOhost," "Infotrac," "JSTOR," "Lexis-Nexis," "Oxford Reference," and "Project Muse." If you have questions about using the databases, please contact the reference desk by phone at 573-875-7381 (toll-free 1-800-231-2391 extension 7381) or by email at reference@email.ccis.edu.

Email: Email is the absolute best way to contact me with any questions. All class email will be sent to the Cougar email accounts **only**. Since important course updates can be sent via email, students will need access to their Cougar email at least twice a week to stay current with any updates (I recommend that you remember to check your e-mail on the morning of our class in case there are any last-minute alterations in the schedule). Sign up for Cougar mail at www.ccis.edu. If you prefer another e-mail account, it is **your responsibility** to forward your Cougar e-mail properly and successfully.

Course Readings: Because I try to draw on the interests and needs of students, all reading assignments are subject to change. While most readings are located in the course texts, there may be a particular story, play, or poem students must access online.

Schedule of Activities and Assignments

Week 1 - Week 1

Introduction to Course and Discussion of Short Story Analysis

Activities:

- Introductions and class policies
- Diagnostic paper and exercise relating to theme and plot

Reading:

You'll receive time to read the following in class on the first day.

- Chopin, "The Story of an Hour," 223
- Dunbar-Nelson, "Praline Woman" (handout)
- "Reading Fiction," 199-200
- "Writing About Fiction," 206-209 (Okay to skim)
- "Plot," 218-225

Examinations:

Syllabus Quiz

Additional Notes:

Note: These page numbers are based on the Kirsznner & Mandell 8th edition. If you have a different edition, the page numbers will be different and some of the assigned fiction/poetry/drama may not be included. In most cases, an on-line version can be located; however, if that is not the case, please notify me in advance and I'll try to get a Xerox copy of the piece for you.

Week 2 - Week 2

The Short Story: Theme, Setting, Point of View, and Tone

Activities:

- Discussion of short stories as well as plot, theme, conflict, setting, and reader-response.
- Introduce Essay 1

Reading:

The following fiction must be completed *for* Week 2 (always including textual introductions):

- Steinbeck, "The Chrysanthemums" 679-87
- Chopin, "The Storm," 300
- Olsen, "I Stand Here Ironing," 331 (Option 1)
- Faulkner, "A Rose for Emily," 244 & "Barn Burning," 366
- Perkins Gilman, "The Yellow Wall-Paper," 417
- O'Brien, "The Things They Carried," 430 (Option 2)

The following critical/method readings must be completed *for* Week 2:

- "Setting," 295-99 (Ch. 15)
- "Point of View," 340-49 (Ch. 16)
- "Style and Tone," 386-92 (Ch. 17)

Assignments:

Article #1: Bring one critical article to class and have at least one insightful excerpt ready to share that will enhance the classroom's understanding of one of the selected readings for this week.

Examinations:

Quiz #2

Week 3 - Week 3

The Short Story: Symbol, Characters, and Writing Workshop

Activities:

- Discussion of short stories as well as symbolism, characterization, and point of view.
- Review of writing drafts for peer workshop.

Reading:

The following fiction must be completed *for* Week 3 (always including textual introductions):

- Walker, "Everyday Use," 463-70
- Jackson, "The Lottery," 456-62
- Chopin, "Desiree's Baby" ([Online](#))
- Dunbar-Nelson, "Stones of the Village" ([Online](#))
- Wolff, "Bullet in the Brain," 541-45
- Carol Oates, "Where Are You Going, Where Have You Been?" 551

The following critical/method readings must be completed *for* Week 3:

- "Symbol, Allegory, and Myth," 444-49 (Ch. 18)
- "Theme," 497-91 (Ch. 19)

Assignments:

Bring 2 copies of Essay 1 (first draft) to class for Writing Workshop.

Article #2: Bring one critical article to class and have at least one insightful excerpt ready to share that will enhance the classroom's understanding of one of the selected readings for this week.

Examinations:

Quiz #3

Week 4 - Week 4

Introduction to Drama

Activities:

- Discuss American drama.
- Read Glaspell's *Triffles*, 1242
- Start *Fences* by August Wilson
- Introduce Essay 2.

Reading:

The following reading must be completed *for* Week 4 (always including textual introductions):

- Glaspell's *Triffles*
- Wilson's *Fences*, 1834- Should be completed

The following critical/method readings must be completed *for* Week 4:

- "Reading Drama," 1216-18 (Ch. 37)
- "Writing about Drama," 1218-30
- The following critical reading must be completed *for* Week 4
- "Plot," 1232-35 (Ch 38) (Skim and make sure you understand Foreshadowing and Flashbacks)
- "Character," 1378-87 (Ch. 39)
- "Theme," 1758-61 (Ch. 41)

Assignments:

Essay 1

- Submit to turnitin.com before class
- Submit a hard copy in class

Article #3: Bring one critical article to class and have at least one insightful excerpt ready to share that will enhance the classroom's understanding of one of the selected readings for this week.

Examinations:

Quiz #4

Week 5 - Week 5

Introduction to Poetry

Activities:

- Discuss *Fences*.
- Introduce Research Paper assignment.
- Review of writing drafts for peer workshop.
- Discuss Final Paper assignment to begin over the holiday.

Assignments:

Bring 2 copies of Essay 2 (first draft) to class for Writing Workshop

Article #4: Bring one critical article to class and have at least one insightful excerpt ready to share that will enhance the classroom's understanding of one of the selected readings for this week.

Examinations:

Quiz #5

Week 6 - Week 6

Activities:

- Finish and Discuss *Fences*
- Next week's readings are complicated and can be difficult to understand. I strongly advise that you use this week to get an early start.

Reading:

The following reading must be completed *for* Week 6 (always including textual introductions):

- Donne, "Death Be Not Proud," 1078
- Atwood, "You Fit into Me," 859
- Brooks, "We Real Cool" 801
- Dickinson, "I'm nobody! Who are you?," 742 ; "My life had stood-- a Loaded Gun," 808; Because I could not Stop for Death," 1701
- Cummings, "she being brand new" ([Online](#))
- Randall, "Ballad of Birmingham", 775
- Hughes, "Harlem," 836; "Negro," 745
- Poe, "The Raven," 938
- Williams, "Red Wheelbarrow," 814
- Bergmann, "An Apology," 819

Assignments:

Article #5: Bring one critical article to class and have at least one insightful excerpt ready to share that will enhance the classroom's understanding of one of the selected readings for this week.

Examinations:

Quiz #6 -- Take Home

Additional Notes:

Quiz #6 -- Take Home

Week 7 - Week 7

Introduction to Literary Criticism and Review for Final Exam

Activities:

- Alexie, "Defending Walt Whitman," 1038
- Discussion of literary criticism: Formalism, New Criticism, Reader-Response, Feminism, Marxism, Psychoanalytic, Structuralist, Deconstruction, New Historicism, and Multiculturalism.
- Discussion of Research Paper and Writing Workshop.
- Final Exam Review and discussion of Research Presentations.

Reading:

The following reading must be completed *for* Week 7 (always including textual introductions):

- "Formalism and New Criticism," 1973-
- "Reader-Response Criticism," 1975-
- "Feminist Criticism," 1977-
- "Marxist Criticism," 1979-
- "Psychoanalytic Criticism," 1981-
- "Structuralism," 1984-
- "Deconstruction," 1987-
- "New Historicism," 1990-
- "American Multiculturalism," 1996-

Appendix A: Using Literary Criticism in Your Writing 1973-1998

[**Note:** If you aren't writing in your textbooks, then make sure you take ample notes in this section. These readings are "thick"; that is, you'll find that you must go slow, often back-up and read again, and may need to take breaks to rest your mind. Make sure you leave yourself enough time to

Assignments:

Bring 2 copies of your Research Paper (first draft) to class for Writing Workshop.

Examinations:

Quiz #7

Week 8 - Week 8

Final Exam and Presentations

Activities:

Student presentations of research

Assignments:

Research Paper

- Submit to turnitin.com before class
- Submit a hard copy in class

Examinations:

In-Class Final Exam

Library Resources

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

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

Course Policies and Procedures

Attendance

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

Academic Integrity

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

Class Conduct and Personal Conduct

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

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

Cancelled Class Make-Up

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

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

Make-Up Examinations

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

Campus Policy - Make-up examinations must be scheduled in advance by contacting the instructor and campus office to set up a time for the exam to be administered. Make-up examinations will only be scheduled at 9:00 am or 1:00 pm.

Adding, Dropping or Withdrawing from a Course

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

Withdrawal Excused

Columbia College Policy - A student may request an excused withdrawal (WE) under extraordinary circumstances by submitting a Drop/Withdrawal form accompanied by a complete explanation of the

circumstances (unforeseen or unexpected circumstances beyond the student's control) that prevent a student from completing the requirements of a course by the end of a session. The Vice President for Adult Higher Education is the approving authority for all WE requests. A student who receives approval of their WE request may still be required to return some or all of the federal financial assistance received for the session. See the AHE Degree Completion Catalog for details.

Incomplete

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

Grade Appeal

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

Prerequisites

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

CougarTrack

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

Use of Cougarmail

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

Cell Phones

Columbia College Policy - Cell phones can be a distraction to the learning process. Campus directors or course instructors may require that cell phones be turned off or set to vibrate during class periods. Students requiring special arrangements to receive a cell phone call during class should make prior arrangements with their director or course instructor.

Course Textbooks

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

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

FERPA

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

Disability Services

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

Alcohol and Other Drugs: Columbia College Policies & Resources

Columbia College Policy - Columbia College recognizes the negative health effects associated with the use, possession, and distribution of controlled and/or illicit substances, and their detrimental impact on the quality of the educational environment. The complete policy is available at <http://www.ccis.edu/offices/studentaffairs/policies.asp#alc>.