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ACCT 2301 — Principles of Accounting I - Financial
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
NA

Course Description
A study of accounting concepts and their application in transaction analysis and financial statement preparation; analysis of financial statements; and asset and equity accounting in proprietorships, partnerships, and corporations. Introduction to cost behavior, budgeting, responsibility accounting, cost control, and product costing.

Examination on accounting cycle for service and merchandising enterprises. Emphasis in evaluating the value of financial information. Students will analyze annual financial statements and provide written communication on the financial statements.

THECB Approval Number .............................................................................52.0301.51.04

Learning Outcomes
Upon successful completion of this course, students will:
1. Identify users of accounting information and discuss the kinds of information an accounting information system can provide each user group.
2. Define and apply accounting terminology.
3. Analyze record and report transactions for service and merchandising business organized as a sole proprietorship.
   • Measuring Business Transactions
   • Measuring Business Income and the Adjustment process
   • Completing the Accounting Cycle
   • Be able to understand and record merchandising transactions using both Periodic and Perpetual inventory methods
   • Prepare and analyze Financial Reports
   • Describe the role of special-purpose journals
   • Understand business procedures internal control and be able to complete a bank reconciliation
   • Understand short-term financial assets – Accounts Receivable and short term investments
   • Identify and calculate inventory pricing using three inventory methods
   • Identify and record transactions relating to Long-term assets.
   • Identify current liabilities. Record payroll transactions.
Methods of Evaluation

Three Exams each test = 20%, totaling 60%
Comprehensive problem 20%
Final Exam 20%
Total 100%

Grades A=90-100, B= 80-89, C=70-79, D= Below 70

Academic Honesty and Integrity
Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

Class Attendance
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Students should leave the college’s main number with an appropriate contact in case of an emergency.
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- Perryton: (806) 648-1450

Grievance Policy
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## Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
N/A

Course Description
An overview of the beef cattle industry. Topics include the organization and operation of beef cattle enterprises, selection and breeding, reproduction, health, nutrition, management, and marketing.

THECB Approval Number .................................................................01.0302.0000

Learning Outcomes
Upon successful completion of this course, students will:

1. Define terms associated with the beef industry.
2. Differentiate and describe the four types of beef production enterprises.
3. Analyze strengths and weaknesses of different breed characteristics for a production system.
4. Describe and apply selection principles for a beef cattle program.
5. Describe and apply nutrition principles for a beef cattle program.
6. Develop budgets for a beef cattle operation.
7. Describe herd health and disease management techniques for beef production enterprises.
8. Identify and describe pasture and range management principles for a beef production enterprise.

Methods of Evaluation

Grading: Exams will count for 80% of the student’s grade and assignments will count for 20% of the student’s grade.

<table>
<thead>
<tr>
<th>Test 1</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 2</td>
<td>20%</td>
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<tr>
<td>Test 3</td>
<td>20%</td>
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<tr>
<td>Final</td>
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<td>Assignments</td>
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Disclaimer: This is simply a guide for procedure in this course. Topics and grading can change any time at the discretion of the instructor.

Scans/Or Core Competencies That Will Be Addressed in the Class

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Information:</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
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<th>Systems:</th>
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<td>Reading</td>
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<td>Writing</td>
<td>Self-Esteem</td>
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<td>Arithmetic</td>
<td>Sociability</td>
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<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>
AGRI 1121 — Livestock Judging
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
AGRI 2321 with a grade of C or better.

Course Description
Selection, evaluation, and classification of livestock and livestock products.

THECB Approval Number ...............................................................01.0901.52.01

Learning Outcomes
Upon successful completion of this course, students will:

1. Develop an understanding of different species and breeds of livestock.
2. Establish correlation between market animals and the products that they produce.
3. Learn and be able to identify functional breeding animals.
4. Develop the ability to verbally justify decision made in livestock selection.
5. Enhance team work and leadership skills.
6. Successfully make decisions under pressure.
7. Improve ability to take notes and commit ideas to memory.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
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</tr>
<tr>
<td>Exams</td>
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<td>Total</td>
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Grading System

<table>
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<tr>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>A</td>
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<td>80% to 89%</td>
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<tr>
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Creative Thinking
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**Technology:**
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

**Systems:**
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

**Basic Skills:**
Reading

**Personal Qualities:**
Responsibility

AGRI 1121 Syllabus Fall 2013
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Course Title: AGRI 1131
The Agricultural Industry
Fall 2013

Instructor: Mr. Aaron Preator
Office: AGS 8
Office Phone: 806-457-4200 ext 784
E-mail: apreator@fpctx.edu
Class Time: M 1:15-2:05

Course Description:
Overview of world agriculture, nature of the industry, resource conservation, and the American agricultural system, including production, distribution, and marketing. Emphasis is placed on career guidance, counseling, educational requirements to the job market, and current trends in the field of agriculture.

Learning Outcomes
Upon successful completion of this course, students will:

1. Demonstrate an understanding of Agricultural Practices and Production
2. Identify career opportunities in Agriculture
3. Demonstrate an understanding of current and future Agricultural trends
4. Identify environmental issues facing Agriculture
5. Identify economic issues facing Agriculture
6. Identify social issues facing Agriculture

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% +</td>
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<tr>
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Grades will be comprised of homework assignments, exams, quizzes.

Class Attendance
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TENTATIVE SCHEDULE

Week 1—Introduction to Agriculture

Week 2—History of Agriculture

Week 3—The Agriculture Industry

Week 4—Agricultural Marketing

Week 5—Agricultural Trends

Week 6—Future of Agriculture

Week 7—Careers in Agriculture

Week 8—Field Trip

10/14—Research Papers Due

Week 9—Resume Building

Week 10—Interviewing for Jobs in Agriculture

Week 11—Guest Speaker

Week 12—Guest Speaker

11/25-29—FALL BREAK

Week 13—Guest Speaker

Week 14—Presentations

FINAL EXAM—12/17—11:00 am
AGRI 1329 — Principles of Food Science
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
An introductory course that explores biological and scientific aspects of modern industrial food supply systems, food classification, modern processing, and quality control.

THECB Approval Number ..............................................................01.0901.51.01

Learning Outcomes
Upon successful completion of this course, students will:

1. Discuss key concepts related to food technology.
2. Develop understanding the various disciplines of food science.
3. Explore various segments of the food industry.
4. Identify functional and organizational aspects of food businesses.
5. Understand government’s impact on food marketing.
6. Consider concepts about the future of the food science industry.

Methods of Evaluation
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AGRI 1329 Syllabus Fall 2013
Grievance Policy
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customer
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
AGRI 1329
Principles of Food Science
Fall 2013

Instructor: Mr. Aaron Preator
Office: AGS 8
Office Phone: 806-457-4200 ext 784
E-mail: apreator@fpctx.edu
Class Time: TR 11:20-12:35

Course Description:
An introductory course that explores biological and scientific aspects of modern industrial food supply systems, food classification, modern processing, and quality control.

Learning Outcomes
Upon successful completion of this course, students will:

1. Discuss key concepts related to food technology.
2. Develop understanding the various disciplines of food science.
3. Explore various segments of the food industry.
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5. Understand government’s impact on food marketing.
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Grading: 90% + = A 80%-89% = B 70%-79% = C 60%-69% = D 59% or less = F

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**TENTATIVE SCHEDULE**

**Week 1**—What is Food Science

**Week 2**—Food & the Agricultural Industry

**Week 3**—Segments of Food Industry
Week 4—Chemical Composition of Food

EXAM #1—9/17

Week 5—Food Processing

Week 6—Food Processing

Week 7—Food Quality

Week 8—Microbiology

EXAM #2—10/15

Week 9—Food Safety

Week 10—Food Preservation

Week 11—Food Preservation/Preparation

Week 12—Food Preparation

EXAM #3—11/19

11/25-29—FALL BREAK

Week 13—Food Marketing

Week 14—Government Regulations

FINAL EXAM—12/17—11:00 am
AGRI 1419 — Introduction to Animal Science
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite
N/A

Course Description
Scientific animal agriculture, an introductory course pertaining to the importance of the livestock and meat industries. Specific emphasis will be placed on selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, horses, poultry, dairy, and alternative livestock.

THECB Approval Number .................................................................01.0901.51.01

Learning Outcomes
Upon successful completion of this course, students will:

1. Identify major production phases, major production areas, economic impact, and future trends in the beef cattle, dairy cattle, sheep and goats, horse, swine, and poultry industries.
2. Define terms associated with the animal science industry.
3. Identify consumption trends, products and by-products of the red meat, milk, poultry, wool, and mohair industries.
4. Identify male and female organs of reproduction and describe their functions.
5. Explain how genetics relate to improvement in livestock production.
6. Describe the various market classes, grades, and methods of marketing livestock.
7. Identify the basic nutrient groups, their functions, and feedstuffs that are sources of each.
8. Describe digestion and absorption of feed in ruminant and non-ruminant animals.
9. Describe the six functions of a good ration and formulate a balanced ration.
10. Identify and distinguish significant breeds of various species of livestock.
11. Demonstrate proper care and management techniques for various species of livestock.
12. Recognize and prescribe treatment for common diseases of livestock.

It is the goal of this course to provide students with introductory information that will provide a foundation necessary for animal agriculture and future courses.
Methods of Evaluation

Grades will be comprised of homework assignments, exams, quizzes.

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AGRI 1419 Syllabus Fall 2013
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**Information:**
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**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
AGRI 1419
Introductory Animal Science
Fall 2013

Instructor: Mr. Aaron Preator
Office: AGS 8
Office Phone: 806-457-4200 ext 784
E-mail: apreator@fpctx.edu
Class Time: TR 9:55-11:10

Course Description: Scientific animal agriculture, an introductory course pertaining to the importance of
the livestock and meat industries. Specific emphasis will be placed on selection, reproduction, nutrition,
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TENTATIVE SCHEDULE

8/27 & 29—Introduction to Animal Science, Animal Classification, Animal Behavior

9/3 & 5—Beef cattle industry, breeds, & management

9/10 & 12—Swine industry, breeds, & management

9/17—Sheep and Meat Goat industry, breeds, & management

EXAM #1—9/19

9/24 & 26—Animal harvest, meat processing, & marketing

10/1 & 3—Dairy industry, breeds, & management

10/8 & 10—Poultry & egg industry & management

10/15 & 17—Horse industry, breeds, & management

10/22—Alternative livestock production and management

EXAM #2—10/24

10/29 & 31—Livestock Diseases

11/5 & 7—Animal Nutrition & Digestion

11/12 & 14—Animal Reproduction

11/19—Animal Genetics

EXAM #3—11/21

11/25-29—FALL BREAK

12/3 & 5—Careers in Animal Science—Oral presentations

12/10—Oral presentations

FINAL EXAM—12/12—8:30am (It will be comprehensive)
AGRI 2317 – Introduction Agricultural Economics
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Introduction to fundamental economic principles and their application to the problems of
the industry of agriculture.

THECB Approval Number .................................................................01.0103.51.01

Learning Outcomes
Upon successful completion of this course, students will:

1. Define terms associated with agricultural economics.
2. Identify and describe basic economic principles.
3. Solve problems related to basic economic principles.
4. Determine relationships between several productivity measures.
5. Describe how budgets limit goods and services that can be purchased
6. Derive supply and demand curves.
7. Determine what a production function is, determine relationships between input
   and output and identify the stages of production.
8. Determine the profit maximizing level of output.
9. Determine what influences a firm’s choice of combinations for inputs and outputs.
10. Determine cost curves for a farm or firm.
11. Identify and define various costs incurred by the farm.
12. Determine what causes economies and diseconomies of scale.
13. Describe characteristics of perfectly competitive and imperfectly competitive
    markets.
14. Describe market principles.
15. Describe market equilibrium prices and the relationship of supply and demand in
determining them.
16. Describe price relationships in relationship to supply and demand changes.
17. Determine how farms combine inputs for use in the production process.
18. Describe factors of specialization and diversification.
19. Describe basic concepts concerning elasticity of demand and supply.
20. The effect of elasticity of demand and supply on agriculture’s input and output
    markets.

AGRI 2317 Syllabus Fall 2013
Methods of Evaluation

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59% or less = F

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AGRI 2317 Syllabus Fall 2013
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   - Perryton: (806) 648-1450

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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Information:**
Acquires & Evaluates Information  
Organizes & Maintains Information  
Uses Computers to Process Information

**Interpersonal:**
Participates as a Member of a Team  
Teaches Others  
Serves Clients/Customer  
Exercises Leadership  
Negotiates to Arrive at a Decision  
Works with Cultural Diversity

**Thinking Skills:**
Creative Thinking  
Decision Making  
Problem Solving  
Seeing Things in the Mind's Eye  
Knowing How to Learn  
Reasoning

**Technology:**
Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Systems:**
Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Basic Skills:**
Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Personal Qualities:**
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty
AGRI 2317
Introduction to Agricultural Economics
Fall 2013

Instructor: Mr. Aaron Preator
Office: AGS 8
Office Phone: 806-457-4200 ext 784
E-mail: apreator@fpctx.edu
Class Time: MW 11:20-12:35

Course Description:
An introduction to fundamental economic principles and their application to problems of agricultural firms.

Learning Outcomes
Upon successful completion of this course, students will:

1. Define terms associated with agricultural economics.
2. Identify and describe basic economic principles.
3. Solve problems related to basic economic principles.
4. Determine relationships between several productivity measures.
5. Describe how budgets limit goods and services that can be purchased
6. Derive supply and demand curves.
7. Determine what a production function is, determine relationships between input and output and identify the stages of production.
8. Determine the profit maximizing level of output.
9. Determine what influences a firm’s choice of combinations for inputs and outputs.
10. Determine cost curves for a farm or firm.
11. Identify and define various costs incurred by the farm.
12. Determine what causes economies and diseconomies of scale.
13. Describe characteristics of perfectly competitive and imperfectly competitive markets.
14. Describe market principles.
15. Describe market equilibrium prices and the relationship of supply and demand in determining them.
16. Describe price relationships in relationship to supply and demand changes.
17. Determine how farms combine inputs for use in the production process.
18. Describe factors of specialization and diversification.
19. Describe basic concepts concerning elasticity of demand and supply.
20. The effect of elasticity of demand and supply on agriculture’s input and output markets.

Grading:
90% + = A  
80%-89% = B  
70%-79% = C  
60%-69% = D  
59% or less = F

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TENTATIVE SCHEDULE

Week 1—What Agricultural Economics
Week 2—The U.S. Agricultural Industry
Week 3—Consumer Behavior Theory
Week 4—Equilibrium and Market Demand

   EXAM #1—9/16

Week 5—Demand Elasticities
Week 6—Production Behavior and Resource Allocation
Week 7—Economics of Input and Product Substitution
Week 8—Derivation of the Market Supply Curve

   EXAM #2—10/16

Week 9—Imperfect competition and Market Regulation
Week 10—Perfect Competition Equilibrium
Week 11—Imperfect Competition
Week 12—Personal Finance

   EXAM #3—11/20

11/25-29—FALL BREAK
Week 13—Government and Policy
Week 14—Marketing of Agricultural Products

   FINAL EXAM—12/16—11:00 am
AGRI 2321 — Livestock Evaluation I
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
None

Course Description
The selection, evaluation, and grading of livestock and livestock products.

THECB Approval Number .................................................................01.0901.52.01

Learning Outcomes
Upon successful completion of this course, students will:
1. Differentiate different species and breeds of livestock.
2. Evaluate breeding livestock for its ability to effectively perform in the industry.
3. Evaluate market livestock for its ability to effectively perform in the industry.
4. Evaluate livestock products for their ability to effectively meet consumer demands in the industry.
5. Verbally justify decisions made in livestock selection using pertinent livestock terminology.
6. Develop team work and leadership skills.
7. Effectively and efficiently take notes and commit ideas to memory.

Methods of Evaluation
Exams, Participation, Attitude, Engagement, Attendance, Pertinent Assignments

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
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<tr>
<td>Exams</td>
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<tr>
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Grading System

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<td>90% to 100%</td>
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<tr>
<td>B</td>
<td>80% to 89%</td>
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<tr>
<td>C</td>
<td>70% to 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% to 69%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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Thinking Skills:
Creative Thinking
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Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems
Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
Key concepts, methods and theory in the study of cultural diversity, social institutions, linguistics, and culture change among world peoples.

THECB Approval Number .................................................................45.0201.53 25

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Language, Philosophy & Culture Courses
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

• Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
• Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making
• Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

ANTH 2351 Syllabus Fall 2013
Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Understand the field of anthropology, focusing on Cultural Anthropology.
2. Explore human cultural adaptation systems.
3. Investigate human diasporas, focusing on genocide, refugees, and human trafficking.
4. Explore human cultural diversity and similarities with a focus on cultural competency.
5. Question the human response to cultural change.

Methods of Evaluation

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<tr>
<th>Category</th>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Readings/Participation/News</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<tr>
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Understands Systems
Monitors & Corrects Performance
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Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ANTH 2351 Syllabus Fall 2013
General Course Information
Credit Hours: 4

Prerequisite
N/A

Course Description
Computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. This course utilizes Microsoft Office 2007 or 2010, Word, Excel, Access, and PowerPoint.

THECB Approval Number .................................................................11.0202.54.04

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Apply proficiency using PCs.
2. Apply proficiency using Word.
3. Apply proficiency using Excel.
5. Apply proficiency using PowerPoint.
6. Apply the correct application of Word packages in various scenarios.
7. Maintain a capability to adapt to changes in software applications that are generically similar in form and function.
8. Use creativity, tenacity and problem solving skills to solve PC software application problems.

Methods of Evaluation
*See instructor’s online syllabus regarding additional requirements and procedures.

Grades to be determined in accordance with the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Projects</td>
<td>50%</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
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<td>D</td>
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<tr>
<td>59 and lower</td>
<td>F</td>
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</table>
Discussion forum questions fall into the Participation/Attendance category and all discussion forum questions will be graded based on the discussion forum grading rubric, which can be located in course documents. Student course participation is also graded weekly based on the student participation rubric, which can be located in course documents.

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*Students in the online course must complete 100% or all unit assignments by the unit due date, or an absence will be given. Please also see the document titled "Log On/Attendance/Participation" in course documents for a complete description of the differences between logging on, attendance and participation.

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- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
BIOL 1322 — Nutrition and Diet Therapy I
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Study of the chemical, physical, and sensory properties of food; nutritional quality; and food use and diet applications. Topics emphasized are the basic principles of nutrition in health and disease. The modern concept of an adequate diet as it pertains to the nutritional needs of the individual.

THECB Approval Number .................................................................19.0501.51.09

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
**Learning Outcomes**
Upon successful completion of this course, students will be able to:

1. Master vocabulary and concepts for nutrition as shown by proper usage in writing assignments and oral discussions/presentations, as well as correctly answer test items,
2. Identify parts of a nutritional assessment; evaluate nutritional status in examples (clinical cases, diet analyses, chart, testing),
3. Delineate differing nutritional needs of different groups of people (testing, diet analyses),
4. Demonstrate an understanding of general human anatomy and physiology as it relates to ingestion, digestion, absorption, transportation & utilization of nutrients (quizzes, tests), and
5. Discuss the personal significance of a healthy diet (diet analyses, tests, discussions).

**Methods of Evaluation**

1. 40% of final grade is averaged daily grades. Tests count 35% & MyNutritionLab counts for 25% of final grade.
2. Makeup test format is instructor determined & grade earned is posted as is; no adjustment to class average.
3. Daily grades derived primarily from homework (assignments, postquizzes or take home quizzes, essay questions on homeostasis of each system studied), attendance & participation (in class graded pre-quizzes, pop quizzes, activities, discussions) and a project. Project includes presentation, & meets grading requirements - references (includes works-cited pg.), copies of sources (hard or electronic) provided, writing, and presentation criteria were followed - answered question(s); did active listening & participated during presentations by others (posed thoughtful questions and participated in constructive assessment).
4. Laboratory grade based on case study based exercises. Exercises assigned are chosen to support classroom material.
5. A “test only” based grade available upon request after consultation with instructor during the 1st week. Lab assignments are required & valued at 25% of the grade while tests count 75%. Recommended only for course repeats.
6. **Grading scale:** A = 100 -90; B=89–80; C=79-70; D=69-60; F=59 and below.

**Academic Honesty and Integrity**
Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
Class Attendance
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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:
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1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college’s main number with an appropriate contact in case of an emergency.
Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
Perryton: (806) 648-1450
Grievance Policy
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information
Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class

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<thead>
<tr>
<th>Resources:</th>
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<td>Understands Systems</td>
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<td>Applies Technology</td>
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<td>Mathematics</td>
<td>Self-Management</td>
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<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
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BIOL 1406 — Biology for Science Majors I  
Frank Phillips College

General Course Information  
Credit Hours: 4  
General Education Core Curriculum Course

Prerequisite  
No prerequisite.

Course Description  
Fundamental principles of living organisms will be studied including physical and  
chemical properties of life, organization, function, evolutionary adaptation, and  
classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are  
included. Must be taken concurrently with a laboratory section.

THECB Approval Number .................................................................26.0101.51.03

Statement of Purpose  
Through the Texas Core Curriculum, students will gain a foundation of knowledge of  
human cultures and the physical and natural world, develop principles of personal and  
social responsibility for living in a diverse world, and advance intellectual and practical  
skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses  
Courses in this category focus on describing, explaining, and predicting natural  
phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the  
implications of scientific principles on the physical world and on human experiences.

• Critical Thinking Skills – to include creative thinking, innovation, inquiry, and  
analysis, evaluation and synthesis of information  
• Communication Skills – to include effective development, interpretation and  
expression of ideas through written, oral and visual communication  
• Empirical and Quantitative Skills – to include the manipulation and analysis of  
umerical data or observable facts resulting in informed conclusions  
• Teamwork – to include the ability to consider different points of view and to work  
effectively with others to support a shared purpose or goal

BIOL 1406 Syllabus Fall 2013
Learning Outcomes:
Upon successful completion of this course, students will demonstrate competency (70%) in knowledge and understanding of:

1. Describe the characteristics of life.
2. Explain the methods of inquiry used by scientists.
3. Identify the basic requirements of life and the properties of the major molecules needed for life.
4. Compare and contrast the structures, reproduction, and characteristics of viruses, prokaryotic cells, and eukaryotic cells.
5. Describe the structure of cell membranes and the movement of molecules across a membrane.
6. Identify the substrates, products, and important chemical pathways in metabolism.
7. Identify the principles of inheritance and solve classical genetic problems.
8. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
9. Describe the unity and diversity of life and the evidence for evolution through natural selection.
10. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
11. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
12. Communicate effectively the results of scientific investigations.

Methods of Evaluation

Lecture: Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%. Examinations given may include items in the following format:
   - Essay questions, Multiple choice*, True/False, Fill in the blank*
   - Short answer* (*may include labeling)

Quizzes and assignments will be given at the instructor’s discretion, but typically no more than 1 per week

Laboratory: Laboratory grade (40% of total grade) will be based upon practical exams, lab write-ups, quizzes, & assignments. Practicals include items such as found on lecture tests but primarily assess hands on learning.
Attendance is required to turn in a lab write-up for credit. Additionally, lack of participation in group laboratory activities will receive a 10% deduction.

Grading scale: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

Academic Honesty and Integrity
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without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

Class Attendance
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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

BIOL 1406 Syllabus Fall 2013
Students should leave the college’s main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
Perryton: (806) 648-1450

**Grievance Policy**
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

**Important Information**
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
BIOL1411 — General Botany
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
No prerequisite.

Course Description
Fundamental biological concepts relevant to plant physiology, life cycle, growth and development, structure and function, and cellular and molecular metabolism. The role of plants in the environment, evolution, and phylogeny of major plant groups, algae, and fungi. (This course is intended for science majors.)

THECB Approval Number .................................................................26.0301.51.03

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Learning Outcomes:
Upon successful completion of this course, students will demonstrate competency (70%) in knowledge and understanding of:

1. Compare and contrast the structures, reproduction, and characteristics of plants, algae, and fungi.
2. Describe the characteristics of life and the basic properties of substances needed for life.
3. Identify the principles of inheritance and solve classical genetic problems.
4. Describe phylogenetic relationships and classification schemes.
5. Identify the major phyla of life with an emphasis on plants, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
6. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
7. Identify the substrates, products, and important chemical pathways in photosynthesis and respiration.
8. Describe the unity and diversity of plants and the evidence for evolution through natural selection.
9. Compare different sexual and asexual life cycles noting their adaptive advantages.
10. Describe the reasoning processes applied to scientific investigations and thinking.
11. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
12. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
13. Communicate effectively the results of scientific investigations.

Methods of Evaluation

**Lecture:** Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%. Examinations given may include items in the following format:
   - Essay questions, Multiple choice*, True/False, Fill in the blank*
   - Short answer* (*may include labeling)

Quizzes and assignments will be given at the instructor’s discretion, but typically no more than 1 quiz per week.

**Laboratory:** Laboratory grade (40% of total grade) will be based upon practical exams, lab write-ups, quizzes, & assignments. Practicals include items such as found on lecture tests but primarily assess hands on learning.

Attendance is required to turn in a lab write-up for credit. Additionally, lack of participation in group laboratory activities will receive a 10% deduction.

**Grading scale:** A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

BIOL 1411 Syllabus Fall 2013
Academic Honesty and Integrity

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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
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**Thinking Skills:**
- Creative Thinking
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**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
BIOL 2306 — Environmental Biology
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
No prerequisite.

Course Description
Principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research.

THECB Approval Number .................................................................03.0103.51.01

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses
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- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Learning Outcomes:
Upon successful completion of this course, students will:
1. Explain the structure and impact of biogeochemical cycles.
2. Describe energy transformations across trophic levels.
3. Illustrate abiotic/biotic interactions and symbiotic relationships.
4. Identify various types of natural resources, human impact on these resources, and common resource management practices.
5. Quantify and analyze the impact of lifestyle on the environment.
6. Depict evolutionary trends and adaptations to environmental changes.
7. Describe environmental hazards and risks and the social and economic ramifications.
8. Describe ecological and statistical techniques and approaches used in the study of environmental biology.

Methods of Evaluation (Matt, type in your grading methods.)
Overall grade will be based upon 3 lecture exams (60%) and daily grades (40%) consisting of quizzes, discussions/participation, and assignments.
Examinations given may include items in the following format:
   Essay questions, Multiple choice*, True/False, Fill in the blank*
   Short answer* (*may include labeling)
Quizzes and assignments will be given at the instructor’s discretion, but typically no more than 1 per week

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instructor concerned.

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BIOL 2306 Syllabus Fall 2013
Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
Allocates Time
Allocates Money
Allocates Material & Facility Resources

**Information:**
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

**Interpersonal:**
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

**Thinking Skills:**
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

**Technology:**
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

**Systems:**
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

**Basic Skills:**
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL 2306 Syllabus Fall 2013
General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the reading section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. Content of A&P I is focused on the study of vertebrate structure, cavities and regions of the human body followed by the study of the systems of the human body. Must be taken concurrently with a laboratory section. This course is designed for pre-med, nurses, physical education majors and for those who would prepare to become medical or clinical laboratory technologists.

THECB Approval Number .................................................................26.0707.51.03

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Learning Outcomes:
Upon successful completion of this course, students will:

1. Demonstrate anatomy & physiology vocabulary mastery by correct usage both in writing assignments and oral presentations. (essay questions, article summary, research paper, poster)
2. Explain underlying concepts such as hierarchy of organization, complementarity of structure & function, homeostasis and regulation via feedback loops in the study of the body systems. (quizzing, test items, lab exercises, posters, clinical questions)
3. Identify & describe the body systems under study; explain their proper functioning & how each contributes to homeostasis. (Lab exercises, final review oral/written contributions)
4. Give examples of positive & negative feedback regulation during proper functioning of systems under study. (Demonstration/discussion of fight or flight response during lecture)
5. Locate & name body systems’ organs on a human model, representative animal specimen or diagram; correctly describe anatomical features and/or landmarks that enable identification. (Lab icebreaker, Muscle LADSNOR and bone demonstrations)
6. Explain the system’s organs’ function as a consequence of interactions at the chemical level, cellular level and tissue level; describe interactions with other organs that enable healthy functioning of the system. (Essay questions on quizzes or tests)
7. Chart physiological events pertinent to the systems under study, i.e. generation of action potential, muscle stretch response, stress response/general adaptation syndrome, cardiac cycle, hemostasis, fluid & acid/base balance or other similar body responses to environmental changes. (Nervous system quiz, bone physiology poster, Muscle sliding filament “dance”, muscle physiology concept map, skin quiz)
8. Predict effects of disruption to correct functioning of systems under study due to illness, trauma, etc. (i.e. Clinical questions exercise in lecture; lab manual questions)
9. Research additional information relevant to these studies to create a comprehensive, coherent, effective presentation of that information and present it.
10. Demonstrate effective use of basic laboratory techniques related to these studies. (lab participation, lab quizzles/practicals)

Methods of Evaluation

1. 40% of final grade is averaged daily grades. Tests count 35% & lab 25% of final grade.
2. Test average (exams) includes a cumulative final exam for twice the value. Makeup test format is instructor determined & grade earned is posted as is; no adjustment to class average.
3. Daily grades derived primarily from homework (assignments, postquizzes or take home quizzes, essay questions on homeostasis of each system studied), attendance & participation (in class graded pre-quizzes, pop quizzes, activities, discussions) and a project. Project includes presentation, & meets grading requirements - references (includes works-cited pg.), copies of sources (hard or electronic)
provided, writing, and presentation criteria were followed - answered question(s); did active listening & participated during presentations by others (posed thoughtful questions and participated in constructive assessment).

4. Laboratory grades are based on Lab exercises (writings/drawings indicate successful identification of cells, tissues, & organs of systems studied), lab quizzes/practicals (includes demonstrated ability to use microscope & dissect specimens), homework assignments (demonstrations; completion of wet labs shown by correct, completed lab reports), & participation. Exercises assigned are chosen to support classroom material.

5. A “test only” based grade available upon request after consultation with instructor during the 1st week. Lab is required & valued at 25% of the grade while tests count 75%. Recommended only for course repeats.

6. **Grading scale:** A = 100 -90; B=89–80; C=79-70; D=69-60; F=59 and below.

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- A grade of 0 for the test or assignment
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**Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.** For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.
**Cell Phones and Other Electronic Devices Procedure:**
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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Students should leave the college’s main number with an appropriate contact in case of an emergency.
   - Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
   - Perryton: (806) 648-1450

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**Important Information**
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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
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**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
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**Technology:**
- Selects Technology
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**Systems:**
- Understands Systems
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
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**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
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- Integrity/Honesty
BIOL 2401 — Anatomy and Physiology I
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the reading section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. Content of A&P I is focused on the study of vertebrate structure, cavities and regions of the human body followed by the study of the systems of the human body. Must be taken concurrently with a laboratory section. This course is designed for pre-med, nurses, physical education majors and for those who would prepare to become medical or clinical laboratory technologists.

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5. Locate & name body systems’ organs on a human model, representative animal specimen or diagram; correctly describe anatomical features and/or landmarks that enable identification. (Lab icebreaker, Muscle LADS NOR and bone demonstrations)

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BIOL 2402 — Anatomy and Physiology II
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
Completion of BIOL 2401 with a grade of C or better.

Course Description
Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. A&P II is a continuation of A&P I with the focus of study on the systems of the human body and their functions. Must be taken concurrently with a laboratory section.

THECB Approval Number .................................................................26.0707.51.03

Statement of Purpose
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- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Learning Outcomes:
Upon successful completion of this course, students will:

1. Demonstrate anatomy & physiology vocabulary mastery by correct usage both in writing assignments and oral presentations.
2. Explain underlying concepts such as hierarchy of organization, complementarity of structure & function, homeostasis and regulation via feedback loops in the study of the systems under study.
3. Identify & describe the body systems under study; explain their proper functioning and how each contributes to homeostasis.
4. Give examples of both positive & negative feedback regulation involved in proper functioning of the systems under study.
5. Locate & name body systems’ organs on a human model, representative animal specimen or diagram; correctly describe anatomical features and/or landmarks that enable identification.
6. Explain the system’s organs function as a consequence of interactions at the chemical level, the cellular level and the tissue level; describe interactions with other organs that enable healthy functioning of the system.
7. Chart physiological events pertinent to the systems under study, i.e. generation of action potentials, the muscle stretch response, stress response/general adaptation syndrome, cardiac cycle, hemostasis, fluid & acid/base balance or other similar body-wide responses to environmental change.
8. Predict effects of disruption to correct functioning of systems under study due to illness, trauma, etc.
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Basic Skills:
Reading
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Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
BIOL 2421 — Microbiology for Science Majors
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the reading section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
Principles of microbiology, including metabolism, structure, function, genetics, and phylogeny of microbes. The course will also examine the interactions of microbes with each other, hosts, and the environment. Must be taken concurrently with a laboratory section.

THECB Approval Number .............................................................................26.0503.51.03

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Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Learning Outcomes:
Upon successful completion of this course, students will:
1. Provide examples of the impact of microorganisms on agriculture, environment, ecosystem, energy, and human health, including biofilms.
2. Identify unique structures, capabilities, and genetic information flow of microorganisms.
3. Compare the life cycles and structures of different types of viruses.
4. Discuss how microscopy has revealed the structure and function of microorganisms.
5. Give examples of the range of metabolic diversity exhibited by microorganisms, impact of metabolic characteristics of growth, and control of growth.
6. Describe evidence for the evolution of cells, organelles, and major metabolic pathways from early prokaryotes and how phylogenetic trees reflect evolutionary relationships.
7. Describe the causes and consequences of mutations on microbial evolution and the generation of diversity as well as human impacts on adaptation.
8. Classify interactions of microorganisms on human and non-human hosts as neutral, detrimental, or beneficial.
9. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
10. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
11. Communicate effectively the results of scientific investigations.

Methods of Evaluation

1. 40% of final grade is averaged daily grades. Exams are 35% and lab 25% of the final grade.
2. Test average includes a cumulative final for twice the value of a regular test. Makeup test availability is instructor determined & grade earned posted as is; no adjustment to class performance given.
3. Daily grades are derived primarily from projects, homework, quizzes, attendance & participation. Projects may include multimedia components, with or without oral presentation & require reading, writing, drawing, coloring, computer work & other activities to complete.
4. Laboratory grades are based on lab manuals, lab practicals, assignments, & participation. Exercises assigned are chosen to support classroom material.
5. A “test only” grade is available upon request after consultation with instructor during the 1st week. Lab is still required for 25% of grade; tests weigh 75%. Recommended primarily for those repeating the course for an improved grade.
6. The final grade will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60= F.

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BIOL 2421 Syllabus Fall 2013
BUSI 1301 — Business Principles
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Introduction to the role of business in modern society. Includes overview of business operations, analysis of the specialized fields within the business organization, and development of a business vocabulary. Topics emphasized include forms of organization, banking, credit, problems of management and personnel, business risks and the relationship of government and business, and a brief study of basic industries.

THECB Approval Number .................................................................52.0101.51 04

Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Use business terminology in all class discussions and assignments.
2. Identify and discuss the four main kinds of productive resources.
3. Explain how the forces of supply and demand determine fair or market prices.
4. Describe the characteristics of entrepreneurship and how they might be used in business.
5. Differentiate between the two main approaches employees can take to their jobs and the way their performance affects their long-term prospects.
6. Describe in detail the functions of management.
7. Identify and discuss the elements of the marketing mix.
8. Explain why linking pay to performance in a fair and equitable manner is an important source of employee motivation and commitment to a company.
9. Explain how the success of a company can be measured by financial accounts.

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Methods of Evaluation

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<tbody>
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<td>Tests</td>
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<td>Quizzes</td>
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<td>Final Examination</td>
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**Online**

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<th>Component</th>
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<tbody>
<tr>
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**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
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**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
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**Technology:**
- Selects Technology
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**Systems:**
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
A study of the fundamentals of direct current including Ohm's law, Kirchhoff's laws and circuit analysis techniques. Emphasis on circuit analysis of resistive networks and DC measurements.

THECB Approval Number ................................................................. 15.1201.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Apply safety techniques while working on and troubleshooting various circuits and components.
2. Interpret color codes and other descriptors used in electronics.
3. Identify various sources of electricity in DC circuits.
4. Interpret characteristics of voltage, current, resistance, and power in DC circuits.
5. Measure voltage, current and resistance in DC circuits using measuring devices.

Methods of Evaluation

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CETT 1303 Syllabus Fall 2013
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General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
A study of the fundamentals of alternating current including series and parallel AC circuits, phasors, capacitive and inductive networks, transformers, and resonance.

THECB Approval Number .......................................................... 15.1201.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Operate test equipment.
2. Identify various sources of electricity in alternating (AC) circuits.
3. Analyze AC circuits using applicable mathematic formulas.
4. Troubleshoot various AC circuits using schematic diagrams.

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- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
Consult Advisor

Course Description
Fundamentals of DC circuits and AC circuits operation including Ohm’s law, Kirchhoff’s laws, networks, transformers, resonance, phasors, capacitive and inductive and circuit analysis techniques.

THECB Approval Number .................................................................15.1201.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Construct and analyze DC and AC circuits from simple to complex.
2. Perform test measurements.
3. Utilize a multi meter and oscilloscope to differentiate between two AC signals with respect to voltage, current, and power.

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<tbody>
<tr>
<td>Labs</td>
<td>40%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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Grading System

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<tr>
<th>Grade</th>
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<td>A</td>
<td>100-90%</td>
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<tr>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
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*Classroom Policy and Instructor Expectations: Please come to class on time; If you can NOT attend class, please call FPC at 457-4200 ext. 721 or 875. Failure to call if you can NOT attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. When you do receive handouts, it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If you miss a quiz, you will be required to make it up before the next two classes meet. In the case of the final week, you will have only one session to make up any work not completed. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.
*Attendance Requirements: Two absences will be allowed without affecting your grade.
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Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

**Technology:**
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

**Systems:**
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

**Basic Skills:**
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
Consult Advisor

Course Description
An entry level course in digital electronics to include numbering systems, logic gates, Boolean algebra, and combinational logic.

THECB Approval Number ................................................................. 15.1201.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Construct digital circuits, such as
   a. combinational logic circuits, and
   b. clocking and timing circuits.
2. Troubleshoot various digital circuits using schematic diagrams.

Methods of Evaluation

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CETT 1425 Syllabus Fall 2013
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CETT 1425 Syllabus Fall 2013
CHEM 1405 — Introductory Chemistry I
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
None

Course Description
Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for non-science and allied health students. This course emphasizes the study of scientific method, atomic and molecular structure, chemical bonds, periodic relationships of properties of elements, nuclear energy, properties of the states of matter and an introduction to hydrocarbons. Must be taken with a laboratory section.

THECB Approval Number .................................................................40.0501.51 03

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

CHEM 1405 Syllabus Fall 2012
Learning Outcomes:
Upon successful completion of this course, students will:

1. Demonstrate the scientific method through practical applications in a laboratory or through problems.
2. Identify the limits of measurement through the use of the appropriate number of significant figures which correlates to accuracy and precision.
3. Comprehend the importance of models (theories) in science especially in their role in the development of modern day chemistry.
4. Describe and comprehend the results of the key experiments by Thomson, Millikan and Rutherford leading up to a model and nature of the atom; relate these experiments to the Bohr hydrogen atom model; relate electron configuration and atomic shape to periodicity and molecular shape.
5. Recognize and write names of chemical formulae, solve problems relating to molecular mass, moles and stoichiometry; compare the different gas laws;
6. Differentiate between the different ways solutions are measured; differentiate between different reactions to form products.
7. Distinguish between the different acid/base theories based on properties and actions; analyze the effects of acid/base chemistry on the environment.
8. Apply the concepts of oxidation and reductions to the environment and batteries.
9. Compare and contrast the different categories of organic molecules; relate naming schemes to structure.
10. Demonstrate effective use of basic laboratory techniques related to these studies.

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CHEM 1405 Syllabus Fall 2012
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- Arithmetic
- Mathematics
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- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

CHEM 1405 Syllabus Fall 2012
CHEM 1411 — General Chemistry I
Frank Phillips College

General Course Information
Credit Hours: 4
General Chemistry I

Prerequisite
Prerequisite: MATH 1314 College Algebra or equivalent academic preparation
High school chemistry is strongly recommended

Course Description
Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Basic laboratory experiments supporting theoretical principles presented in lecture and introduction of the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. Must be taken with a laboratory section. This course is designed for science majors including pre-med, pre-pharmacy and pre-engineering.

THECB Approval Number .................................................................40.0501.54 03

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• **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Lecture Learning Outcomes
Upon successful completion of this course, students will:
1. Define the fundamental properties of matter.
2. Classify matter, compounds, and chemical reactions.
3. Determine the basic nuclear and electronic structure of atoms.
4. Identify trends in chemical and physical properties of the elements using the Periodic Table.
5. Describe the bonding in and the shape of simple molecules and ions.
7. Write chemical formulas.
8. Write and balance equations.
9. Use the rules of nomenclature to name chemical compounds.
10. Define the types and characteristics of chemical reactions.
11. Use the gas laws and basics of the Kinetic Molecular Theory to solve gas problems.
12. Determine the role of energy in physical changes and chemical reactions.
13. Convert units of measure and demonstrate dimensional analysis skills.

Lab Learning Outcomes
Upon successful completion of this course, students will:
1. Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.
2. Demonstrate safe and proper handling of laboratory equipment and chemicals.
3. Conduct basic laboratory experiments with proper laboratory techniques.
4. Make careful and accurate experimental observations.
5. Relate physical observations and measurements to theoretical principles.
6. Interpret laboratory results and experimental data, and reach logical conclusions.
7. Record experimental work completely and accurately in laboratory notebooks and communicate experimental results clearly in written reports.
8. Design fundamental experiments involving principles of chemistry.
9. Identify appropriate sources of information for conducting laboratory experiments involving principles of chemistry.

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**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
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**Systems:**
- Understands Systems
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**Basic Skills:**
- Reading
- Writing
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- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

CHEM 1411 Syllabus Fall 2013
CHEM 2423 — Organic Chemistry I
Frank Phillips College

General Course Information
Credit Hours: 4
Lecture Hours: 3; Lab Hours: 4
Organic Chemistry I

Prerequisite
Prerequisite: CHEM 1411 and CHEM 1412 with grades of C or better.

Course Description
Fundamental principles of organic chemistry will be studied, including the structure, bonding, properties, and reactivity of organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. This course is intended for students in science or pre-professional programs. Must be taken with a laboratory section.

Laboratory activities will reinforce fundamental principles of organic chemistry, including the structure, bonding, properties, and reactivity of organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Methods for the purification and identification of organic compounds will be examined.

THECB Approval Number .............................................................................40.0504.52 03

Statement of Purpose
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Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
• **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
• **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Lecture Learning Outcomes**
Upon successful completion of this course, students will:
1. Classify organic compounds by structure, molecular orbitals, hybridization, resonance, tautomerism, polarity, chirality, conformation, and functionality.
2. Identify organic molecules using appropriate organic nomenclature.
3. Describe the principle reactions for syntheses of molecules, ions, and radicals.
4. Describe organic reactions in terms of radical and ionic mechanisms.
5. Describe the use of spectroscopic data to determine the structure of organic molecules.
6. Formulate appropriate reaction conditions for the synthesis of simple organic molecules.

**Lab Learning Outcomes**
Upon successful completion of this course, students will:
1. Perform chemical experiments, analysis procedures, and waste disposal in a safe and responsible manner.
2. Utilize scientific tools such as glassware and analytical instruments to collect and analyze data.
3. Identify and utilize appropriate separation techniques such as distillation, extraction, and chromatography to purify organic compounds.
4. Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.
5. Demonstrate a basic understanding of stereochemistry.
6. Classify organic compounds by structure, molecular orbitals, hybridization, resonance, tautomerism, polarity, chirality, conformation, and functionality in laboratory reports.
7. Identify organic molecules using appropriate organic nomenclature in laboratory reports.
9. Describe organic reactions in terms of radical and ionic mechanisms in laboratory reports.
10. Use spectroscopic data to determine the structure of organic molecules.
11. Formulate appropriate reaction conditions for the synthesis of simple organic molecules.
Methods of Evaluation

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### Resources:
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

### Information:
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

### Interpersonal:
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
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### Thinking Skills:
- Creative Thinking
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### Technology:
- Selects Technology
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- Mathematics
- Listening & Speaking

### Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
History, philosophy, and ethical considerations of criminal justice; the nature and impact of crime; and an overview of the criminal justice system including law enforcement and court procedures.

THECB Approval Number ................................................................. 43.0104.51.24

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:

1. Student will be able to distinguish between individual rights and public order perspectives
2. Describe structure of criminal justice system
3. Describe various categories of crime
4. Student will identify levels of law enforcement
5. Student will identify arrest, search and seizure procedures
6. Student will be able to demonstrate why ethics and professionalism is important in policing
7. Be able to give a general overview of the different levels of the court system
8. Be able to list the primary characters that make up the criminal justice system
9. Student will be able to distinguish between concepts of probation and parole
10. Be able to demonstrate an understanding of the juvenile justice system

Methods of Evaluation

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Grade Scale

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<td>100% - 90%</td>
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CRIJ 1301 Syllabus Fall 2013
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General Course Information
Credit Hours: 3

Prerequisite and/or Corequisite:
Consult Coordinator of Cosmetology for corequisites: CSME 1443, 1505 and 1553.

Course Description
Introduction to the theory and practice of hair cutting. Topics include terminology, implements, sectioning and finishing techniques.

THECB Approval Number ..............................................................12.0407.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify terminology and practice basic workplace competencies related to haircutting and finishing techniques.
2. Demonstrate use of implements, sectioning, haircutting, and finishing skills.

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General Course Information
Credit Hours: 3

Prerequisite and/or Corequisite:
Consult Coordinator of Cosmetology

Course Description
An overview of the fundamental skills and knowledge necessary for the field of nail technology.

THECB Approval Number ..............................................................................12.0410.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Demonstrate professional ethics, safety, sanitation and sterilization.
2. Explain the laws and rules of the state licensing agency.

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**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
CSME 1431 — Principles of Nail Technology I
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Consult Coordinator of Cosmetology; Corequisite: CSME 1330

Course Description
A course in the principles of nail technology. Topics include anatomy, physiology, theory, and skills related to nail technology. Students will identify and explain the basic anatomy and physiology of the hands, arms, and feet, and demonstrate the related skills of manicuring and pedicuring.

THECB Approval Number ...............................................................12.0410.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify and explain the basic anatomy and physiology of the hands, arms, and feet.
2. Practice the related skills of manicuring, pedicuring, and nail enhancement.

Methods of Evaluation

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- Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Permission of Instructor

Course Description
The fundamentals of instructing cosmetology students. Classroom/clinic management; design teaching methodologies and implement lesson plans.

THECB Approval Number .................................................................12.0413.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Demonstrate classroom and clinic management.
2. Design teaching and methodologies.
3. Implement lesson plans.

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CSME 1435 — Orientation to the Instruction of Cosmetology  
Frank Phillips College  

General Course Information  
Credit Hours: 4  

Prerequisite and/or Corequisite:  
Permission of Instructor  

Course Description  
An overview of the skills and knowledge necessary for the instruction of cosmetology students. Students will identify the rules and regulations of the school, department, and state; discuss teaching methodologies and lesson plan development.  

THECB Approval Number .................................................................12.0413.0000  

Learning Outcomes  
Upon successful completion of this course, students will be able to:  

1. Identify the laws and rules of the state licensing agency.  
2. Explain teaching methodologies.  
3. Explain lesson plan development.  

Methods of Evaluation  

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General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Corequisite: CSME 1431

Course Description
A continuation of the concepts and principles of nail technology. Topics include advanced instruction in anatomy, physiology, theory, and related skills of nail technology. Students will exhibit the skills mandated by the Texas Department of Licensing and Regulation license examination; demonstrate professional ethics and salon management; and develop client relation and related skills.

THECB Approval Number .................................................................12.0410.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Perform the skills required by the state licensing agency.
2. Demonstrate professional ethics and salon management.

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CSME 1443 — Manicuring & Related Theory
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Consult Director of Cosmetology

Course Description
Presentation of the theory and practice of nail technology. Topics include terminology, application, and workplace competencies related to nail technology. Identify terminology related to nail technology; demonstrate the proper application of nail technology; and exhibit workplace competencies in nail technology.

THECB Approval Number ..............................................................................12.0410.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify terminology related to nail services.
2. Demonstrate the basic procedures of nail services.
3. Practice workplace competencies in nail services.

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General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Consult Director of Cosmetology; Corequisites: CSME 2310, 2337 and 2501.

Course Description
In-depth coverage of the theory and practice of skin care, facials, and cosmetics.

THECB Approval Number .................................................................12.0409.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify the terminology related to the skin, products, and treatments
2. Demonstrate the proper application related to skin care and cosmetics
3. Practice workplace competencies in skin care and cosmetics.

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CSME 1447 Syllabus Fall 2013
CSME 1505 — Fundamentals of Cosmetology  
Frank Phillips College

General Course Information  
Credit Hours: 5

Prerequisite and/or Corequisite:  
Consult Director of Cosmetology; Corequisites: CSME 1443, 1310, and 1553.

Course Description  
A course in the basic fundamentals of cosmetology. Topics include service preparation, manicure, facial, chemical services, shampoo, haircut, wet styling, comb out, and salon management.

THECB Approval Number ...............................................................12.0401.0000

Learning Outcomes  
Upon successful completion of this course, students will be able to:

1. Identify fundamental concepts related to skills required by the Texas Department of Licensing and Regulation (TDLR).
2. Demonstrate required skills that meet TDLR standards.

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CSME 1505 Syllabus Fall 2013
General Course Information
Credit Hours: 5

Prerequisite and/or Corequisite:
Consult Director of Cosmetology; Corequisites: CSME 1443, 1310, and 1505.

Course Description
Presentation of the theory and practice of chemical reformation. Topics include terminology, application, and workplace competencies related to chemical reformation.

THECB Approval Number .................................................................12.0407.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify terminology related to chemical reformation.
2. Demonstrate the proper application.
3. Exhibit workplace competencies related to chemical reformation.

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CSME 2310 — Intermediate Haircutting & Related Theory
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite and/or Corequisite:
Consult Director of Cosmetology; Corequisites: CSME 1447, 2337, and 2501.

Course Description
Advanced concepts and practice of haircutting. Topics include haircuts utilizing scissors, razor, and/or clippers.

THECB Approval Number .................................................................12.0407.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify terminology and demonstrate workplace competencies related to advanced haircutting and finishing techniques.

Methods of Evaluation

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CSME 2337 — Advanced Cosmetology Techniques
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite and/or Corequisite:
Consult Director of Cosmetology; Corequisites: CSME 1447, 2310, and 2501.

Course Description
Mastery of advanced cosmetology techniques including hair designs, professional cosmetology services, and workplace competencies.

THECB Approval Number ................................................................. 12.0401.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Create a variety of hair designs; perform professional cosmetology services; and demonstrate workplace competencies.

Methods of Evaluation

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General Course Information
Credit Hours: 3

Prerequisite and/or Corequisite:
Permission of the instructor.

Course Description
A continuation of the fundamentals of instructing cosmetology students. (Students will demonstrate effective classroom/clinic management; and implement teaching methodologies and lesson plans.)

THECB Approval Number .................................................................12.0413.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Implement teaching methodologies and lesson plans.
2. Demonstrate effective classroom/clinic management.

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CSME 2414 Syllabus Fall 2013
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General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:  
Permission of Instructor

Course Description
Presentation of lesson plan assignments and evaluation techniques. Students will develop and present lesson plans and evaluation techniques used in a cosmetology program.

THECB Approval Number .................................................................12.0413.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Develop and present lesson plans and the use of multi-media technology.
2. Present evaluation techniques used in a cosmetology program.

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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Consult Director of Cosmetology

Course Description
A course in the theory, application, and related technology of artificial nails. Student will demonstrate product knowledge and the application of artificial nails and exhibit competencies as related to the state licensing examination.

THECB Approval Number ................................................................. 12.0410.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Demonstrate product knowledge and the application of artificial nails and practice competencies as related to the state licensing examination.

Methods of Evaluation

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CSME 2430 Syllabus Fall 2013
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General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Permission of Instructor; Consult Coordinator of Cosmetology

Course Description
An overview of the objectives required by the Texas Department of Licensing and Regulation Instructor Examination. Covers the skills required for the completion of the Texas Department of Licensing and Regulation curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.

THECB Approval Number ..............................................................12.0413.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Demonstrate the skills required for the completion of the state licensing agency's curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.

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CSME 2445 Syllabus Fall 2013
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CSME 2501 — Principles of Hair Coloring and Related Theory
Frank Phillips College

General Course Information
Credit Hours: 5

Prerequisite and/or Corequisite:
Consult Director of Cosmetology; Corequisites: CSME 1447, 2310, and 2337.

Course Description
Presentation of the theory and practice of hair color and chemistry. Topics include terminology, application, and workplace competencies related to hair color and chemistry.

THECB Approval Number .................................................................12.0407.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify terminology
2. Demonstrate hair color application.
3. Practice workplace competencies related to hair color.

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CSME 2501 Syllabus Fall 2013
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CSME 2539 — Advanced Hair Design  
Frank Phillips College

General Course Information  
Credit Hours: 5

Prerequisite:  
Completion of CSME 1505 with a grade of C or better.

Course Description  
Advanced concepts in the theory and practice of hair design.

THECB Approval Number ..........................................................12.0407.0000

Learning Outcomes  
Upon successful completion of this course, students will be able to:

1. Identify terminology  
2. Demonstrate proper techniques related to hair design.  
3. Exhibit workplace competencies.

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General Course Information
Credit Hours: 5

Prerequisite and/or Corequisite:
CSME 1443, 1310, 1447, 1505, 1553, 2310, 2337, 2501, and 2539, with grades of C or better.

Course Description
Preparation for the state licensing examination. (The student will exhibit the skills required for the completion of the Texas Cosmetology practical exam; and complete the theory curriculum for the Texas Department of Licensing and Regulation theory examination.) * Capstone course.

THECB Approval Number .................................................................12.0401.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

Demonstrate the skills and knowledge required for completion of the state licensing examination.

Methods of Evaluation

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<th>Category</th>
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<td>Weekly individual practical sheets, including a daily sanitation grade.</td>
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CSME 2541 Syllabus Fall 2013
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DFTG 1325 — Blueprint Reading and Sketching
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
None

Course Description
A study of industrial blueprints. Emphasis placed on terminology, symbols, graphic description and welding processes, including systems of measurement and industry standards. Interpretation of plans and drawings used by industry.

THECB Approval Number .................................................................15.1301.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify weld symbols.
2. Identify and demonstrate the various types of lines, dimensions, scales and views of blue prints used in industry and construction including,
3. Recognize and interpret engineering drawings.
4. Perform pipe fitter math including measurements from isometric piping drawings.
5. Draw sketches of objects and pipe isometrics.
6. Locate areas and equipment from detailed drawings and prints.

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Grade Scale

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<tr>
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<td>B</td>
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<td>70 – 79</td>
<td>C</td>
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<tr>
<td>60 – 69</td>
<td>D</td>
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<td>Below 60</td>
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Welding Program Attendance Requirements*
Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking
ECON 2301 — Principles of Macroeconomics
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

THECB Approval Number .............................................................................45.0601.51.25

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Define and measure national income and rates of unemployment and inflation.
4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
5. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.
6. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.
7. Explain the mechanics and institutions of international trade and their impact on the macro economy.

In addition, this course will meet the specific learning outcomes that follow:

1. Use key terms, important arguments, and major concepts in when discussing economics issues.
2. Describe a general view of how the United States Economy operates.
3. Explain the mechanics of the market system and the forces and variables of supply and demand.
4. Express a basic understanding of the features of a mixed economy and the effects of social insurance and business regulation on capitalism.
5. Show a basic understanding of the economic models which distinguish between several sectors of the economy such as households, business firms, government, finance, and international trade.
6. Explain the idea of using tradeoffs between different economic concepts to accomplish goals and to understand why they are necessary.
7. Describe the role of government in the establishment of fiscal policy and the complexities of budgetary policies.
8. Discuss the nature of money and the role of financial institutions in the United States.

Methods of Evaluation
Group Methods of Evaluation (Econ2301)

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<td>10 %</td>
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<tr>
<td>Homework/writing/articles</td>
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<tr>
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</tr>
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<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>
EDUC 1200 — Learning Framework
Frank Phillips College

General Course Information
Credit Hours: 2

Prerequisite
30 hours of college-level credit

Course Description
A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1200)

THECB Approval Number .................................................................42.2701.51.25

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Analyze, synthesize and evaluate his/her assessment results in the areas of
   a) Learning Styles (preference) and Multiple Intelligences
   b) Study and learning skills
   c) Personality development as related to learning
   d) Motivation
   e) Self-discipline and self-management behaviors
   f) Reading skills
   g) Writing skills
   h) Critical thinking skills.
2. Demonstrate comprehension and application of
   a) Learning, cognitive, and motivational theory
   b) Characteristics of successful adult learners
3. Demonstrate the ability to apply learning concepts to his/her university experience.
Methods of Evaluation
Grades to be determined in accordance with the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments/Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Resume/Cover Letter/References</td>
<td>20%</td>
</tr>
<tr>
<td>Interview</td>
<td>20%</td>
</tr>
<tr>
<td>Job Shadow</td>
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</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>Grade Points</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
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</tr>
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<td>59 and lower</td>
<td>F</td>
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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
EDUC 1301 — Introduction to the Teaching Profession  
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
An enriched, integrated pre-service course and content experience that:

1) provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields;
2) provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations;
3) provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms;
4) course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and
5) course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

THECB Approval Number .................................................................13.0101.51.09

Learning Outcomes
The purpose of this course is to provide students with a) information about the teaching profession and b) opportunities to observe professional teachers in their teaching environments.

After studying the material presented in this course, the student will be able to do the following:

1. Describe and evaluate a teacher’s typical day on the job.
2. Evaluate the pros and cons of being a teacher.
3. Identify phases in a teacher’s professional development and steps to insuring preparedness to be a teacher.
4. Identify roles in education other than the classroom setting.
5. Describe the numerous legal issues affecting teachers today.
6. Explain the issues associated with student diversity.
7. Identify legal and instructional approaches to special needs and special talents of students.
8. Identify legal aspects of learners’ rights and responsibilities.
9. Identify areas of direct instruction such as active teaching, program planning, teacher questions, homework, and teacher-learner observation instruments used in the classroom.
10. Evaluate issues of classroom management and discipline.
11. Describe approaches to assessment, measurement, evaluation, and grading.
12. Identify and evaluate a variety of issues that affect a student’s pattern of behavior in the classroom.
13. Identify the historical roots of American education.
15. Identify and evaluate the influence of curriculum.

Methods of Evaluation

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>On-line and lab assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Observation Time (16 hours) and Journal</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation/Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Notebook Organization and Completion</td>
<td>10%</td>
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General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
Design, operation, and technical details of modern power distribution systems including generating equipment, transmission lines, plant distribution, protective devices. Includes calculations of fault current, system load analysis, rates and power economics.

This course will familiarize the students with electrical power distribution starting with basic AC theory, electrical safety, electrical power generation, and electrical power distribution from the point of generation to the end users.

THECB Approval Number .................................................................46.0301.0000

Learning Outcomes
This course will introduce you to the NEC and upon completion of this course students will:

1. Understand and demonstrate knowledge of basic AC theory.
2. Understand and demonstrate knowledge of electrical safety.
3. Understand and demonstrate knowledge of the electrical power generation industry.
4. Understand and demonstrate knowledge of the electrical power distribution industry in the United States, including methods and materials.

Methods of Evaluation

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</tr>
</thead>
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<td>Labs/Classroom Participation &amp; Homework</td>
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</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
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<td>Total</td>
<td>100%</td>
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Grading System

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<tr>
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ELPT 2339 Syllabus Fall 2013
**Attendance Requirements:** Two absences will be allowed without affecting your grade.

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Reading
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Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
Consult advisor.

Course Description
Basic mechanical skills using hand and power tools in an industrial environment. Topics include tool use and maintenance, lubrication, measuring, threads and fasteners, bench works, basic mechanical drawings, and basic shop calculations (English and metric). Also addresses rigging procedures to include chain falls, jacks, cable, fulcrum, port-a-power, and come-alongs.

THECB Approval Number ................................................................. 15.0503.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Use basic hand, hand power, and stationary power tools.
2. Select appropriate Bill of Materials (BOM).
3. Interpret basic mechanical drawings and perform associated calculations.
4. Apply measuring tools.
5. Perform bench work including part layout, drilling, reaming, tapping, press fitting, location of hole centers.
6. Perform preventative maintenance on tools.
7. Describe basic lubrication practices.
8. Demonstrate basic rigging procedures.
9. Employ good housekeeping, environmental awareness, safety procedures, sensory skills, and preventative maintenance.

Methods of Evaluation

<table>
<thead>
<tr>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Average</td>
<td>35%</td>
</tr>
<tr>
<td>Lab Average</td>
<td>35%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
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ENGL 0311 — Basic English
Frank Phillips College

General Course Information
Credit Hours: 3
College-Preparatory Course

Prerequisite
Students who have not passed the Writing Section of a TSI approved test may be placed in this course. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description
Development of college-level writing focusing on idea generation, drafting, organization, revision, and utilization of standard English. Intense review of grammatical principles with emphasis on correct usage, spelling, sentence structure, punctuation, and application of writing skills.

THECB Approval Number .................................................................32.0108.53 12

Statement of Purpose
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Core Objectives Required for Communication Courses
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
Learning Outcomes:
Upon successful completion of this course, students will:
1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer’s purpose.
2. Determine and use effective approaches and rhetorical strategies for given writing situations.
3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
5. Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
6. Edit writing to conform to the conventions of standard English.
   a. Use Standard English rules of grammar, punctuation, and usage as a corollary to writing;
   b. Identify parts of speech, verbals, objects, and complements;
   c. Edit sentences for point of view, verb tense, and pronoun agreement;
   d. Conjugate verbs, create possessive and plural nouns, and adjust passive voice

Methods of Evaluation

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Lab Attendance
Students enrolled in English 0311 are required to spend 30 hours of directed study in the Academic Readiness Center (ARC) or TRIO per semester. Attendance must be electronically documented by using the FPC student ID card.

Cell Phones and Other Electronic Devices Procedure:
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ENGL 0312 — Intermediate Writing Skills
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
ENGL 0311 with a grade of C or better or placement by a TSI approved test. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description
A course designed to develop writing skills. Focus is on rhetorical principles, pre-writing, organization, and structure of paragraphs and essays.

THECB Approval Number .........................................................32.0108.53.12

Statement of Purpose
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Core Objectives Required for Communication Courses
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

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- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
Learning Outcomes
Upon successful completion of this course, students will:

1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer’s purpose and audience. Use effective details and word choices.
2. Determine and use effective approaches and rhetorical strategies for given writing situations.
3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
5. Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
6. Edit writing to conform to the conventions of standard English. In addition, students will be able to:
   a. Use methods of prewriting;
   b. Write effective topic sentences/thesis statements;
   c. Develop expository writings;
   d. Write essay body paragraphs; and
   e. Understand the importance of correctness as corollary to good writing.

Methods of Evaluation

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<td>Compositions</td>
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<td>Lab Assignments</td>
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**Interpersonal:**
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**Technology:**
- Selects Technology
- Applies Technology
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**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
ENGL 0315 — Basic Reading  
Frank Phillips College  

General Course Information  
Credit Hours: 3

Prerequisite  
Students who have not passed the Reading Section of a TSI approved test may be placed in this course. Please consult with an advisor. (Does not count toward a degree.)

Course Description  
Development of reading and higher order thinking skills necessary for college readiness. A guided reading program using multifunctional instructional materials to develop skills and fluency in vocabulary, comprehension, and reading speed. Continuous testing and immediate scoring give the student evaluation of his/her progress.

THECB Approval Number ..............................................32.0108.52.12

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- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
Learning Outcomes
Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing. Recognize the connection between reading and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.

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<td>Lab (2+hours per week)</td>
<td>25%</td>
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<td>Vocabulary</td>
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<th>Systems:</th>
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<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
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<td>Improves &amp; Designs Systems</td>
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<tr>
<th>Basic Skills:</th>
<th>Personal Qualities:</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
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<tr>
<td>Arithmetic</td>
<td>Sociability</td>
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<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>

ENGL 0315 Syllabus Fall 2013
ENGL 0316 — Reading Techniques
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
ENGL 0315 with a grade of C or better or placement by a TSI approved test. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description
Development of reading and higher order thinking skills necessary for college readiness. A program using multifunctional instructional materials to improve reading proficiency, comprehension, and general study skills.

THECB Approval Number .............................................................................32.0108.52.12

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
Learning Outcomes:
Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing. Recognize the connection between reading and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exams/Projects</td>
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<td>Lab (2 hours per week)</td>
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<td>Vocabulary</td>
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<tr>
<td>Attendance</td>
<td>10%</td>
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<td>Total</td>
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Academic Honesty and Integrity
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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

Class Attendance
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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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Cell Phones and Other Electronic Devices Procedure:
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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Students should leave the college’s main number with an appropriate contact in case of an emergency.
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- Perryton: (806) 648-1450

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Important Information
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### Scans/Or Core Competencies That Will Be Addressed in the Class

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<td>Allocates Time</td>
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<td>Organizes &amp; Maintains Information</td>
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<td>Exercises Leadership</td>
<td>Seeing Things in the Mind's Eye</td>
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General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Writing and Reading sections of a TSI approved test or completion of ENGL 0312 and ENGL 0316 with grades of C or better.

Course Description
Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

THECB Approval Number .................................................................23.1301.51 12

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making

ENGL 1301 Syllabus Fall 2013
**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

In addition, this course will meet the specific learning outcomes that follow:

1. Identify and integrate the basic mechanics of writing. These include:
   a. Focus and purpose
   b. Development
   c. Organization
   d. Style and tone
   e. Editing
2. Identify and critique the purpose of a variety of written texts such as letters, memos, and essays.
3. Compose a variety of texts using the basic mechanics of writing effectively.
4. Construct and practice a personal writing process, which includes revision.
5. Evaluate and express personal progress in writing and this course overall.
6. Outline reading strategies that create self-sufficiency in a reading experience. These include:
   a. Identifying unknown words and ideas through context.
   b. Identifying unknown words and ideas through references.
   c. Applying knowledge gained through contextual and referential practices.
7. Identify, analyze, and use textual information to determine the techniques and mechanics of an author.
8. Express verbally and through writing evaluations and analyses of textual information, techniques and mechanics of an author.
9. Develop, plan, and practice useful and effective research techniques and processes. These include:
   a. Evaluation
   b. Analysis
   c. Synthesis
   d. Note taking
   e. Record keeping
   f. Proper citation

**Methods of Evaluation**

<table>
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<tr>
<th>Category</th>
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<tr>
<td>Formal Composition/ Projects</td>
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<tr>
<td>Weekly/ Daily Assignments and Activities</td>
<td>10%</td>
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<tr>
<td>Style Book</td>
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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer s
- Exercises Leadership
- Negotiates to Arrive at a Decision
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**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
ENGL 1302 — Composition II  
Frank Phillips College

General Course Information
Credit Hours: 3  
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Writing and Reading sections of a TSI approved test and completion of ENGL 1301 or its equivalent with a grade of C or better.

Course Description
Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

THECB Approval Number ............................................................... 23.1301.51.12

Statement of Purpose
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Core Objectives Required for Communication Courses
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- **Teamwork** — to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** — to include the ability to connect choices, actions and consequences to ethical decision-making
Learning Outcomes:
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

In addition, this course will meet the specific learning outcomes that follow:
1. To clarify purpose and audience in written communication;
2. To identify writing as a process and practice that process of connected and interactive pre-writing and invention, writing, revision, editing, and proofreading;
3. Expository, narrative, persuasive, and self-expressive, in writing assignments;
4. To write effective sentences using unity, parallelism, emphasis, and variety;
5. To understand the concepts of the particular and the universal in literature;
6. To develop and sharpen analytical reading and writing skills;
7. To develop a discernible, individual writing style;
8. To recognize and use basic compositional strategies of introduction, development, and conclusion;
9. To develop and utilize critical thinking skills in the development of exposition argument; and
10. To write about literature in a variety of modes in a way that sequentially and cumulatively builds upon the writing skills developed in the writing sequence.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Daily/ Weekly Assignments and Activities</td>
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</tr>
<tr>
<td>Formal Writing</td>
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</tr>
<tr>
<td>Final Project</td>
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ENGL 1302 Syllabus Fall 2013
Class Attendance
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- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Completion of ENGL 1302 or its equivalent or ENGL 2311 or its equivalent with a grade of C or better.

Course Description
A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

THECB Approval Number .................................................................16.0104.52.13

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Language, Philosophy & Culture Courses
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

In addition, this course will meet the specific learning outcomes that follow:
1. Reinforce and develop the writing skills developed in the writing composition sequence.
2. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.
3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e.g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
5. Analyze applicable figurative language in literary texts.
6. Read a wide variety of texts from American, European, and/or world literature.
7. Analyze and compare the use of language in literary works from a variety of world cultures.
8. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
9. Describe insights gained about oneself, others, or the world from reading specific texts.

Methods of Evaluation

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<tbody>
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ENGL 2332 Syllabus Fall 2013
• A grade of 0 for the test or assignment
• A semester grade of F for the course
• Administrative withdrawal from the course
• Academic suspension

Class Attendance
Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college’s main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
**Grievance Policy**
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

**Important Information**
Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

**Scans/Or Core Competencies That Will Be Addressed in the Class**

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocates Time</td>
<td>Acquires &amp; Evaluates Information</td>
</tr>
<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
</tr>
<tr>
<td>Allocates Material &amp; Facility Resources</td>
<td>Uses Computers to Process Information</td>
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<table>
<thead>
<tr>
<th>Interpersonal:</th>
<th>Thinking Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates as a Member of a Team</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Teaches Others</td>
<td>Decision Making</td>
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<td>Problem Solving</td>
</tr>
<tr>
<td>Exercises Leadership</td>
<td>Seeing Things in the Mind's Eye</td>
</tr>
<tr>
<td>Negotiates to Arrive at a Decision</td>
<td>Knowing How to Learn</td>
</tr>
<tr>
<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology:</th>
<th>Systems:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
<td>Maintains &amp; Troubleshoots Technology</td>
<td>Improves &amp; Designs Systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Skills:</th>
<th>Personal Qualities:</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>

ENGL 2332 Syllabus Fall 2013
ENGL 2333 — World Literature II
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Completion of ENGL 1302 or its equivalent or ENGL 2311 or its equivalent with a grade of C or better.

Course Description
A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

THECB Approval Number .............................................................................16.0104.52.13

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Language, Philosophy & Culture Courses
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

In addition, this course will meet the specific learning outcomes that follow:

1. Reinforce and develop the writing skills developed in the writing composition sequence.
2. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.
3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e.g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
5. Analyze applicable figurative language in literary texts.
6. Read a wide variety of texts from American, European, and/or world literature.
7. Analyze and compare the use of language in literary works from a variety of world cultures.
8. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
9. Describe insights gained about oneself, others, or the world from reading specific texts.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Paper(s)</td>
<td>30%</td>
</tr>
<tr>
<td>Project(s)</td>
<td>60%</td>
</tr>
<tr>
<td>Daily Grades</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Academic Honesty and Integrity
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Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.
Students should leave the college’s main number with an appropriate contact in case of an emergency.
   Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
   Perryton: (806) 648-1450

Grievance Policy
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information
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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains &Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors &Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
I. General Course Information

Instructor: Dr. Lew K. Hunnicutt
Email: lhunnicutt@fpctx.edu
Office: Dean’s Office, Allen Campus
Phone: 648-1450

Office Hours: I have what I consider an “open door” policy. If I am in my office and available, I can see a student almost anytime. If you have a specific concern or problem that requires my attention, please call and make an appointment. I ask all students to be aware of the fact that in addition to teaching this course I have many other responsibilities as Dean of the Allen Campus.

Prerequisite and/or Co-requisite: There are no prerequisites for the course; however, all students must take the course within the first nine hours of earned college credit, including developmental courses.

Course Description: An orientation course designed to initiate the student in best practices for a successful college career. Topics include time management, study skills, drug and alcohol abuse, and career and life planning. All freshmen must enroll in the course during their first non-concurrent semester of college. A grade of C or better is required, or the student must repeat the course.

A series of basic intellectual competencies—reading, writing, speaking, listening, critical thinking, and computer literacy—are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each important in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.
**SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

**LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

**CRITICAL THINKING:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

**COMPUTER LITERACY:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. **Student Learning Outcomes**

All Frank Phillips College courses required in the Associate of Arts and Associate in Science programs work together to meet the following student learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
3. Recognize the importance of maintaining health and wellness.
4. Develop a capacity to use knowledge of how technology and science affect their lives.
5. Develop personal values for ethical behavior.
6. Develop the ability to make aesthetic judgments.
7. Use logical reasoning in problem solving.
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific student learning outcomes that follow so that by the end of the semester, you should be able to:

1. Discuss how you are responsible for your experience in college.
2. Describe ways you can create a successful experience in college.
3. List, describe, and use specific methods to:
   a. Deal with changes in your personal and professional life.
   b. Improve the ability to recall information.
   c. Read a textbook with improved focus and retention.
   d. Prepare for and take tests successfully.
   e. Take effective notes.
   f. Present clear reports, both written and verbal.
   g. Listen, with comprehension, to a lecture.
   h. Increase motivation and goal-setting skills.
   i. Use your learning style and multiple intelligences to best advantage.
   j. Use your personality typology to best advantage.
   k. Draw support, advice, and assistance from your peers.
   l. Develop a philosophy of career development.

4. Learn and practice how to change inappropriate habits and behaviors.

5. Locate and utilize a variety of library services and resource materials.

6. Improve creative- and critical-thinking skills.

III. **Textbook and Other Required Materials**

   Common Reader
   Dayplanner Plus
   Loose leaf notebook paper or spiral notebook, pen, and highlighters.

IV. **Classroom Policy and Instructor Expectations**

   This course is designed to be a fast paced introduction into the world of higher education. Each student should come to class prepared to contribute to class discussion.

   Students are expected to attend class and complete all assigned work for the class. If you have an excused absence, the missed work must be turned in within one week of the class missed. No late work will be accepted and no work will be accepted from unexcused absences. Medical and other emergencies must be documented. It is the student’s responsibility to find out what he or she missed in class from another student. The instructor will not teach the same class twice.

   **Cell phones and other electronic devices are not allowed in the classroom; no exceptions.** If you decide to bring one after being told not to, you will be asked to leave the classroom and will be counted absent for that day. If you decide to bring one a second time you will be administratively removed from the class with a “W” appearing on your transcript (no refund). You will also be required to retake the course in the fall.

   **Regarding Email.** I will only answer emails sent from your assigned FPC student email address. You must develop the habit of using and checking this email account. It is only through this email address that the college will contact you, so it is imperative that you use it. Further, if you send me an incoherent email using texting
language (i.e. “u”, “gr8”, “LOL”, etc.) or incorrect grammar, it will be returned to you with the request that you rewrite it using correct grammar and re-submit it. Writing is extremely important in college and in the work world, and contrary to popular belief...texting and text language isn’t.

V. Additional/Supplemental References

Guest Speakers, videos, newspapers

VI. Methods of Evaluation

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>“Things Ya Gotta Do”</td>
<td>40%*</td>
</tr>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

*All 5 “Gotta Do’s” you choose must be completed to receive any points.

VII. Frank Phillips College Attendance Procedure

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with the following requirements:

A student must have no more than six absences in any class that meets 2 days per week. Students who miss more than the allowed number of absences will be administratively withdrawn; a student who has been administratively withdrawn due to excessive absences must contact the Dean of Instruction/Chief Academic Officer to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

Students will be notified of withdrawal through their student email accounts, so it is imperative that students check email frequently. Not checking email is not an excuse for missing the deadline to petition for reinstatement. Students wishing to petition for reinstatement have 48 hours from the time the e-mail is sent notifying the student of administrative withdrawal, excluding weekends and holidays. Students who do not petition by the deadline WILL NOT be reinstated under any circumstances.

Students will be excused from class without penalty when either representing the College in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor, and these exceptions do not relieve the student of the responsibility of making up the missed work as designated. Excused absences must be documented prior to the class period missed.
Further, for this class, any student missing more than 3 class periods will lose points according to the following schedule:

4 absences: Loss of 1 letter grade (Maximum grade of “B” for the class).
5 absences: Loss of 2 letter grades (Maximum grade of “C” for the class).
6 absences: Loss of 3 letter grades (Maximum grade of “D” for the class and must repeat the class the following semester).
7 absences: Automatic withdrawal from the class per FPC Attendance Procedure.

What that means is that everybody gets 3 “freebies” before points are lost.

Absence redeemers **MAY** be awarded during the semester. Each will allow you to excuse a previously unexcused absence. A maximum of 2 absence redeemers will be allowed per student for the semester.

*Students must achieve a grade of “C” or better to move out of this course. Those receiving lower grades must repeat the course.*

**ATTENTION:** Please don’t call me every time you have to miss class up to and beyond 3.

Classes begin at the **exact time specified** in the schedule of classes (8:30 a.m.). The classroom door will be closed and locked when class begins; do not attempt to enter the classroom tardy. Roster sheets will be passed around at the beginning of each class period. Please remember to sign the roster as not signing it will count as an absence for that day.

**VIII. Core Competencies That Will Be Addressed in the Class**

*Resources:* Allocates Time, Money, Material & Facility Resources

*Information:* Acquires, Evaluates, Organizes, & Maintains Information, Uses Computers to Process Information

*Interpersonal:* Participates as a Member of a Team, Teaches Others, Exercises Leadership, Negotiates to Arrive at a Decision, Works with Cultural Diversity

*Basic Skills:* Reading, Writing, Arithmetic, Listening, Speaking

*Thinking Skills:* Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye, Knowing How to Learn, Reasoning

*Personal Qualities:* Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty
IX. “Things Ya Gotta Do” Assignments

Each student **MUST complete the 3 items below – They are MANDATORY:**

★ Participate in the FYIS class sponsored student event.
  You will create a business and run it and report on...more information later.
★ Complete a degree plan with an FPC advisor (**must complete to pass course**).
★ Earn the Plagiarism Certificate (**must complete to pass course**).

**LINK FOR THE PLAGIARISM TEST:**
[www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

Each student must choose and complete an additional 2 of the items below to earn the “Gotta Do” points (40% of final grade):

★ Attend two community events.
★ Perform five hours of community service for the Museum of the Plains, Big Brothers/Big Sisters, or the Panhandle Crisis Center.
★ Use the Perry Memorial Library (or your local library) at least once (**Must obtain library card**).
★ Journaling – A once weekly 1 page journal entry (submitted via Student Portal) describing your feelings about your first semester in college.

X. Correlation to Stated Mission Goals of Frank Phillips College

★ Provide general college academic course for students who plan to enter senior colleges and universities with sophomore or junior standing.
★ Provide a classroom setting conducive to learning.
★ Provide, assist, and promote the use of learning resources in the classroom.
★ Participate in and contribute to the democratic society in which we live.
★ Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

XI. Grievance Policy.

If you have a dispute concerning your grade or policies in this class, it is your responsibility to **FIRST** contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the **current Frank Phillips College Catalogue**. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.
FYIS 0101 — First Year Institute Seminar  
(Student Success Course)  
Frank Phillips College

General Course Information
Credit Hours: 1

Course Description
Psychology of learning and success. Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. Includes courses in college orientation and developments of students’ academic skills that apply to all disciplines.

This is an orientation course designed to initiate the student in best practices for a successful college career. Topics emphasized include time management, study skills, drug and alcohol abuse, and career and life planning. All first semester freshmen must enroll in the course during their first semester of college. A grade of C or better is required, or the student must repeat the course.

THECB Approval Number .............................................................................32.0101.52.12

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Discuss how they are responsible for their experiences in college.
2. Describe ways they can create a successful experience in college.
3. List, describe, and use specific methods to
   a. Deal with changes in their personal and professional lives;
   b. Improve the ability to recall information;
   c. Read a textbook with improved focus and retention;
   d. Prepare for and take tests successfully;
   e. Take effective notes;
   f. Listen, with comprehension, to a lecture;
   g. Increase motivation and goal-setting skills;
   h. Use your learning styles and multiple intelligences to best advantage;
   i. Use your personality typology to best advantage;
   j. Draw support, advice, and assistance from their peers; and
   k. Develop a philosophy of career development.
4. Learn and practice how to change inappropriate habits and behaviors.
5. Locate and utilize a variety of library services and resource materials.
6. Improve creative- and critical-thinking skills.
Methods of Evaluation:
It is a requirement of this class to acquire a plagiarism certificate and a degree plan to pass. If you do not submit both to your instructor by the end of the class, you will receive an F for the class. You will be given class time to complete both of these assignments.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Points Possible</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance: (10 points per class meeting)</td>
<td>600 points (20 points per class meeting)</td>
<td>60%</td>
</tr>
<tr>
<td>(-5 points for tardiness, or missing any portion of class other than for school-sponsored events)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments/Participation/Preparation: (10 points per class meeting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Common Reader Author Visit (100 points)</td>
<td>300 points</td>
<td></td>
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<tr>
<td>Service Learning Project: (50 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Field Trips (50 points each)</td>
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<td></td>
</tr>
<tr>
<td>2 Campus Events/Activities: (25 points each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final (100 points)</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Total:</td>
<td>1000 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Percentage
90-100 A
80-89 B
70-79 C
60-69 D
59 and lower F

Academic Honesty and Integrity
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- A grade of 0 for the test or assignment
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- Administrative withdrawal from the course
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Class Attendance*
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*Students are expected to attend class and complete all assigned work. This is a participation class. You must be in class to get credit for the activity. There is no makeup work for this class unless you miss for a school activity. If you are out-of-town for an event, your coach or sponsor will have to notify your instructor of the absence. You will still be responsible for notifying the instructor before the absence and completing an assignment given by the instructor. If you do not do all of these, you will receive an absence for the class and a zero on the assignment for the day.*

Participation in activities, field trips, and events outside of class counts for 30% of the grade for the course. If you have a scheduling conflict, see the instructor early in the semester for an alternative assignment.

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**Scans/Or Core Competencies That Will Be Addressed in the Class**

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
GEOL 1403 — Physical Geology
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
No prerequisite.

Course Description
Principles of physical geology. Study of the earth's composition, structure, and internal and external processes. Includes the geologic history of the earth, the evolution of life, and the rock forming minerals as well as sedimentary, igneous, and metamorphic rocks.

THECB Approval Number ..........................................................40.0601.54.03

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Learning Outcomes:
Upon successful completion of this course, students will:

1. This course is designed to introduce the student to the processes that shape the face of the earth.
2. The processes include the work of streams, wind, and glaciers
3. The student will develop an understanding of how the earth works.
4. The student will evaluate the contrasting erosion and transport of rock and regolith by running water, flowing glaciers and blowing wind.
5. The student will also have to locate the great deserts, lakes, and rivers of the world.

Methods of Evaluation
1. 7 Test Grades – 60%
2. Homework, Lab, and other activities – 20%
3. Lecture and Lab Final – 20%

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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

THECB Approval Number .................................................................45.1002.51.25

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Government/Political Science Courses
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.

Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

GOVT 2305 Syllabus Fall 2013
Learning Outcomes
Upon successful completion of this course, students will:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of the federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens.
8. Analyze issues and policies in U.S. politics.

Methods of Evaluation

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<tr>
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GOVT 2305 Syllabus Fall 2013
Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
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**Systems:**
- Understands Systems
- Monitors & Corrects Performance
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

### Late Work
No student will be allowed to submit any assignment of any kind as late work. Once the due date has passed, then the assignment will not be accepted. There will be no exceptions.

### Make-Up Exams and Work
**NO STUDENTS WILL BE ALLOWED TO MAKE UP ANY ASSIGNMENT, OR EXAM, UNLESS THE STUDENT HAS BEEN EXCUSED FOR THE FOLLOWING REASONS:**

A. SCHOOL FUNCTIONS AS DEFINED BY FRANK PHILLIPS COLLEGE
B. DEATH OF AN IMMEDIATE FAMILY MEMBER, (MOM, DAD, BROTHER, SISTER, WIFE, HUSBAND, CHILD)
C. IF THE STUDENT IS SICK; OUT FOR SICKNESS, AND OR BOTH, THE STUDENT MUST PRESENT A DOCTOR’S NOTE UPON RETURN TO CLASS FOR THE ABSENCES TO BE EXCUSED…. (ORIGINAL COPIES ONLY). ANY ABSENCES NOT COVERED BY THE ORIGINAL DOCTOR’S NOTE WILL NOT BE EXCUSED.

GOVT 2305 Syllabus Fall 2013
The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
GOVT 2306 — Texas Government
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

THECB Approval Number .............................................................................45.1002.51.25

Statement of Purpose
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Core Objectives Required for Government/Political Science Courses
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Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:
1. Explain the origin and development of the Texas constitution.
2. Describe state and local political systems and their relationship with the federal government.
3. Describe separation of powers and checks and balances in both theory and practice in Texas.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
5. Evaluate the role of public opinion, interest groups, and political parties in Texas.
6. Analyze the state and local election process.
7. Identify the rights and responsibilities of citizens.
8. Analyze issues, policies and political culture of Texas.

Methods of Evaluation

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**Basic Skills:**
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GOVT 2306 Syllabus Fall 2013
HIST 1301 — United States History I
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be included: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

THECB Approval Number .................................................................54.0102.51.25

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for American History Courses
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- Critical Thinking Skills — to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills — to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Personal Responsibility — to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility — to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes

1. **Create an argument through the use of historical evidence:**
   - Complete a formal writing assignment and/or oral presentation that analyzes historical evidence.

2. **Analyze and interpret primary and secondary sources:**
   - Complete a writing assignment and/or oral presentation that analyzes and interprets a primary source
   - Complete a writing assignment and/or oral presentation that analyzes and interprets a secondary source

3. **Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History:**
   a. Explain the emergence of the natives in North America prior to Columbus’s discoveries.
   b. Explain the political and economic conditions that led to the success of African Slavery in North America up to the Civil War.
   c. Explain the influence of mercantilism on the development of the American colonies.
   d. Identify and explain FOUR (4) main causes of the American Revolution.
   e. Identify and explain FOUR (4) results of the War of 1812.
   f. Explain how Andrew Jackson’s presidency was significantly different than his predecessors’ and describe the impact it had on American history.
   g. Identify and explain the term Manifest Destiny and how it affected westward expansion, slavery in the South, and the settlement of Texas.
   h. Identify and explain the Supreme Court cases of *Marbury v. Madison* and *Dred Scot v. Sanford* and the impact these cases had on American history.
   i. Identify the reasons why the South decided to leave the Union and form the Confederate States of America.
   j. Explain the impact of Reconstruction on the South.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Face to Face Classes</th>
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<tr>
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**Resources:**
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- Allocates Money
- Allocates Material & Facility Resources

**Information:**
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- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
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**Thinking Skills:**
- Creative Thinking
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Exercises Leadership
Negotiates to Arrive at a Decision
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Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:
Selects Technology
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Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity / Honesty
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be included: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

THECB Approval Number .............................................................................54.0102.51.25

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for American History Courses
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes

1. **Create an argument through the use of historical evidence:**
   - Complete a formal writing assignment and/or oral presentation that analyzes historical evidence

2. **Analyze and interpret primary and secondary sources:**
   - Complete a writing assignment and/or oral presentation that analyzes and interprets a primary source
   - Complete a writing assignment and/or oral presentation that analyzes and interprets a secondary source

3. **Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History:**
   a. Explain why the United States government pushed the American Indians west and almost to the point of extinction.
   b. Explain the advances in new technology at the end of the nineteenth century that helped facilitate the Second Industrial Revolution in the United States.
   c. Identify FOUR (4) major causes of the Spanish/American War and explain how the United States became an imperialist country.
   d. Identify FOUR problems of the Gilded Age and how they were addressed in the Progressive Era
   e. Explain how and why World War I began and how the United States came to be involved.
   f. Trace the beginning of the women’s movement and explain how women’s role in American society has evolved.
   g. Explain why the country turned to prohibition in the late 1910s.
   h. Identify and explain the theories behind the stock market crash 1929 and how both Presidents Hoover and Roosevelt dealt with the Great Depression
   i. Describe to what extent World War II can be described as a significant turning point in American history for the areas of the Cold War, civil rights, and the International role of the United States.

Methods of Evaluation

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HIST 1302 Syllabus Fall 2013
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<td>Acquires &amp; Evaluates Information</td>
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<td>Allocates Money</td>
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<tr>
<th>Interpersonal:</th>
<th>Thinking Skills:</th>
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<tbody>
<tr>
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<td>Creative Thinking</td>
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Teaches Others
Serves Clients/Customer
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Introduction to the practical application of medical terminology. Study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.

THECB Approval Number .................................................................51.0707.0000

Learning Outcomes
Upon successful completion of this course, students will:

1. Identify, pronounce, and spell medical terms;
2. Use terms in context;
3. Build and analyze medical terms; and
4. Use medical references as resource tools.

Methods of Evaluation

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- Allocates Material & Facility Resources

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**Systems:**
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
N/A

Course Description
Understanding purposes and processes in the visual and musical arts including evaluation of selected works.

THECB Approval Number .............................................................................50.0101.51.26

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Creative Arts Courses
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about the works of art.

• Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
• Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
• Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:

1. Evaluate the change and evolution of aesthetic standards.
2. Outline and critique attributes that make a work of art influential through time and across genres.
3. Deconstruct the cultural and historical context of a piece of art.
4. Produce artistic work and critique personal artistic process.
5. Create personal aesthetic criteria for various artistic texts and consciously apply these criteria.

Methods of Evaluation
Methods of instruction include lectures, discussions, collaborative work, one-to-one conferences, and audio-video. Evaluation is based on written assignments, projects, reading assignments, class participation, and the final exam.

See the instructor’s Humanities 1315 Assignment document for detailed assignment instructions, grading rubrics, due dates, and submission policies.

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:  
Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

Information:  
Acquires & Evaluates Information  
Organizes & Maintains Information  
Uses Computers to Process Information

Interpersonal:  
Participates as a Member of a Team  
Teaches Others  
Serves Clients/Customers  
Exercises Leadership  
Negotiates to Arrive at a Decision  
Works with Cultural Diversity

Thinking Skills:  
Creative Thinking  
Decision Making  
Problem Solving  
Seeing Things in the Mind's Eye  
Knowing How to Learn  
Reasoning

Technology:  
Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

Systems:  
Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

Basic Skills:  
Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

Personal Qualities:  
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty
General Course Information  
Credit Hours: 3

Prerequisite  
Consult Advisor

Course Description  
Maintenance and repair of power transmission systems involving gear, V-belt, and chain drivess with emphasis on both plain and anti-friction bearings. Introduces theory of various types of pumps and compressors. Laboratory activities include maintenance, repair, and overhaul procedures used on common process pumps and compressors.

THECB Approval Number ................................................................. 47.0105.0000

Learning Outcomes  
Upon successful completion of this course, students will be able to:  
1. Maintain and repair power transmission systems involving gear, V-belt, and chain drives.  
2. Describe positive displacement and centrifugal pumping systems and compressors.  
3. Identify symptoms, causes, and cures for mechanical problems.  
4. Demonstrate maintenance, repair, and overhaul procedures on common process pumps and compressors.  
5. Apply industrial safety standards.

Methods of Evaluation  

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Grading System

- A: 100-90%
- B: 80-89%
- C: 70-79%
- D: 60-69%

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**Scans/Or Core Competencies That Will Be Addressed in the Class**

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
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INRW 0322 — Integrated Reading and Writing
Frank Phillips College

General Course Information
Credit Hours: 3
College-Preparatory Course

Prerequisite
Does not count toward a degree.

Course Description
This course serves as introduction to critical reading and writing as interdependent practices. IRW prepares students for academic writing by reading closely, analyzing texts and developing and revising a range of compositions. This class fulfills TSI requirement for reading and/or writing, and may not fulfill baccalaureate requirements.

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
Standardized IRW Student Learning Outcomes

Upon the successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standardized English in reading and writing.

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- Arithmetic
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**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3
College-Preparatory Course
COURSE NAME/NUMBER: English 0312L/L03: Basic English
INSTRUCTOR NAME: Mr. Bryant Manning
MEETING TIME & ROOM #: Tuesday and Thursday: 9:55 am – 11:20 am, CLC - 14
OFFICE LOCATION: CLC-22
OFFICE HOURS: M 1:30 – 4:00, T 12:35 – 2:05, W 1:30 – 6:30, Th 8:50 – 9:50
BUSINESS PHONE: 806-457-4200 (ext. 729)
EMAIL ADDRESS: CAMS (preferred contact)

Required Texts

LaNier, Carlotta Walls. A Mighty Long Way. New York: Random House, 2009. (This book is free to all students and is FPC’s Common Reader for the 2013/14 academic year.)

SkillsClass access (Lab component)

Prerequisite
Does not count toward a degree.

Course Description
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**INTC 1305 — Introduction to Electronic Instrumentation**  
**Frank Phillips College**

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**General Course Information**  
Credit Hours: 3

**Prerequisite**  
Consult advisor.

**Course Description**  
A survey of the instrumentation field and the professional requirements of the instrumentation technician, including an introduction to computer and calculator applications involved in basic electronic circuit analysis.

THECB Approval Number ................................................................. 15.0404.0000

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:

1. Interpret instrumentation drawings.
2. Understand ladder logic and read electrical/electronic schematics.
3. Understand Boolean Algebra.
4. Understand and use elements, transmitters, transducers and displacers.
5. Understand and use control valves, actuators and positioners.
6. Perform continuity check per loop and verify mechanical installation.
7. Troubleshoot a control loop.
8. Commission analog and digital loop.
9. Tune analog and digital control loop.
10. Identify and apply instrumentation circuitry.
11. Identify electrical systems for installation.
12. Understand and troubleshoot relays and timers.
13. Identify and use switches, photoelectric devices.

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INTC 1305 Syllabus Fall 2013
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<tbody>
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<tr>
<td>Writing</td>
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</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
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<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>

INTC 1305 Syllabus Fall 2013
General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
Basic measurement control in instrumentation. Includes movement of digital data through common systems employing parallel and serial transfers.

THECB Approval Number ......................................................... 15.0404.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Describe the movement of digital data.
2. Show flow of data transfer systems.
3. Explain system block diagram concepts.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Lab</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Unit Exams</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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Academic Honesty and Integrity
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- A grade of 0 for the test or assignment
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- Administrative withdrawal from the course
- Academic suspension
Class Attendance*
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*Classroom Policy and Instructor Expectations: Please come to class on time; if you can NOT attend class, please call FPC at 457-4200 ext. 721 or 875. Failure to call if you can NOT attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. When you do receive handouts, it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If you miss a quiz, you will be required to make it up before the next two classes meet. In the case of the final week, you will have only one session to make up any work not completed. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

*Attendance Requirements: Two absences will be allowed without affecting your grade.

Cell Phones and Other Electronic Devices Procedure:
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

INTC 1350 Syllabus Fall 2013
Students should leave the college’s main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
Perryton: (806) 648-1450

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**Scans/Or Core Competencies That Will Be Addressed in the Class**

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
INTC 1356 — Instrumentation Calibration  
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult advisor.

Course Description
A study of techniques for calibrating electronic and pneumatic transmitters, controllers, recorders, valves and valve positioners including tear down, assembly, alignment, and calibration of equipment.

THECB Approval Number ................................................................. 15.0404.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Measure and bend tubing and piping.
2. Install, support and layout tubing and piping.
3. Understand and demonstrate temperature calibration procedures.
4. Understand and demonstrate flow calibration procedures.
5. Understand and demonstrate vibration calibration procedures.
6. Understand and demonstrate level calibration procedures.
7. Understand and demonstrate pressure calibration procedures.
8. Understand and demonstrate valve calibration procedures.
9. Understand and demonstrate controller calibration procedures.
10. Performs final calibration checks, simulate and prove loop.
11. Identify and use troubleshoot insertion-mounted instruments.
12. Troubleshoot in-line mounted instruments.
13. Understand and demonstrate recorder calibration procedures.
14. Understand and use filters, regulators and dryers.

Methods of Evaluation

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**Thinking Skills:**
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**Technology:**
- Selects Technology
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**Systems:**
- Understands Systems
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**Basic Skills:**
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- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
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INTC 1356 — Instrumentation Calibration
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General Course Information
Credit Hours: 3

Prerequisite
Consult advisor.

Course Description
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THECB Approval Number ................................................................. 15.0404.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
Week 1: Lesson #1: Measure and bend tubing and piping, Lab 1
Week 2: Lesson #2: Install, support and layout tubing and piping, Lab 2
Week 3: Lesson #3: Understand and demonstrate temperature calibration procedures, Lab 3
Week 4: Lesson #4: Understand and demonstrate flow calibration procedures, Lab 4
Week 5: Exam #1
Week 6: Lesson #5: Understand and demonstrate vibration calibration procedures, Lab 5
Week 7: Lesson #6: Understand and demonstrate level calibration procedures, Lab 6
Week 8: Lesson #7: Understand and demonstrate pressure calibration procedures, Lab 7
Week 9: Lesson #8: Understand and demonstrate valve calibration procedures, Lab 8
Week 10: Exam #2
Week 11: Lesson #9: Understand and demonstrate controller calibration procedures, Lab 9
Week 12: Lesson #10: Performs final calibration checks, simulate and prove loop, Lab 10
Week 13: Lesson #11: Identify and use troubleshoot insertion-mounted instruments, Lab 11
Week 14: Lesson #12: Troubleshoot in-line mounted instruments, Lab 12
Week 15: Lesson #13: Understand and demonstrate recorder calibration procedures, Lab 13
Week 16: Final Exam

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- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Implements & Designs Systems

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
INTC 1391 — Special Topics in Instrumentation Technology
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
Topics address recently identified current events, skills, knowledge and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student.

THECB Approval Number ................................................................. 15.0404.0000

Learning Outcomes
Upon successful completion of this course, students will:

Student will research a predetermined “topic” throughout the semester and will present a final research paper on or before a specified date.

- A cover sheet consisting of student’s name, semester and year, course name and section number should be added to the front of the research assignment. The cover sheet is not included in the number of pages required for the research assignment.
- Formatting requirements for the paper are as follows:
- Needs to be 5 pages on length, typed in Times New Roman, 12-point font, double spaced, 1 inch margins (top, bottom, and sides)

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
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</thead>
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<td>Research Topic Submission</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>90%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

If you fail to complete the required components of the class (submission of topic, final research paper) and do not officially drop the course by deadline, you will receive an “F” for the course.
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INTC 1391 Syllabus Fall 2013
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Perryton: (806) 648-1450

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Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:
Reading
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Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
INTC 2336 — Distributed Control & Programmable Logic
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
Overview of distributed control systems including configuration of programmable logic controllers, smart transmitters, and field communicators. Functions of digital systems in a process control environment.

THECB Approval Number ................................................................. 15.0404.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Understand and program programmable logic controllers.
2. Understand number system and logic.
3. Troubleshoot programmable logic controller systems.
4. Understand input/output devices and modules.
5. Develop a programmable logic control system.
6. Maintenance and troubleshoot distributed control systems.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Average</td>
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<tr>
<td>Lab Average</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
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<td>A</td>
</tr>
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<td>70 – 79%</td>
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</tr>
<tr>
<td>60 – 69%</td>
<td>D</td>
</tr>
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<td>Below 60</td>
<td>F</td>
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Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Two absences allowed.
Academic Honesty and Integrity
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Class Attendance
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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
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- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

INTC 2336 Syllabus Fall 2013
INTC 2388 — Internship in Instrumentation Technology
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
An experience, external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary.

THECB Approval Number ................................................................. 15.0404.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Understand and master the theory, concepts, and skills involving tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, and legal systems associated with the occupation, business, or industry.
2. Demonstrate ethical behavior, safety practice, interpersonal and teamwork skills.
3. Demonstrate communication in the applicable language of the occupation, business or industry.

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* It is the responsibility of each student to secure suitable employment, which relates to the student’s area of study. The student is expected to go to work each day as assigned by their employer, arrive on time, and do the work assigned to the best of their ability. Each
student is responsible for maintaining their own log sheet, and obtaining their immediate supervisor’s signature on the log at the end of each work week. He log sheets must be returned to the instructor either bi-weekly or monthly as agreed upon by the student and the instructor. If the student is dismissed from work, he or she must secure a suitable place of employment within one week time or the student will receive a grade of “F” for the course. In the case of a lay off or injury that prevents the student from carrying out their work assignments, the student will be allowed to take an incomplete for the class, but must complete the assignment the following semester or a grade of “F” will be assigned. At the end of the semester all log sheets and the supervisor’s evaluation must be returned to your instructor. The supervisor’s evaluation should be filled out and discussed with the student prior to its return.

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Class Attendance*
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*Classroom Policy and Instructor Expectations: Please come to class on time. If you can NOT attend class, please call FPC at (806)457-4200, ext. 875. Failure to call if you can NOT attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class.
discussions and handouts. When you do receive handouts, it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If you miss a quiz, you will be required to make it up before the next two classes meet. In the case of the final week, you will have only one session to make up any work not completed. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

*Attendance Requirements:* Two absences will be allowed without affecting your grade.

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<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
</tr>
</tbody>
</table>

INTC 2388  Syllabus Fall 2013
Allocates Material & Facility Resources

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Uses Computers to Process Information**

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
Students who have not passed the Math Section of a TSI approved test may be placed in this course. (Does not count toward a degree.)

Course Description
An introductory course designed to identify deficiencies and provide a review of fundamental operations in mathematics. Based on the individual student's identified need. Topics include arithmetic operations on fractions, decimals, and integers; solving problems with proportions and percents; descriptive statistics; and basic geometric figures.

THECB Approval Number .................................................................32.0104.51.19

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses
Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Add, subtract, multiply, and divide whole numbers;
2. Add, subtract, multiply, and divide fractions;
3. Add, subtract, multiply, and divide decimals;
4. Change fractions to decimals, decimals to fractions;
5. Apply knowledge of fractions and decimals;
6. Find fractional notation for ratios;
7. Set up proportions and solve proportions;
8. Solve word problems involving proportions;
9. Change fractions to percents and percents to fractions;
10. Change decimals to percents, percents to decimals;
11. Solve word problems involving percents;
12. Calculate averages, medians, and modes;
13. Identify and interpret data from tables and graphs;
14. Convert units from one system of measurement to another system or within the same system;
15. Identify basic geometric figures;
16. Determine and evaluate various geometric measurements; and
17. Add subtract, multiply, and divide signed numbers.

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**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
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**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
Completion of MATH 0301 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description
Algebraic expressions, linear equations and models, exponents, and polynomials, factoring, algebraic fractions, graphing, systems of linear equations, radicals, points, parallel and perpendicular lines, planes, space angles, triangles, congruent triangles, space figures, volume, surface, area, reasoning skills.

THECB Approval Number .................................................................32.0104.51.19

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Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Develop the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Evaluate algebraic expressions;
4. Convert phrases to algebraic expressions;
5. Graph and order real numbers on the number line;
6. Find absolute values and opposites of real numbers;
7. Add, subtract, multiply, and divide real numbers;
8. Use and identify properties of real numbers;
9. Combine algebraic expressions;
10. Solve linear equations;
11. Solve linear inequalities;
12. Use integer exponents;
13. Do arithmetic operations on polynomials;
14. Factor polynomials;
15. Simplify rational expressions;
16. Use the rectangular coordinate system to do simple graphing;
17. Evaluate and estimate square roots and other basic radicals;
18. Identify and calculate the measures of adjacent, vertical, and complementary angles;
19. Investigate properties of parallel and perpendicular lines;
20. Work with congruent and similar triangles; and
21. Solve systems of equations in two variables.

**Methods of Evaluation**

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**Personal Qualities:**
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- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
Completion of MATH 0302 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description
A study of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations.

THECB Approval Number .................................................................32.0104.52.19

Statement of Purpose
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Core Objectives Required for Mathematics Courses
Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Define, represent, and perform operations on real and complex numbers.
2. Recognize, understand, and analyze features of a function.
3. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.
4. Identify and solve absolute value, polynomial, radical, and rational equations.
5. Identify and solve absolute value and linear inequalities.
7. Connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Homework</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Academic Honesty and Integrity
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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

Class Attendance
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MATH 0303 Syllabus Fall 2013
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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
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**Technology:**
- Selects Technology
- Applies Technology
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**Systems:**
- Understands Systems
- Monitors & Corrects Performance
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
MATH 1314 — College Algebra  
Frank Phillips College

General Course Information  
Credit Hours: 3  
General Education Core Curriculum Course

Prerequisite  
Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description  
In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

THECB Approval Number .............................................................................27.0101.54.19

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- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Learning Outcomes:  
Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.
2. Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.
3. Apply graphing techniques.
4. Evaluate all roots of higher degree polynomial and rational functions.
5. Recognize, solve and apply systems of linear equations using matrices.

Methods of Evaluation

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<td>Exams</td>
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<tr>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>Dual-credit Classes</td>
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</tr>
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<td>Exams</td>
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</tr>
<tr>
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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Information:**
Acquires & Evaluates Information  
Organizes & Maintains Information  
Uses Computers to Process Information

**Interpersonal:**
Participates as a Member of a Team  
Teaches Others  
Serves Clients/Customers  
Exercises Leadership  
Negotiates to Arrive at a Decision  
Works with Cultural Diversity

**Thinking Skills:**
Creative Thinking  
Decision Making  
Problem Solving  
Seeing Things in the Mind's Eye  
Knowing How to Learn  
Reasoning

**Technology:**
Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Systems:**
Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Basic Skills:**
Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Personal Qualities:**
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty
MATH 1316 — Plane Trigonometry  
Frank Phillips College  

General Course Information  
Credit Hours: 3  
General Education Core Curriculum Course  

Prerequisite  
One unit of plane geometry, and two units of high school algebra. Passage of the Math Section of a TSI approved test or completion of MATH 0303 with a grade of C or better.  

Course Description  
In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.  

THECB Approval Number .................................................................27.0101.53.19  

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Learning Outcomes  
Upon successful completion of this course, students will:  

1. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.  
2. Graph trigonometric functions and their transformations.  
3. Prove trigonometric identities.
4. Solve trigonometric equations.
5. Solve right and oblique triangles.
6. Use the concepts of trigonometry to solve applications.

In addition, this course will meet the specific learning outcomes that follow:

1. Define the six trigonometric ratios.
2. Solve triangles using the trigonometric functions and laws of sines and cosines.
3. Demonstrate the relationships between the functions.
4. Use radian measure as well as degree measure in trig functions.
5. Prove trigonometric identities.
7. Construct graphs involving the trigonometric functions.
8. Examine the inverse trigonometric functions.

Methods of Evaluation

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<th>Category</th>
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<td>Exams</td>
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<tbody>
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<td>Exams</td>
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**Systems:**
- Understands Systems
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
MATH 2312 — Pre-Calculus Math
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of Math Section of a TSI approved test, two years of high-school algebra, one year of high-school geometry, and one semester of high-school trigonometry.

Course Description
In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions. May include topics from analytical geometry.

THECB Approval Number ..............................................................27.0101.58.19

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- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Learning Outcomes
Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions.
2. Recognize and apply algebraic and transcendental functions and solve related equations.
3. Apply graphing techniques to algebraic and transcendental functions.
4. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
5. Prove trigonometric identities.
6. Solve right and oblique triangles.

In addition, this course will meet the specific learning outcomes that follow:
1. Construct graphs of trigonometric functions using polar coordinates.
2. Graph functions, including rational functions and relations.
3. Apply operations on complex numbers.
4. Solve exponential and logarithmic equations and graph exponential and logarithmic functions.
5. Graph a system of parametric equations.
6. Describe vectors in component form and in terms of length and direction.
   And demonstrate various calculations with vectors such as addition, subtraction, multiplication of scalar, dot product and cross product.
7. Construct models and solve applied problems using vectors.
8. Sketch the graphs of various conics and create using different conic graphs.
9. Evaluate arithmetic and geometric sequences.

**Methods of Evaluation**

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<table>
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MATH 2312 Syllabus Fall 2013
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<thead>
<tr>
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<tbody>
<tr>
<td>Allocates Time</td>
<td>Acquires &amp; Evaluates Information</td>
</tr>
<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
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<tr>
<td>Allocates Material &amp; Facility Resources</td>
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<th>Thinking Skills:</th>
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<td>Creative Thinking</td>
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<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
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<table>
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<tr>
<th>Technology:</th>
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<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Basic Skills:</th>
<th>Personal Qualities:</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
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</tr>
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<td>Arithmetic</td>
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<td>Self-Management</td>
</tr>
<tr>
<td>Listening&amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>
MATH 2413 — Calculus I
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
Completion of MATH 1316 with a grade of C or better or co-requisite of MATH 1316.

Course Description
Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

THECB Approval Number .................................................................27.0101.59.19

Statement of Purpose
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Core Objectives Required for Mathematics Courses
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Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Learning Outcomes
Upon successful completion of this course, students will:

1. Develop solutions for tangent and area problems using the concepts of limits, derivatives, and integrals.
2. Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point.
3. Determine whether a function is continuous and/or differentiable at a point using limits.
4. Use differentiation rules to differentiate algebraic and transcendental functions.
5. Identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.
6. Evaluate definite integrals using the Fundamental Theorem of Calculus.
7. Articulate the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.

**Methods of Evaluation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Classes</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>75%</td>
</tr>
<tr>
<td>Lab</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dual-Credit Classes</td>
<td></td>
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**Academic Honesty and Integrity**
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- Administrative withdrawal from the course
- Academic suspension

**Class Attendance**
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### Scans/Or Core Competencies That Will Be Addressed in the Class

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</tr>
</thead>
<tbody>
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<td>Acquires &amp; Evaluates Information</td>
</tr>
<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
</tr>
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<td>Allocates Material &amp; Facility Resources</td>
<td>Uses Computers to Process Information</td>
</tr>
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</table>

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Placement by an approved TSI test or completion of MATH 0303 with a grade of C or better.

Course Description
Topics from college algebra (linear equations, quadratic equations, functions and graphs, inequalities), mathematics of finance (simple and compound interest, annuities), linear programming, matrices, systems of linear equations, applications to management, economics, and business.

THECB Approval Number ..............................................................27.0301.52.19

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Core Objectives Required for Mathematics Courses
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Learning Outcomes:
Upon successful completion of this course, students will:

1. Evaluate and graph common elementary functions including the linear and quadratic functions.
2. Differentiate formulas used in finite mathematics including simple and compound interest, and future and present value.
3. Define systems of linear equations and apply methods to solve them including matrix inversion.
4. Solve linear inequalities and apply linear programming.
5. Apply probability theory to determine probabilities and probability distributions for a variety of situations.

Methods of Evaluation

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<td>Face-to-face Classes</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>75%</td>
</tr>
<tr>
<td>Daily Work</td>
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</tr>
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**Resources:**
Allocates Time
Allocates Money
Allocates Material & Facility Resources

**Information:**
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

**Interpersonal:**
Participates as a Member of a Team
Teaches Others
Serves Clients/Customer
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

**Thinking Skills:**
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

**Technology:**
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

**Systems:**
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

**Basic Skills:**
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
MATH 1350
Advanced Mathematics I for Elementary Education Teachers
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Completion of MATH 1314 or a higher level math course with a grade of C or better.

Course Description
Concepts of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational and real number systems with an emphasis of problem solving and critical thinking. This course is appropriate for early childhood education majors.

THECB Approval Number .........................................................27.0101.56.19

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Learning Outcomes:
Upon successful completion of this course, students will:

1. Recognize the NCTM standards and the TEKS.
2. Recognize the connection between fractions, rational numbers, decimals and percents.
3. Define and use ratios and proportions.
4. Recognize algebraic reasoning and representation.
5. Draw and interpret a variety of graphical representations of data.
6. Calculate and interpret the measures of central tendency and variability for a set of data.
7. Calculate empirical probabilities, permutations and combinations.
8. Define the basic figures of geometry along with their properties.
9. Explain the measurement process and the concept of a unit measurement.
10. Calculate the perimeter, area, surface area, and volume for a variety of figures.
11. Prove the congruence or similarity of a given pair of triangles.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
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<tr>
<td>Exams</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
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</table>

Grade Scale

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Exams:
There are exams that will be given. Makeup exams will be given at the discretion of the instructor. Please contact your instructor before the exam to arrange a makeup exam. Please keep in mind that makeup exams are relatively more difficult than regular exams. **Positively no exam grades will be dropped.**

Note: Cheating on tests or quizzes will result in an automatic 0 on the test.

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</tbody>
</table>
General Course Information
Credit Hours: 4
Prerequisite
None

Course Description
Continuation of pipe fabrication, rigging, pipe hangers and supports, blueprint reading, standards and specifications, and trade math.

THECB Approval Number .................................................................46.0502.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Fabricate socket weld pipe.
2. Fabricate butt weld pipe.
3. Classroom knowledge of hangers and supports.
4. Sketch Isometric views of piping assemblies.
5. Interpret piping standards and specifications.
6. Use measuring devices common to the trade of pipefitting.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
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<td>Attendance</td>
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<tr>
<td>Exams</td>
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</tr>
<tr>
<td>Total</td>
<td>100%</td>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<td>C</td>
<td>70 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Grade</th>
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<tbody>
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<td>90 – 100</td>
<td>100</td>
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<td>80 – 90</td>
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<td>70 – 80</td>
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<tr>
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</tr>
<tr>
<td>0 – 60</td>
<td>50</td>
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**Welding Program Attendance Requirements**

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

**Cell Phones and Other Electronic Devices Procedure:**
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college’s main number with an appropriate contact in case of an emergency.
   Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
   Perryton: (806) 648-1450

**Grievance Policy**
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

**Important Information**
Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.
Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
Allocates Time
Allocates Money
Allocates Material & Facility Resources

**Information:**
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

**Interpersonal:**
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

**Thinking Skills:**
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

**Technology:**
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

**Systems:**
Understands Systems
Monitors &Corrects Performance
Improves & Designs Systems

**Basic Skills:**
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
PFPB 2408 — Piping Standards and Materials
Frank Phillips College

General Course Information
Credit Hours: 4
Prerequisite
None

Course Description
Identification, description, and application of piping standards and specifications. Includes identification and use of various metallic and non-metallic piping materials, identification and installation of valves, and material take-offs.

THECB Approval Number .................................................................46.0502.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identification, description, and application of piping standards and specifications.
2. Includes identification and use of various metallic and non-metallic materials.
3. Identification of valves and material take-offs.

Methods of Evaluation

<table>
<thead>
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<table>
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<tr>
<td>0 – 60</td>
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</table>
Academic Honesty and Integrity
Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

Class Attendance*
Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*
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Cell Phones and Other Electronic Devices Procedure:
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in physical and/or recreational activities. The physical education activity courses are designed to give the students multiple choices that suit their physical goals in health and wellness or recreational preferences. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:

1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health.

Methods of Evaluation
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

<table>
<thead>
<tr>
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<tr>
<td>Total</td>
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without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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- Administrative withdrawal from the course
- Academic suspension

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   Perryton: (806) 648-1450

**Grievance Policy**
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**Important Information**
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
Frank Phillips College – Allen Campus  
Freshman Body Conditioning I (PHED 1124)  
Syllabus, Fall Semester, 2013

I. General Course Information

Instructor: Lew K. Hunnicutt, Ph.D.  Phone: 648-1450
Office: Allen Campus Room 103  Fax: 648-1452
Office Hours: Call for appointment  E-mail: lhunnicutt@fpctx.edu

Course Description: This 1 credit hour course will provide students with the opportunity to obtain knowledge and acquire skills, and enhance fitness levels with the participation in cardiovascular exercises.

A series of basic intellectual competencies—reading, writing, speaking, listening, critical thinking, and computer literacy—are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate
arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Student Learning Outcomes.

All Frank Phillips College courses required in the Associate of Arts and Associate in Science programs work together to meet the following student learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific student learning outcomes that follow:

A. Develop an overall improved cardiovascular fitness level that will reduce body fat levels
B. Develop an overall improved cardiovascular fitness level that will increase lean body mass
C. Develop an overall fitness level that will lower the resting heart rate
D. Develop an overall fitness level that will improve the circulatory system
E. Develop an overall fitness level that will enhance the daily lifestyle
F. Develop an overall fitness level that will promote wellness and health

III. Textbook and Other Required Materials

There is no official textbook required for this course. The instructor will disseminate materials and information in the forms of handouts, lectures, videotapes, and internet information. Students will be responsible for obtaining all sources of information for this class.
IV. Classroom Policy and Instructor Expectations

It is expected that all students perform cardiovascular and/or weight lifting activities twice a week during the semester.

Regarding Email. I will only answer emails sent from your assigned FPC student email address. You must develop the habit of using and checking this email account. It is only through this email address that the college will contact you, so it is imperative that you use it. Further, if you send me an incoherent email using texting language (i.e. “u”, “gr8”, “LOL”, etc.) or incorrect grammar, it will be returned to you with the request that you rewrite it using correct grammar and re-submit it. Writing is extremely important in college and in the work world, and contrary to popular belief...texting and text language isn’t.

V. Methods of Evaluation

The following is a breakdown of how the final grade will be determined:

<table>
<thead>
<tr>
<th>Exercise Logs</th>
<th>Article Summaries</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>40%</td>
<td>10%</td>
</tr>
</tbody>
</table>

LOGGING COMPLETED EXERCISE.

EACH STUDENT MUST LOG 50 HOURS OF EXERCISE DURING THE SEMESTER.

Five (5) exercise logs (each must document a minimum of 10 hours of exercise...make sure to total your time) are due before midnight on the following dates and MUST BE SUBMITTED THROUGH YOUR STUDENT PORTAL in MICROSOFT EXCEL format (an example of the acceptable format is attached and is also in the COURSE DOCUMENTS section of your STUDENT PORTAL for your use):

- EXERCISE LOG 1: SEPTEMBER 17th, 2013
- EXERCISE LOG 2: OCTOBER 8th, 2013
- EXERCISE LOG 3: OCTOBER 29th, 2013
- EXERCISE LOG 4: NOVEMBER 19th, 2013
- EXERCISE LOG 5: DECEMBER 10th, 2013

NO LATE SUBMISSIONS WILL BE ACCEPTED AND NO EXERCISE LOG WILL BE GRADED THAT DOES NOT TOTAL 10 HOURS AND/OR DOES NOT FOLLOW THE REQUIRED FORMAT. IF YOU ARE UNFAMILIAR WITH UPLOADING DOCUMENTS IN CAMS, SEE MRS. PRESLEY IN THE STUDENT RESOURCE CENTER TO LEARN HOW PRIOR TO SUBMISSION DEADLINES.
The naming format for the file you create as your exercise log each time must follow the format below:

Lastname_Firstname_Class_Assignment_Semester

Example: Doe_John_PHED1124_ExerciseLog1_Fall2013

ARTICLE REVIEWS.
Periodically during this course I will post articles in your Student Portal dealing with exercise, wellness, nutrition or related issues (4 in all). Once posted, you will write a one page review of each article and submit it by uploading it in your Student Portal before midnight on the following dates:

- ARTICLE FOR REVIEW 1    SEPTEMBER 24th, 2013
- ARTICLE FOR REVIEW 2    OCTOBER 22th, 2013
- ARTICLE FOR REVIEW 3    NOVEMBER 19th, 2013
- ARTICLE FOR REVIEW 3    DECEMBER 10th, 2013

Each article summary will be one page in length (12 font and double spaced) with a concluding paragraph stating your opinion of the article (Example is included as the last page of this syllabus). At the top left of your page you must title your review using the following format (12 font and single spaced):

First Name Last Name          EXAMPLE: John Doe
Class                        PHED1124
Assignment                   Article Review 1
Semester                     Fall Semester, 2013

DO NOT SIMPLY PARAPHRASE THE INFORMATION CONTAINED IN EACH ARTICLE, YOUR ASSIGNMENT IS TO WRITE A REVIEW OF EACH ARTICLE. THE LAST PARAGRAPH OF YOUR REVIEW MUST STATE YOUR OPINION OF THE ARTICLE.

NO LATE SUBMISSIONS WILL BE ACCEPTED AND NO ARTICLE REVIEW WILL BE GRADED THAT IS SHORTER THAN 1 PAGE IN LENGTH AND/OR DOES NOT FOLLOW THE REQUIRED FORMAT. IF YOU ARE UNFAMILIAR WITH UPLOADING DOCUMENTS IN CAMS, SEE MRS. PRESLEY IN THE STUDENT RESOURCE CENTER TO LEARN HOW PRIOR TO SUBMISSION DEADLINES.

The naming format for the file you create as your article review each time must follow the format below:

Lastname_Firstname_Class_Assignment_Semester

Example: Doe_John_PHED1124_ArticleReview1_Fall2013
The final examination will be created totally from the articles you read and reviewed during the course. It will be posted on **WEDNESDAY, DECEMBER 11TH (12:01 AM)** and must be completed and turned in to Dr. Hunnicutt **BEFORE 4:00 P.M. on TUESDAY, DECEMBER 17TH**. You may turn a printed copy in at the front desk or upload the exam via your Student Portal.

*I URGE YOU TO CHECK YOUR STUDENT PORTAL OFTEN SO YOU DO NOT MISS A REQUIRED ASSIGNMENT DEADLINE AS LATE WORK IS NOT ACCEPTED.*

VI. **Attendance Requirements**

This class is “to be arranged (TBA)” and times should be arranged with the instructor. Any missed days should be made up and included in your exercise log.

VII. **Scans/Or Core Competencies That Will Be Addressed in the Class**

Information:
- Acquires, Evaluates, Organizes & Maintains Information

Interpersonal:
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
- Applies Technology

Basic Skills:
- Reading
- Writing
- Mathematics
- Listening

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind’s Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
VIII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic course for students who plan to enter senior colleges and universities with sophomore or junior standing.
   B. Provide, assist, and promote the use of learning resources in the classroom.
   C. Participate in and contribute to the democratic society in which we live.
   D. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

IX. Grievance Policy
   If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the current Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.
John Doe
PHED1124
Article Review 1
Fall Semester, 2013

Title of Article

BODY OF ARTICLE REVIEW (12 font; double spaced)

CONCLUSION TO REVIEW (YOUR OPINION OF THE MATERIAL CONTAINED IN THE ARTICLE – POINTS WILL BE LOST IF IT IS NOT YOUR OPINION...GOOD OR BAD.)

MUST BE 1 PAGE IN LENGTH
PHED 1134 – Rodeo Events I
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

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<th>Category</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
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<td>Exams</td>
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<td><strong>Total</strong></td>
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• A semester grade of F for the course
• Administrative withdrawal from the course
• Academic suspension

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
PHED 1144 — Freshman Varsity Athletics I
Frank Phillips College

General Course Information
Instructor: Lucas Grider
PHED 1144 LAB 05
Freshman Varsity Athletics I - Softball
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
  1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
  2. Develop new skills and techniques; and
  3. Understand the importance of teamwork.

Methods of Evaluation
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

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<td>Quizzes</td>
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<td>Participation</td>
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PHED 1144 — Freshman Varsity Athletics I
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

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THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation
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PHED 1146 — Freshman Cheerleading I
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
Approval of advisor.

Course Description
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
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PHED 1146 Syllabus Fall 2013
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PHED 1146 Syllabus Fall 2013
PHED 1321 — Coaching/Sports/Athletics I  
(Theory of Coaching)  
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Study of the history, theories, philosophies, rules, terminology of competitive sports. Includes coaching techniques.

THECB Approval Number .............................................31.0505.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Develop a personal coaching philosophy;
2. Identify the characteristics associated with athletes and their motivation;
3. Identify the different components of character development;
4. Explain the importance of coaching in a safe and secure environment;
5. Identify how to reduce risk potential and manage athletes safety;
6. Identify the risks and effects of athlete’s drug use;
7. Identify the dangers and risks of performance enhancing drugs;
8. Identify the different methods of training and learn when each is most appropriate to use; and
9. Identify different team building approaches.

Methods of Evaluation

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PHED 1338 — Concepts of Physical Fitness
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Concepts and use of selected physiological variables of fitness, individual testing and consultation, and the organization of sports and fitness programs.

THECB Approval Number .................................................................31.0501.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Develop the knowledge of how to improve cardiovascular fitness level that will reduce body fat levels;
2. Develop the knowledge of how to improve cardiovascular fitness level that will increase lean body mass;
3. Develop the knowledge of how to lower the resting heart rate;
4. Develop the knowledge of how to improve the circulatory system;
5. Develop the knowledge of how to enhance the daily lifestyle; and
6. Develop the knowledge of how to improve promote wellness and health.

Methods of Evaluation

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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Exercise Plan</td>
<td>10%</td>
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PHED 2124 — Sophomore Body Conditioning III
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in physical and/or recreational activities. The physical education activity courses are designed to give the students multiple choices that suit their physical goals in health and wellness or recreational preferences. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .............................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health.

Methods of Evaluation
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

<table>
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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Journal Log</td>
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Resources:
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
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Basic Skills:
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- Arithmetic
- Mathematics
- Listening & Speaking

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

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<thead>
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<tbody>
<tr>
<td>Assignments</td>
<td>90%</td>
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<tr>
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Personal Qualities:
Responsibility
Self-Esteem
Sociability
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PHED 2144 — Sophomore Varsity Athletics III
Frank Phillips College

General Course Information
Instructor: Lucas Grider
PHED 2144 LAB 05
Sophomore Varsity Athletics III
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

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<td>Quizzes</td>
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- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
PHED 2144 — Sophomore Varsity Athletics III
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

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PHED 2144 Syllabus Fall 2013
Students should leave the college’s main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
Perryton: (806) 648-1450

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PHED 2144 Syllabus Fall 2013
PHED 2146 — Sophomore Cheerleading III  
Frank Phillips College

General Course Information  
Credit Hours: 1

Prerequisite  
Approval from advisor.

Course Description  
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number ..............................................................36.0108.51.23

Learning Outcomes  
Upon successful completion of this course, students will:
  1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
  2. Develop new skills and techniques; and
  3. Understand the importance of teamwork.

Methods of Evaluation  
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

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General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
Completion of MATH 1314 College Algebra, or MATH 1316 Plane Trigonometry, with a grade of C or better. (*MATH 1314 or MATH 1316 may be taken as a co-requisite.)

Course Description
Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton’s Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving. Must be taken concurrently with a laboratory section. This course is designed for students preparing for further study in science and related areas including: medicine, pharmacy, optometry, physical therapy, and secondary education.

THECB Approval Number .................................................................40.0801.53.03

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Learning Outcomes:
Upon successful completion of this course, students will:
1. Determine the components of linear motion (displacement, velocity, and acceleration), and especially motion under conditions of constant acceleration.
2. Apply Newton’s laws to physical problems including gravity.
3. Solve problems using principles of energy.
4. Use principles of impulse and linear momentum to solve problems.
5. Solve problems in rotational kinematics and dynamics, including the determination of the location of the center of mass and center of rotation for rigid bodies in motion.
6. Solve problems involving rotational and linear motion.
7. Describe the components of a wave and relate those components to mechanical vibrations, sound, and decibel level.
8. Demonstrate an understanding of equilibrium, including the different types of equilibrium.
9. Discuss simple harmonic motion and its application to quantitative problems or qualitative questions.
10. Solve problems using the principles of heat and thermodynamics.
11. Solve basic fluid mechanics problems.
12. Demonstrate techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.
13. Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.

**Methods of Evaluation**

Students’ successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

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<td>Laboratory Grade</td>
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The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

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PHYS 1401 Syllabus Fall 2013
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- Self-Management
- Integrity/Honesty
PHYS 1404 — Solar System
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
N/A

Course Description
This course is the study of the sun and its solar system, including its origin. Also includes a laboratory and other topics such as stars, nebulae, galaxies, cosmology, the foundations of astronomy, the Copernican Revolution and astronomical tools.

THECB Approval Number .................................................................40.0201.52.03

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- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Learning Outcomes:
Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

Methods of Evaluation
Students’ successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
Allocates Time
Allocates Money
Allocates Material & Facility Resources

**Information:**
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

**Interpersonal:**
Participates as a Member of a Team
Teaches Others
Serves Clients/Customer
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

**Thinking Skills:**
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

**Technology:**
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

**Systems:**
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

**Basic Skills:**
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
PHYS 1415 — Physical Science I
Frank Phillips College

General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
N/A

Course Description
Course is designed for non-majors and surveys topics from physics, chemistry, geology, astronomy, and meteorology, with an emphasis on physical phenomena. Includes the scientific method and a survey of mechanics, matter, heat, optics, electricity, and magnetism.

THECB Approval Number .................................................................40.0101.51.03

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** — to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** — to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** — to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** — to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

PHYS 1415 Syllabus Fall 2013
Learning Outcomes:
Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems
2. Interpret and communicate technical information
3. Work with other students in a team investigation
4. Understand some logical or scientific systems
5. Visualize and Diagram physical processes

Methods of Evaluation
Students’ successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Homework assignments</td>
<td>10%</td>
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<tr>
<td>Laboratory Grade</td>
<td>30%</td>
</tr>
<tr>
<td>Exams</td>
<td>50%</td>
</tr>
<tr>
<td>Semester Exam</td>
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</tr>
<tr>
<td>Total</td>
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The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

Academic Honesty and Integrity
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PHYS 1415 Syllabus Fall 2013
Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:
Participates as a Member of a Team
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Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
Completion of MATH 2413 Calculus I or its equivalent with a grade of C or better. MATH 2413 may be taken as co-requisite.

Course Description
Fundamental principles of physics, using calculus, for science, computer science, mathematics, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems and thermodynamics; and emphasis on problem solving. This course sequence emphasizes the study of kinematics, dynamics, energy, momentum, waves sound, heat and thermodynamics. Must be taken with a laboratory section which includes basic laboratory experiments, experimental design, data collection and analysis, and preparation of laboratory reports.

THECB Approval Number .................................................................40.0101.54.03

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- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Lecture Learning Outcomes
Upon successful completion of this course, students will:
1. Determine the components of linear motion (displacement, velocity, and acceleration), and especially motion under conditions of constant acceleration.
2. Solve problems involving forces and work.
3. Apply Newton’s laws to physical problems.
4. Identify the different types of energy.
5. Solve problems using principles of conservation of energy.
6. Define the principles of impulse, momentum, and collisions.
7. Use principles of impulse and momentum to solve problems.
8. Determine the location of the center of mass and center of rotation for rigid bodies in motion.
9. Discuss rotational kinematics and dynamics and the relationship between linear and rotational motion.
10. Solve problems involving rotational and linear motion.
11. Define equilibrium, including the different types of equilibrium.
12. Discuss simple harmonic motion and its application to real-world problems.
13. Solve problems involving the First and Second Laws of Thermodynamics.

Lab Learning Outcomes
Upon successful completion of this course, students will:
1. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.
2. Conduct basic laboratory experiments involving classical mechanics.
3. Relate physical observations and measurements involving classical mechanics to theoretical principles.
4. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.
5. Design fundamental experiments involving principles of classical mechanics.
6. Identify appropriate sources of information for conducting laboratory experiments involving classical mechanics.

Methods of Evaluation
Students’ successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>5%</td>
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<tr>
<td>Laboratory Grade</td>
<td>30%</td>
</tr>
<tr>
<td>Exams</td>
<td>55%</td>
</tr>
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**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
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- Seeing Things in the Mind's Eye
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- Selects Technology
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**Systems:**
- Understands Systems
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- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
PSYC 2301 — General Psychology
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior. Preparatory to all other courses in psychology.

THECB Approval Number .................................................................42.0101.51.25

Statement of Purpose
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Core Objectives Required for Social and Behavioral Sciences Courses
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:

1. Identify various research methods and their characteristics used in the scientific study of psychology. (see #2 below)
2. Describe the historical influences and early schools of thought that shaped the field of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
3. Describe some of the prominent perspectives and approaches used in the study of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
4. Use terminology unique to the study of psychology. (satisfied by all L.O below)
5. Describe accepted approaches and standards in psychological assessment and evaluation. (see #17, 18, 19, and 20 below)
6. Identify factors in physiological and psychological processes involved in human behavior. (see #3, 4, 5, 6, 7, 10, 11, 13, 17, and 18 below.)

In addition, students will:
1. Define psychology and understand its study as a branch of empiricism.
2. Examine the components of the scientific method and their application to varied research strategies.
3. Contrast the current theoretical perspectives concerning the central nervous system’s relationship to human behavior and cognition.
4. Evaluate the effects of early environmental and social interactions upon subsequent human behavior.
5. Identify and classify the physiological structures of human sensory perception.
6. Compare the current theories concerning human perception.
7. Identify the states of consciousness and classify their analogous behaviors.
8. Define and demonstrate operant conditioning and learning.
9. Name and define the different types of memory.
10. Differentiate between the current theoretical perspectives concerning memory, recall, and forgetting.
11. Define and differentiate between cognition, intelligence and creativity.
12. Evaluate the current philosophical debate concerning the existence of intuition.
13. List and classify the physiological structures of the human body involved in motivation and emotion.
14. Name and appraise the past and present theories of emotion.
15. List and examine components of personality as defined by psychologists.
16. Define and evaluate the ideas that comprise psychoanalytic theory.
17. Differentiate between mental health and mental illness, and explain the role of life stressors in the development of mental illness.
18. Write core features of disordered behavior.
19. Use the classification system of mental disorders.
20. Classify and contrast the various theories of therapy for mental disorders, including, but not limited to psychoanalysis, humanistic therapies, behaviorist therapies, cognitive therapies, group therapies, and medical/pharmacological therapies.
21. Distinguish between individual psychology and social psychology and apply the tenets of social psychology to group behavior.
Methods of Evaluation
Students’ successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>“Daily Grade” - Reading quizzes, attendance, and web-based exercises</td>
<td>20%</td>
</tr>
<tr>
<td>Learning Portfolio Project</td>
<td>30%</td>
</tr>
<tr>
<td>Three Periodic Examinations</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
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**Basic Skills:**
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- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Completion of PSYC 2301 or its equivalent with a grade of C or better.

Course Description
Study of the relationship of the physical, emotional, social and mental factors of growth and development of children and throughout the lifespan. (Special emphasis on childhood.)

THECB Approval Number .................................................................42.2703.51.25

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- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:
1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

Methods of Evaluation
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<tbody>
<tr>
<td>Daily participation-average (including attendance, reading quizzes, and daily assignments)</td>
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</tr>
<tr>
<td>Critical Review of Child Care/Parenting Book</td>
<td>30%</td>
</tr>
<tr>
<td>Three Periodic Examinations (other than the Final)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination (comprehensive)</td>
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Resources:  
Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

Information:  
Acquires & Evaluates Information  
Organizes & Maintains Information  
Uses Computers to Process Information

Interpersonal:  
Participates as a Member of a Team  
Teaches Others  
Serves Clients/Customer  
Exercises Leadership  
Negotiates to Arrive at a Decision  
Works with Cultural Diversity

Thinking Skills:  
Creative Thinking  
Decision Making  
Problem Solving  
Seeing Things in the Mind's Eye  
Knowing How to Learn  
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Technology:  
Selects Technology  
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Systems:  
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Monitors & Corrects Performance  
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Basic Skills:  
Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

Personal Qualities:  
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
Completion of PSYC 2301 with a C or better.

Course Description
Study of individual behavior within the social environment. May include topics such as the socio-psychological processes, attitudes formation and change, interpersonal relations, and group processes. (Cross-listed as SOCI 2326. Students may enroll for either Psychology or Sociology credit.)

THECB Approval Number ..............................................................42.2707.51.25

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- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:
1. Identify Social Psychology as a separate branch of empiricism dedicated to the study of the way people’s thoughts, feelings, and behaviors are influenced by the real or imagined presence of others;
2. Compare and contrast Social Psychology with the other social sciences;
3. Name and give examples of the origin of human construals as related to two basic human motives: the need to be accurate and the need to feel good about ourselves;
4. Distinguish between automatic thinking and controlled social cognition;
5. Define causal attribution and explain its relationship to understanding and predicting social behavior;
6. Name and give examples of the three functions of the self as they pertain to social interaction;
7. Relate the human need to maintain a stable, positive self-image to the common experience of cognitive dissonance;
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PSYC 2319 Syllabus Fall 2013
• A grade of 0 for the test or assignment
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• Academic suspension

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<td>Allocates Time</td>
<td>Acquires &amp; Evaluates Information</td>
</tr>
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<td>Organizes &amp; Maintains Information</td>
</tr>
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<td>Uses Computers to Process Information</td>
</tr>
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<table>
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<tr>
<th>Interpersonal:</th>
<th>Thinking Skills:</th>
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<tbody>
<tr>
<td>Participates as a Member of a Team</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Teaches Others</td>
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</tr>
<tr>
<td>Serves Clients/Customers</td>
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</tr>
<tr>
<td>Exercises Leadership</td>
<td>Seeing Things in the Mind's Eye</td>
</tr>
<tr>
<td>Negotiates to Arrive at a Decision</td>
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</tr>
<tr>
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</tr>
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<tr>
<th>Technology:</th>
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</thead>
<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
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<th>Basic Skills:</th>
<th>Personal Qualities:</th>
</tr>
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<tr>
<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description
An introduction to the concepts and principles used in the study of group life, social institutions, and social processes. Course includes studying human society; human behavior and personality as a product of group life; community organizations; social change and current social problems.

THECB Approval Number .............................................................................45.1101.51.25

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SOCI 1301 Syllabus Fall 2013
**Learning Outcomes**

Upon successful completion of this course, students will:

1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

**Methods of Evaluation**

Students’ successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

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<td>Assignments, quizzes and other daily grades</td>
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<tr>
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- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
Completion of PSYC 2301 with a C or better.

Course Description
Study of individual behavior within the social environment. May include topics such as the socio-psychological processes, attitudes formation and change, interpersonal relations, and group processes. (Cross-listed as PSYC 2319. Students may enroll for either Psychology or Sociology credit.)

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SOCI 2326  Syllabus Fall 2013
SPCH 1311 — Introduction to Speech Communication
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
N/A

Course Description
Theories and practice of communication in interpersonal, small group, and public speech. A broad-based study of the basic principles of the process of human communication with special application to public speaking.

THECB Approval Number .................................................................23.1304.51.12

Statement of Purpose
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Core Objectives Required for Communication Courses
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:
1. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.

2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.

3. Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.

4. Develop, research, organize, and deliver formal public speeches.

5. Recognize how to communicate within diverse environments.

6. Understand the basic principles of speech communication and the respective responsibilities of speakers and listeners.

Methods of Evaluation

<table>
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<tr>
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<th>Assignment</th>
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<td>50</td>
<td>Birthday News</td>
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<tr>
<td>100</td>
<td>Informative Speech</td>
</tr>
<tr>
<td>150</td>
<td>Intercultural Group Speech with Power Point</td>
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<tr>
<td>100</td>
<td>Persuasive Speech with Power Point</td>
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<tr>
<td>100</td>
<td>Memo Assignment</td>
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<td>100</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>100</td>
<td>Final Exam</td>
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<tr>
<td>50</td>
<td>Common Experience Assignment</td>
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<tr>
<td>100</td>
<td>Weekly Reflections</td>
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<tr>
<td>100</td>
<td>Attendance</td>
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</tbody>
</table>

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
<td>800-899</td>
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<tr>
<td>C</td>
<td>700-799</td>
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<td>D</td>
<td>600-699</td>
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SPCH 1311 Syllabus Fall 2013
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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
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- Creative Thinking
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- Problem Solving
- Seeing Things in the Mind's Eye
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**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
SPCH 1318 — Interpersonal Communication
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
N/A

Course Description
Theories and exercises in verbal and nonverbal communication with focus on interpersonal relationships.

THECB Approval Number .................................................................23.1304.54.12

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes

Upon successful completion of this course, students will:
1. Exhibit understanding of interpersonal theories and principles.
2. Demonstrate ability to analyze and critique and verbal and nonverbal interactions in mediated and face-to-face contexts.
3. Identify perceptual processes as they relate to self and others.
4. Demonstrate critical thinking ability by effectively researching, evaluating and applying communication theories in oral and/or written assignments.
5. Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication.
6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
7. Identify types of and barriers to effective listening.
8. Learn to better control communication apprehension.
9. Gain theoretical knowledge of the influence of power in interpersonal communication.
11. Understand some of the theories about relational repair.

**Methods of Evaluation**

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>100</td>
<td>Introductory Presentation with visual aid</td>
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<tr>
<td>200</td>
<td>Relationship Journal</td>
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<tr>
<td></td>
<td>Relationship Analysis Paper (50 pts)</td>
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<tr>
<td></td>
<td>Journal Reflection (50 pts)</td>
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<td></td>
<td>Journal Entries (100 pts)</td>
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<tr>
<td>100</td>
<td>Relationships in History</td>
</tr>
<tr>
<td>150</td>
<td>Analyzing Relationships from the Movies</td>
</tr>
<tr>
<td>150</td>
<td>Intercultural Group Assignment</td>
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<tr>
<td>50</td>
<td>Analyzing Public Information</td>
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<tr>
<td>100</td>
<td>Mid-Term Exam</td>
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<td>Writing</td>
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<tr>
<td>Arithmetic</td>
<td>Sociability</td>
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<tr>
<td>Mathematics</td>
<td>Self-Management</td>
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<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
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</table>
I. General Course Information
Regina Walsh RN
VNSG 1402
APPLIED NURSING SKILLS
Credit Hours: 4
Main Campus Office: 806-457-4200 ext. 608
Office Hours: Monday, Wednesday and Friday 09:00 to 3:00
Email: rwalsh@fpctx.edu
Pre-requisite: Anatomy & Physiology I & II

Course Description: An introduction to the nursing profession and its responsibilities. Includes legal and ethical issues in nursing practice; an introduction to and application of primary nursing skills. Emphasis on utilization of the nursing process and related scientific principles.

End-of-Course Outcomes: Describe the underlying principles of selected nursing skills and their relationship to client health status; demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.

BASIC INTELLECTUAL COMPETENCIES:
A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

   Expected Outcomes:
   1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
   2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
   3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
   4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy: basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
   5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
   6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

   Expected Outcomes:
   1. Develop an understanding of the dynamics of the nurse client relationship.
2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
6. Develop criteria for setting priorities in planning and evaluating care for the client.
7. Understand the steps and procedures of discharge planning.

3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management.
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.

4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
3. Develop teaching techniques, which will enhance and facilitate client teaching.
4. Identify methods to evaluate the client’s level of learning.
5. Determine “Links between healthy lifestyles, prevention, and cost of healthcare.”
5. Assist in the evaluation of the client’s responses and outcomes to therapeutic interventions

   Expected Outcomes:
   1. Recognize common methods for measuring client health-goal attainment.
   2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

6. Provide direct basic care to assigned multiple clients in structured settings.

   Expected Outcomes:
   1. Become aware of institutional policies and procedures for delivery of nursing care.
   2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
   3. Recognize the basis for determining nursing care priorities in client care.
   4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
   5. Utilize the channels of communication for decision-making processes within the work setting.

7. Use the problem solving approach as the basis for decision making in practice.

   Expected Outcomes:
   1. Utilize a systematic problem solving process.
   2. Develop an understanding of the need for establishing priorities.
   3. Utilize work-setting resources available to assist in decision-making.
   4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

   Expected Outcome:
   1. Utilize basic principles of organizing resources necessary to provide quality care.
   2. Develop principles of problem solving, data collection, and basic time management skills
   3. Recognize the functions of team members.
   4. Recognize the cultural differences of clients.

2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

   Expected Outcome:
   1. Recognize the basic structure and function of the health care delivery system.
   2. Develop an understanding of the need for effective communication techniques.
   3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
   4. Understand the need for client advocacy and consumer rights and responsibilities.

3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.
Expected Outcome:

1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.

4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual’s responsibility for quality of nursing care.
3. Understand the individual nurse’s role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives
Instructors are encouraged to write behavioral objectives, which can be measured in some manner.

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Understand the origins and the history of nursing to begin the nursing career;
2. Discuss the healthcare delivery system & legal & ethical aspects of nursing;
3. Understand basic human needs for health & wellness;
4. Recognize community health practices & transcultural healthcare;
5. Discuss characteristics of the family & the family structure;
6. Recognize & understand the structure & function of the human body and its organ systems & functions;
7. Understand basic nutrition & transcultural and social aspects of nutrition;
8. Understand client education;
9. Understand & apply techniques for infection control and medical asepsis;
10. Recognize & demonstrate techniques for collecting vital signs;
11. Describe & discuss the purpose of the physical exam & techniques used with each physical assessment skill;
12. Understand & describe fluids, electrolyte, & acid-base balance;
13. Discuss the role that a caring nurse plays in building patient relationships;
14. Understand & discuss spiritual health;
15. Understand & describe health care need of the family;
16. Recognize & discuss principles for caring & responding to loss, death, & grieving;
17. Understanding managing patient care;
18. Describe techniques in activity & exercise;
19. Understand & apply techniques for safety and proper use of body mechanics;
20. Explain the importance of hygiene;
21. Describe & discuss oxygenation;
22. Explain & identify urinary elimination problems & techniques;
23. Explain & identify bowel elimination problems & techniques;
24. Describe mobility & immobility;
25. Describe skin integrity & wound care;
26. Describe & discuss sensory alterations;
27. Recognize different areas of care of a surgical patient.
28. Discuss advancement and leadership in nursing.

IV. Textbook and Other Required Materials

A. Required: *Fundamental Concepts & Skills for Nursing 3rd Edition* Susan DeWitt
B. Recommended: Hill & Howlett, *Successful in Practical/Vocational Nursing, 6th Edition*

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the individual instructor.
Pop quizzes will be given during any regularly scheduled class.
Major exams will be given as stated on the class schedule.
A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY
Refer to the Frank Phillips College 2009-2011 Catalog.
Instructor/Student Conferences are available for special needs upon request.

VI. Additional/Supplemental References

Available Student Library Materials related to the Medical-Surgical Field.

VII. Methods of Evaluation

At the end of the course, following the administration of the final exam the grade will be obtained as follows.

Daily Quizzes, additional assignments, or workbook assignments: 20%
Major Exam Grades: 50%
Final Exam Grade: 25%
HESI: 5%

YOU MUST HAVE AN AVERAGE EXAM GRADE OF 74.5% IN ORDER TO TAKE YOUR FINAL EXAM
Frank Phillips College Vocational Nursing Program Grade Scale:
A – 92-100
B – 83-91
C – 75-82
D – 60-74
F – 0-59

VIII. Attendance Requirements
As stated in the Vocational Nursing Student Policy Handbook

IX. Scans/Or Core Competencies That Will Be Addressed in the Class
Instructors should delete those competencies that do not apply and number
or bullet those that do apply.

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Basic Skills:
Reading
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Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
X. **Correlation to Stated Mission Goals of Frank Phillips College**
   A. Provide introduction and application of nursing skills with emphasis on the nursing process and scientific principles of nursing;
   B. Provide a classroom setting conducive to learning;
   C. Provide, assist, and promote the use of learning resources in the classroom;
   D. Participate in and contribute to the medical field in which we practice; and
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

XI. **Grievance Policy**
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person to discuss the matter. Should things remain unresolved after initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.
Frank Phillips College  
Vocational Nursing Program  
Syllabus-Fall 2013

I. General Course Information
Course Number: VNSG 1230  
Course Title: Maternal Neonatal Nursing  
Credit Hours: 2  
Course Instructor: E.Chris Copely, R.N.  
Work Phone: FPC 806-457-4200 ext 610  
Email: ecopley@fpctx.edu  
Office Hours: Monday-Wednesday-Friday 9:00am-3:00pm  
Course Description: Discussion and utilization of the nursing process in the assessment, care and management of the childbearing family. Emphasis on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period including normal and abnormal conditions.

BASIC INTELLECTUAL COMPETENCIES:
A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents.
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Essential Competencies (DEC)
ROLE: MEMBER OF THE PROFESSION
1. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
Expected Outcomes:

A. Becomes familiar with the Texas Nursing Practice Act, the Texas Board of Nursing Rules, position Statements, and Guidelines.
B. Understands federal, state and local laws, rules, and regulations affecting nursing practice.
C. Understands the nursing scope of practice in relation to delegated medical acts and facility policies.
D. Become familiar with standards and guidelines from professional organizations.
E. Understand facility policies and procedures.
F. Function within the directed scope of practice of the vocational nurse with appropriate supervision.
G. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.

2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Outcomes:

A. Become knowledgeable of the Tx. BON Standards of Practice, the National standards of vocational nursing practice and care, the National Federation of Licensed Practical Nurses Code of Ethics, and the Advocacy Process.
B. Understand the legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
C. Understands issues affecting the vocational nurse role and the delivery of culturally-sensitive care to patients and their families.
D. Understands the need for continuing competency and professional development.
E. Becomes familiar with the techniques for self-evaluation, staff evaluation, and peer evaluation processes.
F. Demonstrates understanding of employment setting policies and procedures.
G. Demonstrates knowledge of and accountability for aspects of professionalism including attention to appearance and demeanor.
H. Becomes aware of communication techniques to maintain professional boundaries.

3. Contribute to activities that promote the development and practice of vocational nursing.

Expected Outcomes:

A. Understand the historical evolution of maternal-child health nursing.
B. Demonstrate awareness of the role of vocational nursing organizations, regulatory agencies, and health care organizations.
C. Become aware of factors affecting the public image of nursing.
D. Demonstrate understanding of the distinctions between the evolving vocational and
professional nursing roles.

E. Participate in activities individually or in groups through organizations that promote
   a positive image of the vocational nursing role.

F. Works collegially with members of the interdisciplinary health care team.

4. Demonstrate responsibility for continued competence in nursing practice, and develop insight
   through reflection, self-analysis, self-care, and lifelong learning.

   Expected Outcomes:
   A. Recognize resources, tools, and processes that are available to assess vocational
      learning needs.
   B. Recognize importance of lifelong learning opportunities to facilitate continuing
      competence.
   C. Understand resources, tools, and processes to assess vocational needs.
   D. Participate in nursing continuing competency activities to maintain licensure.
   E. Use evaluation, reflection, peer evaluation, and feedback to modify and improve
      practice.

ROLE: PROVIDER OF PATIENT-CENTERED CARE

1. Use clinical reasoning and established evidence-based policies as the basis for decision-making in
   nursing practice.

   Expected Outcomes:
   A. Identify the steps in a systemic process (i.e. nursing process), which include assessment,
      planning, implementation, and evaluation.
   B. Become familiar with the basic components of nursing diagnosis (e.g. North American
      Nursing Diagnosis Association)
   C. Demonstrate priority setting based on patient health status and individual characteristics.
   D. Recognize the characteristics, concepts, and processes related to clients, including gross
      anatomy: basic psychology; psychosocial growth and development; gross
      psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices
      related to health, illness, birth, death, and dying.
   E. Recognize the basic characteristics, concepts, and processes related to transmission of
      common communicable diseases including individual risk factors and preventative health
      practices.
   F. Develop an understanding of common medical diagnoses, drug and other therapies and
      treatments.
   G. Organize care for assigned patients based upon problem-solving and identified priorities.
   H. Proactively manage priorities in patient care and follow-up on clinical problems that
      warrant investigation with consideration of anticipated risks.
   I. Apply relevant, current nursing practice journal articles to practice and clinical decisions.

2. Assist in determining the physical and mental health status, needs, and preferences of culturally,
   ethnically, and socially diverse patients and their families based on interpretation of health-related
   data.

   Expected Outcomes:
A. Develop an understanding of the steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment, planning, implementation, and evaluation.
B. Recognize written, verbal, and non-verbal modes of communication including information technologies.
C. Become aware of the components of focused nursing assessment.
D. Become aware of structured data collection tools and techniques of assessment of patients including interviewing.
E. Understand characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; psychosocial growth and development; basic psychopathology; ethical reasoning and major cultural and spiritual belief and practices related to maternal and child health, illness, birth, death, and dying.
F. Understand family processes that impact maternal/neonate health.
G. Understand the application of clinical technology in the delivery of sage patient care and documentation.
H. Use structured assessment tools to obtain patient history.
I. Report and document focused patient assessment.
J. Identify predictable and multiple health needs of patients.
K. Differentiate abnormal from normal maternal health data of patients.
L. Recognize that economic and family processes affect the health of patients.
M. Develop criteria for setting priorities in planning and evaluating care for the client.
N. Understand the steps and procedures of discharge planning.

3. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Expected Outcomes:
A. Recognize the process to establish the nurse-patient/family relationship including cultural aspects of care.
B. Understand written, verbal, and non-verbal modes of communication including information technologies.
C. Understand fundamental principles of disease prevention and health promotion/restoration for patients.
D. Recognize the interventions to support patients and their families during life stages, including birth and end-of-life care.
E. Demonstrate an understanding of the relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
F. Demonstrate an understanding of the criteria needed for setting priorities in planning and evaluation care.
G. Understand the steps for procedures in discharge planning process.
H. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families and the interdisciplinary team.
I. Contribute to the plan of care by collaborating with interdisciplinary team members.
J. Demonstrate fiscal accountability in providing patient care.
K. Become familiar with the available resources within the employment setting.
L. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
M. Become competent in performing nursing skills/procedures.

4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Expected Outcomes:
A. Identify components of compassionate, patient-centered care.
B. Identify standards of Care, Standards of Practice, Institutional Policies and procedures for delivery of nursing care.
C. Understand Professional ethics
D. Demonstrate professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and ethics.
E. Demonstrate understanding for determining nursing care priorities in patient care and principles of decision-making.

5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Expected Outcomes:
A. Recognize common health practices and behaviors of patients and their families related to developmental level, gender, culture, belief system, and the environment.
B. Recognize methods of therapeutic communication.
C. Understand principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
D. Demonstrate an understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patients’ responses.
E. Demonstrate an understanding of effects of misuse of prescription and non-prescription medications and other substances.
F. Understand the code of vocational nurse ethics and patient’s rights.
G. Recognize the legal parameters of vocational nursing practice and health care.
H. Understand key federal and state statutes and institutional policies regarding patient confidentiality.
I. Demonstrate understanding of the clinical reasoning in the delivery of care to patients with predictable health care needs using knowledge from the vocational nursing program of study.
J. Implement individual plans of care to assist patients to meet basic physical and psychosocial needs.
K. Initiate interventions in rapidly changing and emergency patient situations.
L. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professional clearly and in a timely manner.
M. Assist interdisciplinary health care team members with examinations and procedures and seek clarification as needed.
N. Provide accurate and pertinent communication when transferring patient care to another provider.
O. Communicate ethical and legal concerns through established channels of communication.
P. Inform patient of Patient’s Bill of Rights and encourage active engagement of patients and their families in care.
Q. Communicate ethical and legal concerns through established channels of communications.
R. Apply current technology and information to enhance direct patient care while maintaining patient confidentiality and promoting safety.

6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes:
A. Become aware mechanisms to evaluate specific nursing interventions and patient outcomes.
B. Become aware of factors indicating changes that have potential for life-threatening consequences based on knowledge of life sciences.
C. Report changes in assessment data.
D. Use standard references to compare expected and achieved outcomes of nursing care.
E. Communicate reasons for deviations from plan of care to supervisory health care team member.
F. Report and document patient’s responses to nursing interventions.
G. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

7. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

Expected Outcomes:
A. Recognize basic principles of the teaching/learning process.
B. Become aware of resources that support patient health care knowledge, decision-making, and self-advocacy.
C. Contribute to the development of an individualized teaching plan.
D. Implement aspects of an established teaching plan for patients and their families.
E. Assist in evaluation of learning outcomes using structured evaluation tools.
F. Provide patients with the information needed to make choices regarding health.
G. Provide patients and their families with basic sources of health information.

8. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

Expected Outcomes:
A. Become aware of lines of authority and accountability within structured health care settings.
B. Identify workplace safety consistent with current federal, state, and local regulations and guidelines.
C. Become aware of vocational nursing role in implementing established cost containment measures.
D. Recognize roles and responsibilities of members of the interdisciplinary health care team.
E. Participate in implementing changes that lead to improvement in the work setting.
F. Report unsafe patient care environment and equipment.
G. Assist with maintenance of standards of care.

ROLE; PATIENT SAFETY ADVOCATE

1. Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

   Expected Outcome:
   A. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.
   B. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
   C. Use standards of nursing practice to provide and evaluate patient care.
   D. Recognize and report unsafe practices and contribute to quality improvement processes.
   E. Participate in Peer Review.

2. Implement measures to promote quality and a safe environment for patients, self, and others.
   A. Become aware of the principles of patient safety including safe patient handling.
   B. Understand methods for promoting safety in the patient care environment consistent with current standards and guidelines.
C. Understand principles of a culture of safety including safe disposal of medications and hazardous materials.

D. Recognize Texas BON Rules related to mandatory reporting, Safe Harbor, and Whistleblower protection

E. Promote a safe, effective care environment conducive to the optimal health and dignity of patients and their families.

F. Accurately identify patients.

G. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling. And safely administer medications and treatments.

H. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.

I. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

J. Use evidence-based information to contribute to development of interdisciplinary policies and procedures related to a safe environment including safe disposal of medications and hazardous materials.

3. Assist in the formulation of goals and outcomes to reduce patient risks.

Expected Outcomes
A. Understand the principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.

4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Expected Outcomes
A. Seek orientation/training for competency when encountering unfamiliar patient care situations, new equipment, and technology.

5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Expected Outcome
A. Report unsafe practices of health care providers using appropriate channels of communication and understand Safe Harbor Rules and implement when appropriate.

B. Report safety incidents and issues through the appropriate channels

6. Accept and make assignments that take into consideration patient safety and organizational policy.

Expected Outcome:
A. Demonstrate awareness of Standards of Practice, Tx. BON Rules (including awareness of RN Delegation Rules), Position Statements, and guidelines, and Scope of Practice.

B. Demonstrate awareness of lines of authority and accountability within structured health care settings.

C. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

D. When making assignments, ensure clear communication regarding other caregivers’ levels of knowledge, skills, and abilities.

E. When assigning nursing care, retain accountability and supervise personnel based on Tx BON Rules according to the setting to ensure patient safety.
ROLE: MEMBER OF THE HEALTH CARE TEAM:

1. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

   Expected Outcome:
   A. Understand the function of the health care delivery system and roles of interdisciplinary health care team members.
   B. Demonstrate understanding of effective communication and cooperation.
   C. Understand principles of patient advocacy and consumer rights and responsibilities as well as the legal and ethical processes related to health care.
   D. Contribute to the evidence-based practice in development of health care and quality improvement.
   E. Understand strategies to deal with situational change and recognize roles of all levels of nursing and other health care professionals.
   F. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.
   G. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

2. Participate as an advocate in activities that focus on improving the health care of patients and families.

   Expected Outcome:
   A. Understand rights and responsibilities of patients regarding health care, including self-determination and right to refusal.
   B. Understand current legal factors relating to safeguarding patient rights.
   C. Demonstrate individual responsibility for quality of nursing care and understand the role of the nurse as patient advocate for patients and their families.
   D. Become aware of the role of the nurse in quality improvement process and peer review.
   E. Respect the privacy and dignity of the patient.
   F. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.
   G. Refer patients and their families to community resources.

3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

   Expected Outcome:
   A. Become aware of the work setting and major community resources, the role of the case manager, and roles of the family and significant others in providing support to the patient.
   B. Become aware of the functions of members of the interdisciplinary health care team and demonstrate an understanding of confidentiality regulations (e.g., HIPPA).
   C. Recognize the need for patient referrals to promote continuity of care.
   D. Identify support systems of patients and their families and identify major community resources that can assist in meeting these needs.
   E. Communicate patient needs to the family and members of the health care team while maintaining confidentiality according to HIPPA guidelines.
   F. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
G. Assist patients to communicate needs to their support systems and to other health care professionals.

4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
   A. Understand principles of communication with patients, their families, and the interdisciplinary health care team.
   B. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   C. Follow legal guidelines in communicating changes in patient status including chain of command and the Texas Nursing Practice Act.
   D. Use evidence-based clinical practice guidelines to guide critical team communications during transitions in care between providers.
   E. Identify and report need for nursing or interdisciplinary team meetings and participate in interdisciplinary team meetings.

5. Communicate patient data using technology to support decision-making to improve patient care.

Expected Outcomes
   A. Become aware of regulatory and ethical considerations protecting confidentiality when using technology.
   B. Identify, collect, process, and manage data in the delivery of patient care and in support of nursing practice and education.
   C. Apply knowledge of facility regulations when accessing client records.
   D. Protect confidentiality when using technology and intervene to protect patient confidentiality when violations occur.
   E. Document electronic information accurately, completely, and in a timely manner.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Understand basic concepts of health and wellness;
2. Recognize different aspects of the health care delivery system;
3. Describe and discuss community based nursing practices;
4. List three environmental stresses on the child-bearing family;
5. Recall the contributions of persons in history to the fields of maternity and neonatal care;
6. Understand and explain diversity in families;
7. Name two international organizations concerned with maternity and child care;
8. Discuss and exhibit critical thinking and nursing judgment;
9. Demonstrate nursing assessment;
10. Understand and demonstrate nursing diagnosis;
11. Explain and demonstrate planning for nursing care;
12. Understand implementing nursing care;
13. List three federal programs that assist mothers and infants;
14. Understand professional nursing roles;
15. Define the role of the community-based nurse as a health care provider to mothers and children.
16. Exhibit and understand communication skills;
17. Understand client education;
18. Demonstrate appropriate documentation;
19. List the organizations concerned with setting standards for the nursing care of maternity and pediatric patients;
20. State the influence of the federal government on maternity and pediatric care;
21. Define key terms/vocabulary;
22. Demonstrate an understanding of responding to loss, death, and grieving;
23. Discuss and describe methods for stress and adaptation;
24. Recognize and demonstrate techniques for collecting vital signs;
25. List three environmental stresses on the child-bearing family;
26. Recall the contributions of persons in history to the fields of maternity and pediatric care;
27. Name two international organizations concerned with maternity and child care;
28. Understand and apply techniques of safety;
29. State the influence of the federal government on maternity and pediatric care;
30. Describe changes of puberty in males and females;
31. Explain the functions of the external and internal male organs in human reproduction;
32. Describe the influence of hormones in male reproductive processes;
33. Explain the functions of the external, internal and accessory female organs in human reproduction;
34. Explain the menstrual cycle and the female hormones involved in the cycle;
35. Describe the process of gametogenesis in human reproduction;
36. Explain human fertilization and implantation;
37. Describe fetal development, embryonic development, and maturation of body systems;
38. Describe the development and functions of the placenta, umbilical cord and amniotic fluid;
39. Compare fetal circulation to circulation after birth;
40. Explain the similarities and differences in the two types of twins;
41. Differentiate among the presumptive, probable, and positive signs of pregnancy;
42. List the goals of prenatal care;
43. Describe patient education related to common discomforts of pregnancy;
44. Discuss nursing support of emotional changes that occur in a family during pregnancy;
45. Identify special needs of the pregnant adolescent, the single parent and the older couple;
46. Explain the use of fetal diagnostic tests in women with complicated pregnancies;
47. Identify methods to reduce a woman’s risk for antepartum complications;
48. Discuss the management of concurrent medication conditions during pregnancy;
49. Describe environmental hazards that may adversely affect the outcome of pregnancy;
50. Describe how pregnancy affects care of the trauma victim;
51. Describe psychosocial nursing for the woman with a high-risk pregnancy and for her family;
52. Describe the four components of the birth process: powers, passage, passenger, and psyche;
53. Describe how the four P’s of labor interrelate to result in the birth of an infant;
54. Explain the normal processes of childbirth: premonitory signs, mechanisms of birth, stages and phases of labor;
55. Discuss specific cultural beliefs the nurse may encounter when providing care to a woman in labor;
56. Describe the care of the newborn immediately after birth;
57. Describe factors that influence a woman’s comfort during labor;
58. List the common types of educational classes offered to childbearing families;
59. Describe non-pharmacological methods of pain management;
60. Describe pharmacological pain management;
61. Describe factors that contribute to an abnormal labor;
62. Explain common intra-partum complications;
63. Describe how to individualize postpartum and newborn nursing care for different patients;
64. Describe specific cultural beliefs that the nurse may encounter when providing postpartum and newborn care;
65. Describe postpartum changes in maternal systems and the nursing care associated with those changes;
66. Explain the emotional needs of postpartum women and their families;
67. Describe nursing care of the normal newborn;
68. Describe nursing interventions to promote optimal infant nutrition;
69. Identify signs and symptoms that may indicate a complication in the postpartum mother or infant;
70. Plan appropriate discharge teaching;
71. Identify factors that increase a woman’s risk for developing a complication;
72. Describe additional problems that may result from the original postpartum complication;
73. Describe the medical management of postpartum complications;
74. Explain aspects of preventive health care for women;
75. Describe each menstrual disorder and its care;
76. Describe the various methods of birth control, including side effects and contraindications of each method;
77. Describe natural family planning for contraception or infertility management;
78. Describe possible causes and treatment of infertility;
79. Explain the changes that occur during the perimenopausal period and after menopause;
80. Describe normal reflexes of the neonate including approximate age of disappearance;
81. State four methods of maintaining the body temperature of a newborn;
82. State the cause and appearance of physiological jaundice in the newborn;
83. Define lanugo, vernix caseosa, Mongolian spots, milia, acrocyanosis, desquamation;
84. State the methods of preventing infection in newborns;
85. List three causes of preterm birth;
86. Describe problems caused by preterm birth;
87. Contrast the techniques for feeding preterm and full-term newborns;
88. Describe the symptoms of cold stress;
89. Describe the family reaction to preterm infants;
90. List three characteristics of the postterm infant; List and define the more common disorders of the newborn period;
91. Describe classifications of birth defects: malformations present at birth, metabolic defects, blood disorders, chromosomal abnormalities, and perinatal damage.
92. Describe home phototherapy.

I. Textbook and Other Required Materials

*Introduction to Maternity and Pediatric Nursing,* Leifer; Saunders, 6th ed, 2011.
*Introduction to Maternity and Pediatric Nursing,* Student Study Guide; Leifer; Saunders, 6th ed, 2011.

II. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course. Workbook assignments may be graded at any time at the discretion of the individual instructor. Unannounced quizzes may be given during any regularly scheduled class. Major exams will be given as stated on the syllabus. A final exam will be given at the conclusion of this course.

In order to take the final exam, the student must have a major exam grade average of 75. In order to continue in the nursing program, a final grade average of 75 must be obtained.

**Nondiscrimination on a Basis of Disability**
Refer to the Frank Phillips College 2011-2012 Catalog. Instructor/Student Conferences are available for special needs upon request.

III. Additional/Supplemental References

Available Student Library Materials related to the Medical-Surgical Field.

IV. Methods of Evaluation
At the end of the course, following the administration of the final exam the grade will be obtained as follows.

Daily Quizzes, additional assignments, or workbook assignments: 20%
Major Exam Grades 50%
Final Exam Grade 25%
HESI 5%

Frank Phillips College Vocational Nursing Program Grade Scale:
A - 92-100
B - 83-91
C - 75-82
D - 60-74
F - Below 60

An appointment must be made with your instructor within the next day to arrange make up exam time and location. Ten (10) points will be deducted every day that arrangements are not made. The makeup exam will be pencil and paper at the instructors’ discretion. An appointment may be made with the instructor to review the examination for ONE week after the classroom review of the examination.

Ten (10) points will be deducted for everyday that a daily quiz, additional assignments, or workbook assignments are late.

V. Attendance Requirements
As stated in the Vocational Nursing Student Policy Handbook. Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class.

VI. Scans/Or Core Competencies That Will Be Addressed in the Class
Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources Information
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
 Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening
Speaking
Thinking Skills:
  Creative Thinking
  Decision Making
  Problem Solving
  Seeing Things in the Mind's Eye
  Knowing How to Learn
  Reasoning

Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
  A. Provide introduction and application of nursing skills with emphasis on the nursing process and scientific principles of nursing;
  B. Provide a classroom setting conducive to learning;
  C. Provide, assist, and promote the use of learning resources in the classroom;
  D. Participate in and contribute to the medical field in which we practice; and
  E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

E. Chris Copley, RN, BSN
ecpoley@fpc.tx.edu
I. General Course Information

Fall 2013
VNSG 1226
GERONTOLOGY
Credit Hours: 2
Instructor: Peggy Quinn, R.N.
Email: pquinn@fpctx.edu
Office Hours: Monday-Friday 9:00am to 3:00pm by appointment
Office Phone: 806-457-4200 ext. 745

Course Description: Overview of the normal physical, psychosocial, and cultural aspects of the aging process. Addresses common disease processes of aging. Exploration of attitudes toward care of the older adult.

End-of-Course Outcomes: Describe the normal aspects of aging; discuss common disease processes associated with aging; and identify common attitudes related to care of the older adult.

BASIC INTELLECTUAL COMPETENCIES:
A series of basic intellectual competencies—reading, writing, speaking, listening, critical thinking, and computer literacy—are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. More educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Essential Competencies (DEC)

Role: Provider of Patient Centered Care

Competency

1. Assist in determining the health status and health needs of clients based on interpretations of health-related data & preventive health practices, in collaboration with clients, their families, and other members of the health care team.

   Expected Outcomes:
   
   A. Identify four steps in a systematic process (i.e. nursing process) which includes assessment, planning, implementation, and evaluation.
   B. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association).
   C. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
   D. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic physiology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness birth, death, and dying.
   E. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices.
   F. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

Competency

2. Assist in the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

   Expected Outcomes:
   
   A. Develop an understanding of the dynamics of the nurse-client relationship.
   B. Recognize written verbal and non-verbal modes of communication including information technologies.
C. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health of clients.
D. Develop basic intervention skills designed to support the client and family during life stages, including death and dying.
E. Recognize the relationships between the nursing plan of care, the therapeutic regimen, and the plan of care of other health care professionals.
F. Develop criteria for setting priorities in planning and evaluating care for the client.
G. Understand the steps and procedures in discharge planning process.

Competency

3. Implement plan of care within legal and ethical parameters, including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

A. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
B. Develop methods of therapeutic communication.
C. Recognize the basic rights and responsibilities of clients related to health care.
D. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
E. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
F. Develop understanding of the properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
G. Understand the principles of safety.
H. Identify coping mechanisms for managing stress.
I. Identify resources available for crisis management.
J. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
K. Become familiar with the legal parameters of vocational nursing practice.
L. Become familiar with the available resources within the employment setting.
M. Understand the key federal and state statutes and institutional policies regarding client confidentiality.
N. Become competent in performing nursing skills and procedures.

Competency

4. Implement teaching plan for client with common health problems and well defined learning needs.

Expected Outcomes:

A. Identify how developmental stages may affect learning by the client.
B. Identify situational variables which may affect learning by the client, i.e. stress, pain, and fear.
C. Develop teaching techniques, which will enhance and facilitate client learning.
D. Identify methods to evaluate the client’s level of learning.
E. Determine “Links between healthy lifestyles, prevention, and cost of healthcare.”

Competency

5. Communicate patient data using technology to support decision making to improve patient care

Expected Outcomes:

A. Use current technology to enhance patient care while maintaining confidentiality and promoting safety.
B. Use communication theory and techniques in maintaining professional relationships with patients and families.

Competency

6. Provide direct basic care to assigned multiple clients in structured settings

Expected Outcomes:

A. Identify institutional policies and procedures for delivery of nursing care.
B. Understand basic characteristics, trends, and issues of health care delivery.
C. Develop a basis for determining nursing care priorities in client care.
D. Understand the scope of responsibilities and accountability for supervision and collaboration with the health care professionals and the client.
E. Identify channels of communication for decision-making processes within the work setting.

Competency

7. Supervise nursing care provided by others for whom the nurse is responsible by utilizing the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

A. Supervise and delegate care and contribute to shared goals.
B. Use management, leadership, team building, and administrative skills to organize and manage the functioning of groups, of individuals and staff.

Role: Member of the Healthcare Team

Competency
1. Assist in the coordination of human, information, and material resources in providing care for assigned clients and their families.

Expected Outcomes:

A. Utilize basic principles of organizing resources necessary to provide quality care.
B. Develop principles of problem solving, data collection, and basic time management skills.
C. Recognize the function of team members.
D. Recognize the cultural differences of clients.

Competency

2. Communicate and collaborate in a timely manner with the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Expected Outcomes:

A. Recognize the basic structure and function of the health care delivery system.
B. Develop an understanding of the need for effective communication techniques.
C. Develop an understanding of the roles of all levels of nursing and other health care professionals.
D. Understand the need for client advocacy and consumer rights and responsibilities.

Competency

3. Communicate and collaborate with patients, their families and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Expected Outcomes:

A. Develop an understanding of the need for effective patient centered communication.
B. Identify the role of the VN in the overall healthcare delivery to the patient.
C. Develop an understanding of the relationship of the interdisciplinary health care team in the smooth delivery of care to the patient.

Competency

4. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcomes:

A. Become aware of institutional and community resources.
B. Become aware of the roles of family dynamics and significant others support of individual client.
C. Understand the ethical and legal implications regarding confidentiality in all situations in the health care setting.

Competency

5. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Expected Outcomes:

A. Understand the organizational mission, vision, and values as a framework for care.
B. Demonstrate awareness of lines of authority and accountability within structured health care settings.
C. Recognize methods for promoting safety in the work environment.
D. Identify the role of the VN risk management.
E. Identify the role of the VN in implementing established cost containment measures.

Competency

6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes

A. Recognize common methods of measuring client health-goal attainment.
B. Utilize basic tools for evaluation the effectiveness of specific nursing interventions.

Competency

7. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through supervised, directed scope of practice.

Expected Outcomes

A. Become aware of institutional policies and procedures for delivery of nursing care.
B. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
C. Recognize the basis for determining nursing care priorities in client care.
D. Become aware of the scope of responsibility and accountability as it relates to supervision and collaboration.
E. Utilize the channels of communication for decision-making processes with the work setting.

Competency
8. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

**Expected Outcomes**

A. Utilize basic principles of organizing resources necessary to provide quality care.
B. Develop principles of problem solving, data collection, and basic time management skills.
C. Recognize the function of team members.
D. Recognize the cultural differences in clients.

**ROLE: MEMBER OF THE PROFESSION**

**Competency**

1. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

**Expected Outcomes**

A. Become familiar with the code of ethics for the licensed vocational nurse.
B. Recognize the standards of vocational nursing education.
C. Become aware of legalities of vocational nursing practice.
D. Recognize issues affecting the VN role and the delivery of client care.
E. Understand available sources of continuing education and professional development.

**Competency**

2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

**Expected Outcomes.**

A. Demonstrate accountability by using independent clinical judgment and established guidelines to reduce risks and promote health.
B. Provide nursing interventions safely and effectively using evidenced-based outcomes.
C. Maintain a self-evaluation method to promote accountability and responsibility.

**Competency**

3. Contribute to activities that promote the development and practice of vocational nursing.

**Expected Outcomes**

A. Become aware of the historical evolution of nursing practice.
B. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensure.
C. Become familiar with the role of major vocational nursing organizations, regulatory agencies and health care organizations.
D. Recognize factors affecting the public image of nursing.
E. Recognize the distinctions between LVN and RN roles.

ROLE: PATIENT SAFETY ADVOCATE

Competency

1. Demonstrating knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

   Expected Outcomes

   A. Become aware of and conform to the Texas Nursing Practice Act and the board’s rules and regulations as well as all federal, state, or local laws, rules of regulations affecting the nurse’s current area of practice.
   B. Recognize importance of making a reasonable effort to obtain orientation, training for competency when encountering new equipment and technology or unfamiliar care situations.

Competency

2. Implement measures to promote quality and safe environment for patients, self and others.

   Expected Outcomes

   A. Recognize individual knowledge and scope of practice.
   B. Seek assistance if practice requires behaviors outside of individual knowledge or expertise.
   C. Recognize and report unsafe practices.

Competency

3. Assist in the formation of goals and outcomes to reduce patient risks.

   Expected Outcomes

   A. Use standards of nursing practice to provide and evaluate patient care.
   B. Participate in quality improvement processes for safe care
   C. Use evidences-based information related to patient safety to contribute to the goal and outcome formation.

Competency
4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

   Expected Outcomes

   A. Recognize self-limiting factors to implement procedures or practices
   B. Seek assistance if practice requires behaviors or judgments outside of individual knowledge or expertise.

Competency

5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

   Expected Outcomes

   A. Become aware of the reporting requirements of the Texas Nursing Practice Act.
   B. Use standards of nursing practice to evaluate patient care.
   C. Recognize and report unsafe practices.

Competency

6. Accept and make assignment that take into consideration patient safety and organizational policy.

   Expected Outcomes

   A. Be aware of VN scope of practice.
   B. Become aware of organizational policy of VN practice.
   C. Clarify any order or treatment believed to be inaccurate, contraindicated, or otherwise harmful to the patient.
   D. Provide nursing interventions safely and effectively using evidence-based outcomes.
III. Objectives/Terminal Objectives

Instructors are encouraged to write behavioral objectives, which can be measured in some manner.

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Examine some of the trends and issues that affect the older person’s ability to remain healthy.
2. Explore the theories and myths of aging.
3. Study the normal changes that occur with aging.
4. Review the pathologic conditions that are commonly observed in older adults.
5. Emphasize the importance of effective communication in working with older adults.
6. Explore the general methods used to assess the health status of older adults.
7. Describe the specific methods of assessing functional needs.
8. Identify the most common nursing diagnoses associated with older adults and discuss the nursing interventions related to these diagnoses.
9. Explore the impact of medication and medication administration on older adults.

IV. Textbook and Other Required Materials

Scantrons & # 2 Pencils

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the individual instructor.
Pop quizzes may be given during any regularly scheduled class.
Major exams will be given as stated on the class schedule.
A final exam will be given at the conclusion of this course.
In order to continue in the nursing program, a grade average of 75 must be achieved to pass each nursing course. Course grades lower than 75 will result in the student being dropped from the program.

To be eligible to take the FINAL EXAM in VNSG 1226, the student must have an EXAM average of 74.45 or higher (this does not include homework).

NONDISCRIMINATION ON A BASIS OF DISABILITY
Refer to the Frank Phillips College 2009-2011 Catalog.
Instructor/Student Conferences are available for special needs upon request.

VI. Additional/Supplemental References
Available Student Library Materials related to the Medical-Surgical Field.

VII. Methods of Evaluation
At the end of the course, following the administration of the final exam the grade will be obtained as follows.

Daily Quizzes, additional assignments, or workbook assignments: 20%
Major Exam Grades 50%
Final Exam Grade 25%
HESI 5%

Remediation: Group remediation will be offered to all students in the form of exam reviews. Individual remediation will be offered by appointment only. Please take advantage of this as well as FPC ARC and TRIO tutoring services.

VIII. Attendance Requirements
As stated in the Vocational Nursing Student Policy Handbook

IX. Core Competencies That Will Be Addressed in the Class are listed in the Above Objectives

X. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide introduction and application of nursing skills with emphasis on the nursing process and scientific principles of nursing;
B. Provide a classroom setting conducive to learning;
C. Provide, assist, and promote the use of learning resources in the classroom;
D. Participate in and contribute to the medical field in which we practice; and
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

XI. Grievance Policy
A. If you have a dispute concerning your grades or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.
Frank Phillips College  
Vocational Nursing Program  
VNSG 1227 – Essentials of Medication Administration  
FALL 2013

I. General Course Information
Course Number: VNSG 1227  
Course Name: ESSENTIALS OF MEDICATION ADMINISTRATION  
Credit Hours: 2  
Instructor: Candi Stribling RN, BSN  
   Work Phone: 806-457-4200, ext. 830  
   E-Mail: cstribling@fpctx.edu  
   Office Hours: Monday, Wednesday, and Friday 0900-1500


II. Course Description:
This course includes various systems of measurement. Fundamentals of medication administration as well as their diagnostic, therapeutic, and curative effects as it applies to the administration of the drug will be included. This course includes nursing interventions, utilizing the nursing process related to medication administration. General principles of medication administration including determination of dosage, preparation, safe administration and documentation are included in the course content.

III. BASIC INTELLECTUAL COMPETENCIES:
A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level is the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

IV. Differentiated Essential Competencies (DEC)

ROLE: Member of the Profession:
A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Expected Outcomes:
1. Become familiar with:
   a. Texas Nursing Practice Act.
   b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
   c. Federal, state, or local laws, rules, regulations affecting nursing practice.

2. Recognize the nursing scope of practice in relation to delegated medical acts and facility policies.
3. Understand the standards and guidelines from professional organizations.
4. Be aware if facility policies and procedures.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Outcomes:
1. Become familiar with:
a. The Texas Board of Nursing Standards of Practice.
b. The National standards of vocational nursing practice and care.
c. The National Federation of Licensed Nurses Code of Ethics.
d. The Advocacy process.

2. Develop an understanding of legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.

3. Recognize the issues affecting the vocational nurse role and the delivery of culturally sensitive care to patients and their families.

4. Promote continuing competency and professional development.

5. Develop a self-evaluation, staff evaluation, and peer evaluation process.

6. Develop an understanding of employment setting policies and procedures.

7. Recognize:
   a. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.
   b. Aspects of professionalism including attention to appearance and demeanor.
   c. Communication techniques to maintain professional boundaries.

8. Become familiar with principles of quality improvement.

C. Contribute to activities that promote development and practice of vocational nursing.

Expected Outcomes:

1. Become familiar with the historical evolution of nursing practice.
2. Recognize issues affecting the development and practice of vocational nursing.
3. Recognize the role of vocational nursing organizations, regulatory agencies, and health care organizations.
4. Become aware of the factors affecting the public image of nursing.
5. Become familiar with the distinctions between the evolving vocational and professional nursing roles.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and life long learning.

Expected Outcomes:

1. Become familiar with the Texas Board of Nursing Rules for continuing competence.
2. Recognize tolls, and processes to assess vocational learning needs.
3. Develop lifelong opportunities to facilitate continuing competence (e.g., certifications, and educational articulation/mobility).
4. Recognize changing roles and competencies in vocational nursing.
ROLE: Provider of Patient-Centered Care:

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

Expected Outcomes:

1. Develop a systematic problem-solving process in the care of patients and their families.
2. Become familiar with:
   a. Priority setting based on patient health status and individual characteristics.
   b. Clinical reasoning processes.
3. Recognize the application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
4. Recognize resources from scientifically valid sources.

B. Assist in determining the physical and mental health status needs, and preferences of culturally, ethically, and socially diverse patients and their families based on interpretation of health-related data.

Expected Outcomes:

1. Become familiar with steps of a systematic process in clinical decision-making that includes vocational nursing scope of practice in focused assessment, planning, implementation, and evaluation.
2. Be aware of the components of focused nursing assessment.
3. Recognize structured data collection tools and techniques of assessment of patients including interviewing.
4. Become familiar with characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; psychosocial growth and development; basic psychopathology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.
5. Recognize the cultural differences of patients across the lifespan.
6. Recognize the characteristics concepts, and processes related to transmission of common communicable diseases, including individual risk factors and preventive health practices.
7. Become familiar with common disease processes, medication administration, and other therapies and treatments.
8. Become aware of the introduction to established approaches that guide nursing practice.
9. Recognize family processes that impact health.
10. Develop an application of clinical technology in the delivery of safe patient care and documentation.
11. Be familiar with the introduction to patients with multiple health care problems.
12. Recognize political, economic, and societal forces affecting health care of individuals.

C. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Expected Outcomes:

1. Become familiar with:
   a. Components of compassionate, patient-centered care.
   b. Standards of Care, Standards of Practice, institutional policies and procedures for delivery of nursing care.
   c. Professional ethics.
   d. Professional characteristics and values such as altruism. Human dignity, truth, justice, freedom, equality, and esthetics.
2. Be aware of characteristics, trends, and issues of health care delivery.
3. Recognize:
   a. Basis for determining nursing care priorities in patient care.
   b. Principles of decision-making.
4. Become familiar with scope of responsibilities and accountability for supervision and collaboration.
5. Become familiar with the channels of communication for decision-making processes within work settings.
6. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, or dentist using standards of care and professional values.

D. Implement aspects of the plan of care within the legal, ethical, and regulatory parameters and in consideration of patient factors.

1. Become familiar with the common health practices and behaviors of patients and their families related to developmental level, gender, culture, belief system, and the environment.
2. Recognize methods of therapeutic communication.
3. Become familiar with rights and responsibilities of patients related to health care and basic advocacy.
4. Be aware of basic physiological and mental health aspects of nursing interventions.
5. Recognize principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
6. Become familiar with:
a. Properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patient’s responsibilities.
b. Effects of misuse of prescription and nonprescription medications and other substances.

7. Develop coping mechanisms for managing stress and identifying resources for crisis management.
8. Become familiar with the vocational nurse ethics and patient’s rights.
10. Become aware of the available intradisciplinary and interdisciplinary resources within the employment setting.
11. Be aware of the key federal and state statues and institutional policies regarding patient confidentiality.
12. Be familiar with nursing interventions to implement plan of care.
13. Implement clinical reasoning in the delivery of care to patients with predictable health care to patients with predictable health care needs using knowledge from the vocational nursing program.

E. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes:

1. Develop mechanisms to evaluate specific nursing interventions and patient outcomes.
2. Become familiar with factors indicating changes that have potential for life-threatening consequences based on knowledge of life sciences.
3. Recognize basic performances improvement activities in patient care delivery.

F. Implement teaching plans for patients and their families with common health problems and well defined health learning needs.

Expected Outcomes:

1. Become familiar with lifespan development and common situated variables affecting learning, such as stress, pain, and fear.
2. Be aware of basic principles of teaching/learning process.
3. Recognize resources that support patient health care knowledge, decision-making, and self-advocacy.

**ROLE: Patient Safety Advocate**

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
Expected Outcomes:

1. Become familiar with the Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. Recognize National Standards of Nursing Practice.
3. Become aware of federal, state, and local government and accreditation organizations’ safety requirements and standards.
4. Become familiar with facility policies and procedures.
5. Recognize facility licensing agency or authority standards.
6. Become familiar with the principles of quality improvement.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Expected Outcomes:

1. Recognize the principles of patient safety including safe patient handling.
2. Recognize methods for promoting safety in the patient care environment consistent with current standards and guidelines.
3. Become familiar with the role in safety and risk management for patients and others.
4. Become aware of principles of a culture of safety including safe disposal of medications and hazardous materials.
5. Become familiar with the Texas Board of Nursing Rules related to mandatory reporting, Safe Harbor, and “Whistleblower” protection.

ROLE: Member of the Health Care Team

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Expected Outcomes:

1. Become familiar with:
   a. Structure and function of the health care delivery system.
   b. Roles of interdisciplinary health care team members.
2. Develop methods of effective communication and cooperation.
3. Recognize:
   a. Strategies to deal with situational change.
   b. Roles of all levels of nursing and other health care professionals.
4. Become familiar with:
   a. Patient advocacy and consumer rights and responsibilities.
   b. Legal and ethical processes related to health care.
5. Be familiar with contribution of evidence-based practice in development of health care and quality improvement.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Expected Outcomes:

1. Recognize:
   a. Rights and responsibilities of patients regarding health care, including self-determination and right to refusal.
   b. Current legal factors relating to safeguarding patient rights.
2. Become familiar with:
   a. Individual responsibility for quality of nursing care.
   b. Role of the nurse as patient advocate for patients and their families.
3. Become aware of the:
   a. Role of the nurse in quality improvement process.
   b. Peer review committee.
   c. Knowledge of reliable online sites for quality health care data.
4. Recognize responsibility for reporting to licensing and public protective agencies, which may involve mandatory reporting.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcomes:

1. Become familiar with work setting and major community resources.
2. Recognize the role of the case manager.
3. Be aware of the role of the family and significant others in providing support to the patient.
4. Recognize the:
   a. Functions of members of the interdisciplinary health care team.
   b. Confidentiality regulations (e.g., HIPPA)
5. Recognize the need for patient referrals to promote continuity of care.
7. Be aware of the cost of health care services.
8. Become familiar with the organizational and local resources for health promotion, maintenance, and restoration.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Expected Outcomes:
1. Become familiar with the principles of communication with patients, their families, and the interdisciplinary health care team.
2. Recognize principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
3. Become aware of the functions of the interdisciplinary health care team members.
4. Become familiar of the principles and strategies of situational changes.

V. Objectives/Terminal Objectives
All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Recognize 3 systems of measurement used by healthcare professionals
2. Recognize common units of weight and volume in the metric, apothecary, and household system
3. Understand factors that affect dosage
4. Discuss types of medication dose
5. Discuss effects of medications
6. Discuss medication interactions
7. Understand adverse medication reactions
8. Understand actions necessary before preparing and administering medications
9. Interpret abbreviations and schedules in medication orders
10. Understand routes for administration of medication
11. Explain nursing responsibility for verifying and clarifying a medication order
12. Discuss different forms of oral medication
13. Understand topical administration of medications
14. Understand and discuss different types of injections and sites to be given
15. Recognize the accountability, responsibilities, and limitations of nursing practice in basic IV therapy
16. Demonstrate proper aseptic technique and relate concepts used in IV therapy for effective infection control for both nurse and client
17. Identify, manage, and prevent complications related to IV therapy
18. Calculate IV flow rates. Understand the use of flow rate devices and rationales for controlling rates
19. Properly select, assemble, and operate the equipment needed for IV therapy
20. Demonstrate successful venipuncture procedure using aseptic technique
21. Be familiar with principles and techniques of pediatric IV therapy
22. Demonstrate accurate documentation of IV therapy

VI. Textbook and Other Required Materials
   A. Daniels and Smith, Clinical Calculations, A Unified Approach 5th edition, Delmar Publishers

VII. Classroom Policy and Instructor Expectations

If you are absent on a day an exam is given, you must contact me for an appointment to make up the exam. There will be a 5 point deduction from your exam grade for each day that passes after an exam is initially given. It is your responsibility to get with me regarding any information/assignment that you missed during an absence.
Additional assignments may be given at any time during the course.
Pop quizzes will be given during any regularly scheduled class.
Major exams will be given as stated on the syllabus.
A final exam will be given at the conclusion of this course.
All FPC & FPC Vocational Nursing policies as stated in student handbooks are applicable to this course.

In order to set for the FINAL Exam and the HESI Exam, an exam average of 74.45 must be obtained (this is not including homework grades).

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY
Refer to the Frank Phillips College 2013-2014 Catalog.
Instructor/Student Conferences are available for special needs upon request.

VIII. Additional/Supplemental References
Available Student Library Materials related to the field of Nursing.

IX. Methods of Evaluation
At the end of the course, following the administration of the final exam the grade will be obtained as follows.
Daily Grades 20%
Major Exam Grades/Common Reader

50%

Final Exam Grade

25%

Hesi

5%

In order to be eligible to take the FINAL EXAM and HESI the student must have an EXAM average of 74.45 or higher.

Note: Daily grades may be pop-quizzes, article summaries, or any other assignment deemed fit to enhance your understanding, education, and respect of administering drugs.

*If you miss a class period in which a daily grade is collected, you will automatically receive a grade “0” for that day. It is imperative you attend class regularly in order to grasp mathematical concepts, and adhere to the rules of attendance according to the Frank Phillips College Vocational Nursing Handbook and Guidelines.

X. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

XI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

XII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide introduction and application of medication mathematics and administration with emphasis on the nursing process and scientific principles of nursing;
B. Provide a classroom setting conducive to learning;
C. Provide, assist, and promote the use of learning resources in the classroom;
D. Participate in and contribute to the medical field in which we practice; and
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
I. General Course Information
   Course Title: Pharmacology
   Course Number: VNSG 1231
   Credit Hours: 2
   Instructor Candi Stribling RN, BSN
   Work Phone: FPC 806-457-4200 ext 830
   E-Mail: cstribling@fpctx.edu
   Office Hours: Monday, Wednesday, and Friday 0900-1500

II. Course Description:
   The course provides the student with knowledge and fundamentals related to
classes of medications and their diagnostic, therapeutic, and curative effects on
the human body. Includes nursing interventions utilizing the nursing process.

   End-of-Course Outcomes:
   Identify properties, effects, and principles of pharmacotherapeutic agents; and list
common nursing interventions associated with the various pharmacotherapeutic
agents.

   Text and Required Materials:
   Understanding Pharmacology; Workman/LaCharity/Kruchko
   Recommended text: Nursing 2012 Drug Handbook Lippincott/Williams/Wilkins

III. BASIC INTELLECTUAL COMPETENCIES:
   A series of basic intellectual competencies--reading, writing, speaking, listening,
critical thinking, and computer literacy--are essential to the learning process in
any discipline and thus should inform any core curriculum. Although students
can be expected to come to college with some experience in exercising these
competencies, they often need further instruction and practice to meet college
standards and, later, to succeed in both their major field of academic study and
their chosen career or profession. This course will further develop the following
basic intellectual competencies:

   READING: Reading at the college level means the ability to analyze and interpret
a variety of printed materials--books, articles, and documents. A core curriculum
should offer students the opportunity to master both general methods of analyzing
printed materials and specific methods for analyzing the subject matter of
individual disciplines.

   WRITING: Competency in writing is the ability to produce clear, correct, and
coherent prose adapted to purpose, occasion, and audience. Although correct
grammar, spelling, and punctuation are each a sine qua non in any composition,
they do not automatically ensure that the composition itself makes sense or that
the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Ore-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Essential Competencies (DEC)

ROLE: Member of the Profession:

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Expected Outcomes:

1. Become familiar with:
   a. Texas Nursing Practice Act.
   b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
   c. Federal, state, or local laws, rules, regulations affecting nursing practice.

2. Recognize the nursing scope of practice in relation to delegated medical acts and facility policies.

3. Understand the standards and guidelines from professional organizations.
4. Be aware if facility policies and procedures.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Outcomes:

1. Become familiar with:
   a. The Texas Board of Nursing Standards of Practice.
   b. The National standards of vocational nursing practice and care.
   c. The National Federation of Licensed Nurses Code of Ethics.
   d. The Advocacy process.
2. Develop an understanding of legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
3. Recognize the issues affecting the vocational nurse role and the delivery of culturally sensitive care to patients and their families.
4. Promote continuing competency and professional development.
   5. Develop a self-evaluation, staff evaluation, and peer evaluation process.
   6. Develop an understanding of employment setting policies and procedures.
   7. Recognize:
      a. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.
      b. Aspects of professionalism including attention to appearance and demeanor.
      c. Communication techniques to maintain professional boundaries.
8. Become familiar with principles of quality improvement.

C. Contribute to activities that promote development and practice of vocational nursing.

Expected Outcomes:

1. Become familiar with the historical evolution of nursing practice.
2. Recognize issues affecting the development and practice of vocational nursing.
3. Recognize the role of vocational nursing organizations, regulatory agencies, and health care organizations.
4. Become aware of the factors affecting the public image of nursing.
5. Become familiar with the distinctions between the evolving vocational and professional nursing roles.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and life long learning.
Expected Outcomes:

1. Become familiar with the Texas Board of Nursing Rules for continuing competence.
2. Recognize tolls, and processes to assess vocational learning needs.
3. Develop lifelong opportunities to facilitate continuing competence (e.g., certifications, and educational articulation/mobility).
4. Recognize changing roles and competencies in vocational nursing.

ROLE: Provider of Patient-Centered Care:

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

Expected Outcomes:

1. Develop a systematic problem-solving process in the care of patients and their families.
2. Become familiar with:
   a. Priority setting based on patient health status and individual characteristics.
   b. Clinical reasoning processes.
3. Recognize the application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
4. Recognize resources from scientifically valid sources.

B. Assist in determining the physical and mental health status needs, and preferences of culturally, ethically, and socially diverse patients and their families based on interpretation of health-related data.

Expected Outcomes:

1. Become familiar with steps of a systematic process in clinical decision making that includes vocational nursing scope of practice in focused assessment, planning, implementation, and evaluation.
2. Be aware of the components of focused nursing assessment.
3. Recognize structured data collection tools and techniques of assessment of patients including interviewing.
4. Become familiar with characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology;
psychosocial growth and development; basic psychopathology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.

5. Recognize the cultural differences of patients across the lifespan.
6. Recognize the characteristics concepts, and processes related to transmission of common communicable diseases, including individual risk factors and preventive health practices.
7. Become familiar with common disease processes, medication administration, and other therapies and treatments.
8. Become aware of the introduction to established approaches that guide nursing practice.
9. Recognize family processes that impact health.
10. Develop an application of clinical technology in the delivery of safe patient care and documentation.
11. Be familiar with the introduction to patients with multiple health care problems.
12. Recognize political, economic, and societal forces affecting health care of individuals.

C. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Expected Outcomes:

1. Become familiar with:
   a. Components of compassionate, patient-centered care.
   b. Standards of Care, Standards of Practice, institutional policies and procedures for delivery of nursing care.
   c. Professional ethics.
   d. Professional characteristics and values such as altruism. Human dignity, truth, justice, freedom, equality, and esthetics.
2. Be aware if characteristics, trends, and issues if health care delivery.
3. Recognize:
   a. Basis for determining nursing care priorities in patient care.
   b. Principles of decision-making.
4. Become familiar with scope of responsibilities and accountability for supervision and collaboration.
5. Become familiar with the channels of communication for decision-making processes within work settings.
6. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, or dentist using standards of care and professional values.
D. Implement aspects of the plan of care within the legal, ethical, and regulatory parameters and in consideration of patient factors.

1. Become familiar with the common health practices and behaviors of patients and their families related to developmental level, gender, culture, belief system, and the environment.
2. Recognize methods of therapeutic communication.
3. Become familiar with rights and responsibilities of patients related to health care and basic advocacy.
4. Be aware of basic physiological and mental health aspects of nursing interventions.
5. Recognize principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
6. Become familiar with:
   a. Properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patient’s responsibilities.
   b. Effects of misuse of prescription and nonprescription medications and other substances.
7. Develop coping mechanisms for managing stress and identifying resources for crisis management.
8. Become familiar with the vocational nurse ethics and patient’s rights.
10. Become aware of the available intradisciplinary and interdisciplinary resources within the employment setting.
11. Be aware of the key federal and state statutes and institutional policies regarding patient confidentiality.
12. Be familiar with nursing interventions to implement plan of care.
13. Implement clinical reasoning in the delivery of care to patients with predictable health care to patients with predictable health care needs using knowledge from the vocational nursing program.

E. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes:

1. Develop mechanisms to evaluate specific nursing interventions and patient outcomes.
2. Become familiar with factors indicating changes that have potential for life-threatening consequences based on knowledge of life sciences.
3. Recognize basic performances improvement activities in patient care delivery.
F. Implement teaching plans for patients and their families with common health problems and well defined health learning needs.

Expected Outcomes:

1. Become familiar with lifespan development and common situated variables affecting learning, such as stress, pain, and fear.
2. Be aware of basic principles of teaching/learning process.
3. Recognize resources that support patient health care knowledge, decision-making, and self-advocacy.

ROLE: Patient Safety Advocate

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Expected Outcomes:

1. Become familiar with the Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. Recognize National Standards of Nursing Practice.
3. Become aware of federal, state, and local government and accreditation organizations’ safety requirements and standards.
4. Become familiar with facility policies and procedures.
5. Recognize facility licensing agency or authority standards.
6. Become familiar with the principles of quality improvement.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Expected Outcomes:

1. Recognize the principles of patient safety including safe patient handling.
2. Recognize methods for promoting safety in the patient care environment consistent with current standards and guidelines.
3. Become familiar with the role in safety and risk management for patients and others.
4. Become aware of principles of a culture of safety including safe disposal of medications and hazardous materials.
5. Become familiar with the Texas Board of Nursing Rules related to mandatory reporting, Safe Harbor, and “Whistleblower” protection.

**ROLE: Member of the Health Care Team**

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

**Expected Outcomes:**

1. Become familiar with:
   a. Structure and function of the health care delivery system.
   b. Roles of interdisciplinary health care team members.
2. Develop methods of effective communication and cooperation.
3. Recognize:
   a. Strategies to deal with situational change.
   b. Roles of all levels of nursing and other health care professionals.
4. Become familiar with:
   a. Patient advocacy and consumer rights and responsibilities.
   b. Legal and ethical processes related to health care.
5. Be familiar with contribution of evidence-based practice in development of health care and quality improvement.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

**Expected Outcomes:**

1. Recognize:
   a. Rights and responsibilities of patients regarding health care, including self-determination and right to refusal.
   b. Current legal factors relating to safeguarding patient rights.
2. Become familiar with:
   a. Individual responsibility for quality of nursing care.
   b. Role of the nurse as patient advocate for patients and their families.
3. Become aware of the:
   a. Role of the nurse in quality improvement process.
   b. Peer review committee.
   c. Knowledge of reliable online sites for quality health care data.
4. Recognize responsibility for reporting to licensing and public protective agencies, which may involve mandatory reporting.
C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcomes:

1. Become familiar with work setting and major community resources.
2. Recognize the role of the case manager.
3. Be aware of the role of the family and significant others in providing support to the patient.
4. Recognize the:
   a. Functions of members of the interdisciplinary health care team.
   b. Confidentiality regulations (e.g., HIPPA)
5. Recognize the need for patient referrals to promote continuity of care.
7. Be aware of the cost of health care services.
8. Become familiar with the organizational and local resources for health promotion, maintenance, and restoration.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Expected Outcomes:

1. Become familiar with the principles of communication with patients, their families, and the interdisciplinary health care team.
2. Recognize principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
3. Become aware of the functions of the interdisciplinary health care team members.
4. Become familiar of the principles and strategies of situational changes.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Recognize an allergic reaction and the treatment of anaphylactic shock
2. Describe antibiotic classifications and common uses of antibiotics, as well as their effect on microorganisms
3. Describe how microorganisms are identified and antibiotics are selected
4. Describe numerous classifications of drugs and their use
5. Discuss uses for vitamins and minerals and different types of vitamins and minerals
6. Differentiate between the different types of immunity
7. Discuss immunizations for specific diseases and how they are administered
8. Understand side effects of numerous drugs
9. Assess cardiovascular status and implications of use of medications used to treat patients with cardiovascular disease
10. Discuss and exhibit critical thinking and nursing judgment;
11. Demonstrate nursing assessment of patient before, during and after medication administration
12. Understand and demonstrate nursing diagnosis related to medication regimen and precautions
13. Explain and demonstrate planning for nursing care after administering medications
14. Understand implementing nursing care for medications administered
15. Recognize and demonstrate practices of evaluation

IV. Classroom Policy and Instructor Expectations
   Additional assignments may be given at any time during the course.
   Major exams will be given as stated on the course schedule.
   A final exam will be given at the conclusion of this course.
   Changes may be made to schedule/syllabus at the Instructor’s discretion to enhance the learning experience of the student.

   In order to set for the FINAL Exam and the HESI Exam, an exam average of 74.45 must be obtained (this is not including homework grades).

   In order to continue in the nursing program, a FINAL grade average of 75 must be obtained.
NONDISCRIMINATION ON A BASIS OF DISABILITY
Refer to the Frank Phillips College 2013-2014 Catalog.
Instructor/Student Conferences are available for special needs upon request.

V. Additional/Supplemental References
Drug guide as listed in recommended textbooks: Web activity assignments

VI. Methods of Evaluation
At the end of the course, following the administration of the final exam the grade will be obtained as follows.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Major Exam Grades</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam Grade</td>
<td>25%</td>
</tr>
<tr>
<td>Hesi</td>
<td>5%</td>
</tr>
</tbody>
</table>

In order to be eligible to take the FINAL EXAM and HESI the student must have an MAJOR EXAM average of 74.45 or higher.

VII. Attendance Requirements
As stated in the Vocational Nursing Student Policy Handbook

VII. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
- Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

IX. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide knowledge and understanding of numerous drugs. Including, but not limited to, classifications, use, adverse and side effects of, administration of, etc.
B. Provide an internet-based course that is user friendly.
C. Provide, assist, and promote the use of learning resources in the classroom;
D. Participate in and contribute to the medical field in which we practice; and
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
I. **General Course Information**

**Course Title:** Mental Health  
**Course Number:** VNSG 1236-OnIine  
**Credit Hours:** 2  
**Instructor:** Holly Ward RN  
**Work Phone:** 806-457-4200 ext. 610  
**E-Mail:** hward@fpctx.edu  
**Office Hours:** Tuesday and Thursday by appointment

**Course Description:**

This course is an introduction to the principles and theories of positive mental health and human behaviors. The topics include emotional responses, coping mechanisms, and therapeutic communication skills.

**End-of-Course Outcomes:**

1. Describe the characteristics of positive mental health
2. Identify the coping mechanisms utilized by individuals to assist in alleviating stress and anxiety
3. Demonstrate the use of therapeutic communication skills

**Text and Required Materials:**

*Foundations of Mental Health Care*  
Morrison-Valfre 4 Edition

**Access to computer, internet, email, printer, ink, paper, and any and all items associated with a computer-based course taken online at the college level.**

II. **BASIC INTELLECTUAL COMPETENCIES:**

A series of basic intellectual competencies—reading, writing, speaking, listening, critical thinking, and computer literacy—are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Competent listening requires analyzing and interpreting various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

III. Differentiated Essential Competencies (DEC)

ROLE: MEMBER OF THE PROFESSION

1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

   Expected Outcomes:
   A. Become familiar with the Texas Nursing Practice Act, Texas Board of Nursing Rules, Position Statements and Guidelines and Federal, state or local laws, rules, regulations affecting nursing practice.
B. Recognize the standards of vocational nursing education
C. Become familiar with the nursing code of ethics for the LVN
D. Recognize issues affecting the role of the VN and the delivery of care
E. Understand available sources of continuing education and professional development.
F. Develop an understanding of common psychological diagnoses, drug and other therapies and treatments.

Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

Expected Outcomes:

A. Recognize the rights and responsibilities of clients regarding mental health care, including self-determination.
B. Recognize the individual's responsibility for quality nursing care.
C. Understand the individual nurse's role in the quality improvement/quality assurance process.
D. Recognize the responsibility for reporting to licensing and public protective agencies.
E. Develop a self-evaluation process.
F. Develop an understanding of work setting policies and procedures.
G. Recognize professional boundaries.

Assume responsibility and accountability for the quality of nursing care provided to patient and their families.

Expected Outcomes:

A. Become familiar with the Texas Board of Nursing Standards of Practice.
B. Develop methods of therapeutic communication.
C. Develop an understanding of legal parameters of vocational nursing practice and the Texas Nursing Practice Act.
D. Recognize basic rights and responsibilities of clients related to health care.
E. Promote continuing competency and professional development.
F. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.

Contribute to activities that promote the development and practice of vocational nursing

Expected Outcomes:

A. Become aware of the historical evolution of nursing practice and mental health care.
B. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
C. Become familiar with the role of vocational nursing organizations, regulatory agencies, and health care organizations.
D. Recognize the factors affecting the public image of nursing.
ROLE: PROVIDER OF PATIENT-CENTERED CARE:

1. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

   Expected Outcome:
   A. Identify the steps in the systemic process which include assessment, planning, implementation and evaluation.
   B. Become familiar with the North American Nursing Diagnosis Association's basic components related to Mental Health Diagnosis.
   C. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
   D. Recognize the characteristics, concepts, and processes related to clients, including basic psychology, psychosocial growth and development, gross psychopathology, ethical reasoning, and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.

2. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

   Expected Outcome:
   A. Develop an understanding of the dynamics of the nurse client relationship
   B. Develop an understanding of the need for effective communication techniques.
   C. Develop an understanding of the roles of all levels of nursing and other health care professionals.
   D. Understand the need for client advocacy and consumer rights and responsibilities.
   E. Recognize written, verbal, and non-verbal modes of communication including information technologies.
   F. Recognize the relationship between the nursing plan of care, the plan of care of other health professionals, and the therapeutic regimen.
   G. Develop criteria for setting priorities in planning and evaluating care for the client.
   H. Understand the steps and procedures of discharge.

3. Implement aspects of the plan of care within legal, ethical and regulatory parameters and in consideration of patient factors.

   Expected Outcome:
   A. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
   B. Develop methods of therapeutic communication.
C. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
D. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
E. Become familiar with the legal parameters of vocational nursing practice.

Implement teaching plans for patients and their families with common health problems and well-defined learning needs.

Expected Outcome:

A. Identify how developmental stages may affect learning by the client.
B. Identify situational variables, which may affect learning by the client.
C. Develop teaching techniques, which will enhance and facilitate client teaching.
D. Identify methods to evaluate the client's level of learning.
E. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."

Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Expected Outcome:

A. Become aware of components of compassionate, patient-centered care.
B. Be aware of characteristics, trends and issues of health care delivery.
C. Understand the basis for determining nursing care priorities in patient care and principles of decision making.
D. Become familiar with the vocational nurse's scope of responsibilities and accountability for supervision and collaboration.
E. Become familiar with channels of communication for decision-making processes within work settings.
F. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, or dentist using standards of care and professional values.

Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Expected Outcomes:

A. Recognize written, verbal, and non-verbal modes of communication including information technologies.
B. Recognize the relationship between the nursing plan of care, the plan of care of other health care professional, and the therapeutic regimen.
C. Develop criteria for setting priorities in planning and evaluating care for the client.

Identify and report alterations in patient responses to therapeutic interventions in
comparison to expected outcomes.

Expected Outcomes:

A. Recognize common methods for measuring client health-goal attainment
B. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

ROLE: PATIENT SAFETY ADVOCATE:

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as, all federal, state, and local government, and accreditation organization safety requirements and standards-

Expected Outcome:

A. Become familiar with the code of ethics for the LVN.
B. Recognize the standards of vocational nursing education.
C. Become aware of the Texas Nursing Practice Act and the Texas Board of Nursing Rules.
D. Recognize issues affecting the role of the VN and the delivery of care.
E. Become aware of federal, state, and local government and accreditation organizations' safety requirements and standards.
F. Develop a self-evaluation process.
G. Develop an understanding of work setting policies and procedures.
H. Recognize professional boundaries.

2. Implement measures to promote quality and a safe environment for patients, self, and others.

Expected Outcome:

A. Recognize the principles of patient safety including safe patient handling
B. Recognize methods for promoting safety in the patient care environment consistent with current standards and guidelines.
C. Become familiar with the role in safety and risk management for patients and others.
D. Become aware of principles of a culture of safety including safe disposal of medications and hazardous materials.
E. Become familiar with the Texas Board of Nursing Rules relating to mandatory reporting, Safe Harbor, and the Whistleblower protection.

3. Assist in the formulation of goals and outcomes to reduce patient risks.

Expected Outcome:
A. Become familiar with the principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.

B. Recognize current national and state standards and guidelines and local procedures for infection control.

4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

**Expected Outcomes**

A. Recognize self-limiting factors to implement procedures or practices.
B. Understand need to seek assistance if practice requires behaviors or judgments outside of individual knowledge or expertise.

5. Accept and make assignment that take into consideration patient safety and organizational policy.

**Expected Outcomes**

A. Become aware of the VN scope of Practice
B. Become aware of organizational policy of VN practice
C. Clarify any order or treatment regimen believed to be inaccurate, contraindicated, or otherwise harmful to the patient.
D. Provide nursing interventions safely and effectively using evidenced-based outcomes.

**ROLE: MEMBER OF THE HEALTH CARE TEAM**

1. Communicate and collaborate with patients, their families and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

**Expected Outcomes**

A. Develop an understanding of the need for effective patient centered communication.
B. Identify the role of the VN in the overall healthcare delivery to the patient.
C. Develop an understanding of the relationship of the interdisciplinary health care team in the smooth delivery of care to the patient.
D. Become familiar with patient advocacy and consumer rights and responsibilities.
E. Understand legal and ethical processes related to health care.

2. Participate as an advocate in activities that focus on improving the health care of patients and their families.
Expected Outcomes

A. Understand the organizational mission, vision and values as a framework for care.
B. Demonstrate awareness of lines of authority and accountability within structured health care settings.
C. Recognize methods for promoting safety in the work environment
D. Identify the role of the VN in risk management
E. Identify the role of the VN in implementing established cost containment measures.

3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcomes:

A. Become familiar with work settings and major community resources.
B. Recognize the role of the case manager
C. Be aware of the role of the family and significant others in providing support to the patient.
D. Recognize the functions of the members of the interdisciplinary health care team.
E. Understand confidentiality regulations.
F. Recognize the need for patient referrals to promote continuity of care.
G. Become aware of issues in current treatment modalities.
H. Be aware of the cost of health care services.
I. Become familiar with the organizational and local resources for health promotion, maintenance, and restoration.

4. Communicate and collaborate in a timely manner with members of the interdisciplinary healthcare team to promote and maintain optimal health status of patients and their families.

Expected Outcomes

A. Develop an understanding of the need for effective patient centered communication.
B. Become familiar with the principles of communication with patients, their families, and the interdisciplinary health care team.
C. Recognize principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
D. Understand the need for client advocacy and consumer rights and responsibilities.
E. Develop an understanding of the roles of all levels of nursing and other health care professionals.
IV. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Define mental health and mental illness.
2. Discuss the stigma of mental illness in our society.
3. Acknowledge the vulnerability of people with mental illness.
4. Clarify your own personal values.
5. Provide nursing care based on the ethical values of the profession.
6. Apply the nursing process as an ethical decision-making model.
7. Identify ways to avoid malpractice issues.
8. Plan nursing interventions to protect the legal and ethical rights of clients with psychiatric disorders.
9. Explain how personality theories form a basis for psychotherapy.
10. Recognize the purpose and use of defense mechanisms in clients and yourself.
11. Plan nursing interventions to promote clients' psychosocial development.
12. Make decisions about client care priorities based on Maslow's hierarchy of needs.
13. Plan ways to prevent nursing burnout.
14. Plan strategies to promote your own mental health.
15. Develop effective communication skills that will promote trusting nurse-client relationships.
16. Explain how stress affects an individual acutely and chronically.
17. Differentiate between adaptive and maladaptive coping methods.
18. Promote clients adaptive coping abilities.
19. Teach clients about the biological basis of the major mental disorders.
20. Reinforce client teaching about the desired effects and adverse effects of psychotropic medications.
21. Safely and effectively administer psychotropic medications.
22. Apply the nursing process to clients receiving psychotropic medications.
23. Describe and provide basic client teaching about the specific mental disorder being treated.
24. Identify clients at risk for family violence.
25. Identify clients who are at risk for becoming violent in the healthcare setting.
26. Describe ways to provide for the safety of staff and clients.
27. Identify the psychosocial needs of clients in the general medical setting.

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course. Major exams will be given as stated on the course schedule. A final exam will be given at the conclusion of this course as well as an HESI electronic exam measuring knowledge and ability to apply learning from the course. Changes may be made to schedule/syllabus at the Instructor's discretion to enhance the learning experience of the student.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

Nondiscrimination on a basis of disability
Refer to the Frank Phillips College 2012-2013 Catalog. Instructor/Student Conferences are available for special needs upon request.

28. Additional/Supplemental References

Drug guide purchased and included in your book pack. Web activity assignments

29. Methods of Evaluation

At the end of the course, following the administration of the final exam the grade will be obtained as follows.

Assignments 20%
Major Exam Grades 50%
Final Exam Grade 25%
HESI Exam 5%

YOU MUST HAVE AN AVERAGE EXAM GRADE OF 74.5% IN ORDER TO TAKE YOUR FINAL EXAM AND HESI (NOT INCLUDING HOMEWORK AND DAILY GRADES)

30. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook
31. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
32. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide knowledge and understanding of numerous drugs. Including, but not limited to, classifications, use, adverse and side effects of, administration of, etc.
B. Provide an internet-based course that is user friendly.
C. Provide, assist, and promote the use of learning resources in the classroom;
D. Participate in and contribute to the medical field in which we practice; and
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Holly Ward RN
hward@fpctx.edu
806-457-4200 ext 610
Office hours: Tuesday and Thursday by appointment only
General Course Information
Credit Hours: 2

Prerequisite
None

Course Description
A study of the fundamental principles of gas metal arc welding (GMAW), setup and use of GMAW equipment, and safe use of tools and equipment. Instruction in various basic weld joints.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Recognize and distinguish GMAW power sources and current properties.
2. Examine and identify parts of GMAW equipment.
3. Identify gasses and wires utilized for various duties.
4. Compare setup of equipment for various duties.
5. Perform GMAW with solid wire.
6. Perform GMAW with Duel Shield wires.
7. Perform FCAW Flux Cored Arc Welding.

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**Academic Honesty and Integrity**
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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

**Class Attendance***
Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

**Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.** For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

**Welding Program Attendance Requirements***
Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.
Cell Phones and Other Electronic Devices Procedure:
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college’s main number with an appropriate contact in case of an emergency.
Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
Perryton: (806) 648-1450

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Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 2

Prerequisite
None

Course Description
An introduction to oxy-fuel welding and cutting, including history and future in welding, safety, setup and maintenance of oxy-fuel welding, and cutting equipment and supplies.

THECB Approval Number ................................................................. 48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Develop understanding of hazards associated with oxygen/acetylene equipment and demonstrate it setup and use.
2. Understand limitations of the oxygen/acetylene equipment/process and become familiar with suitable applications for its use.
3. Perform Oxy/Acet weld process.
4. Perform Oxy/Acet braze process.
5. Perform Oxy/Acet cutting process.

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- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 2

Prerequisite
None

Course Description
An introduction to the principles of gas tungsten arc welding (GTAW), setup and use of GTAW equipment, and safe use of tools and equipment. Welding instruction in various positions on joint designs.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Breakdown and analyze the gas tungsten arc welding (GTAW) process:
2. Discuss equip parts, function and current selection.
3. Demonstrate setup of various types of GTAW equipment.
4. Perform welds on ferrous metals (various positions and joint designs).
5. Perform welds on non-ferrous metals (various positions and joint designs).

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Allocates Material & Facility Resources

**Information:**
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Organizes & Maintains Information
Uses Computers to Process Information

**Interpersonal:**
Participates as a Member of a Team
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**Thinking Skills:**
Creative Thinking
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**Technology:**
Selects Technology
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**Systems:**
Understands Systems
Monitors & Corrects Performance
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**Basic Skills:**
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 3

Prerequisite
None

Course Description
Fundamentals of conceptualizing and producing utilitarian items in ferrous and non-ferrous metals. Skill development through the techniques of sinking, raising, repousse, and piercing to create objects from sheet and stock materials. Includes welding, brazing, soldering, tinning, polishing, and tool making.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

• Utilize various welding processes to cut out art shapes and forms and join individual components to fabricate artistic objects.

Methods of Evaluation

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**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/CUSTOMers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
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**Technology:**
- Selects Technology
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**Systems:**
- Understands Systems
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
WLDG 1317 — Introduction to Layout Fabrication
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
None

Course Description
A fundamental course in layout fabrication related to the welding industry. Major emphasis is placed on structural shapes and their use in construction.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Examine basic designs, material shapes and joint configurations utilized by industry.
2. Layout & Fabrication.
3. Select and utilize resources and tools for Layout & Fabrication problems.
4. Identify and utilize common tools for various Layout & Fabrication situations.
5. Develop patterns for repetitive layout duties.
6. Demonstrate "Layout directly on material" method for fabrication.
7. Utilize shortcut methods to simplify Layout & Fabrication process.

Methods of Evaluation

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- 80 – 89: B
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General Course Information
Credit Hours: 3
Prerequisite
None

Course Description
A study of ferrous and nonferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes and mechanical properties of metal including hardness, weldability, machinability, and ductility.

THECB Approval Number ................................................................. 48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
Examine production techniques for ferrous and non-ferrous metals.
1. Identify mechanisms used to strengthen metals.
2. Analyze metal testing methods.
3. Breakdown metals into grain structure and crystal formation.
4. Understanding of metallurgical changes resulting from heating and cooling (work with phase change diagrams) during heat treatment.
5. Discuss metal coatings, claddings and case hardening.
6. Differentiate ferrous metals from non-ferrous metals.
7. Distinguish stainless steel from carbon steel.

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**Personal Qualities:**
- Responsibility
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- Sociability
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- Integrity/Honesty
WLDG 1391 — Special Topics in Welder/Welding Technologist
Frank Phillips College

General Course Information
Credit Hours: 3
Prerequisite
None

Course Description
The topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Develop skills to meet specific individual or industrial needs.
2. Upgrade training in areas not included in current curriculum.
3. Study special trades or experiment with special interest or techniques within the welding industry.

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**Resources:**
Allocates Time
Allocates Money
Allocates Material & Facility Resources

**Information:**
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

**Interpersonal:**
Participates as a Member of a Team
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Negotiates to Arrive at a Decision
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**Thinking Skills:**
Creative Thinking
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**Technology:**
Selects Technology
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**Systems:**
Understands Systems
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**Basic Skills:**
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 4
Prerequisite
None

Course Description
An introduction to shielded metal arc welding processes. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Recognize electrical current types and their use relating to SMAW process.
2. Identify common SMAW electrodes and determine their most suitable application.
3. Illustrate AWS weld join designs and preparation procedures.
4. Perform SMAW process utilizing most common rod in all positions.

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**Thinking Skills:**
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- Selects Technology
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 4
Prerequisite
None

Course Description
An introduction to welding of pipe using the shielded metal arc welding process (SMAW), including electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 1G and 2G using various electrodes.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify code requirements for pipe welding.
2. Differentiate setup procedures based on job parameters.
3. Perform 2G pipe weld with 6010 root-pass, 7018 filler and cap.
4. Perform 5G pipe weld with 6010 uphill root-pass, 7018 uphill filler and cap.
5. Perform 5G pipe weld with 6010 downhill root-pass, 7018 uphill filler and cap.
6. Bend Test welds for quality based on code criteria.

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- Integrity/Honesty
WLDG 1457 — Intermediate Shielded Metal Arc Welding (SMAW)  
Frank Phillips College

General Course Information  
Credit Hours: 4  
Prerequisite  
Completion of WLDG 1428 with a grade of C or better or Industry Equivalent Experience, see Instructor.

Course Description  
A study of the production of various fillets and groove welds. Preparation of specimens for testing in all test positions.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes  
Upon successful completion of this course, students will be able to:

1. Become familiar with AWS/ASME welding codes and testing procedures.
2. Recognize and demonstrate proper setup / prep procedure for Backup Strap and Open Root V plate welds.
3. Perform 3-position plate weld Test V-groove with Backup Strap.
4. Perform 3-position plate weld Test V-groove Open Root.

Methods of Evaluation  
Evaluation, Testing, and Grade Distribution:

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<tr>
<td>Lab Exercise 2- 3 Position Backup Strap Test</td>
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WLDG 1457 Syllabus Fall 2013
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**Personal Qualities:**
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- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: WLDG 1204 Fundamentals of Oxy-Fuel Welding with a grade of C or better.

Course Description
A study of all position welding on ferrous and nonferrous metals using oxy-fuel welding process, including welding and cutting, brazing, and soldering operations.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Demonstrate proper safe use of oxy-fuel welding and cutting equipment and procedures.
2. Demonstrate basic oxy-fuel welding and cutting operations.
3. Demonstrate advanced oxy-fuel cutting and welding operations.
4. Select appropriate tools, equipment, and materials.
5. Demonstrate proper techniques for silver brazing equipment.

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WLDG 2439 Syllabus Fall 2013
Allocates Material & Facility Resources

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Custumers
- Exercises Leadership
- Negotiates to Arrive at a Decision
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**Technology:**
- Selects Technology
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**Basic Skills:**
- Reading
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- Creative Thinking
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- Seeing Things in the Mind's Eye
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**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

WLDG 2439 Syllabus Fall 2013
WLDG 2443 — Advanced Shielded Metal Arc Welding (SMAW)
Frank Phillips College

General Course Information
Credit Hours: 4
Prerequisite
Recommended Prerequisite: WLDG 1457 with a grade of C or better, Internship or Instructor Approval

Course Description
Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in all positions.

THECB Approval Number ................................................................. 48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Examine welding criteria contained in commonly used welding codes.
2. Analyze welds to code standards.
3. Identify weld defects and develop weld repair procedures.
4. Perform welds with high chrome filler metals.
5. Perform welds with high nickel filler metals.
6. Perform welds with Stainless Steel filler metals.

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- Allocates Time
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- Acquires & Evaluates Information
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
WLDG 2447 — Advanced Gas Metal Arc Welding (GMAW)
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

Course Description
Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.

THECB Approval Number ................................................................. 48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Demonstrate proficiency in performing GMAW welds in various positions.
3. Weld various joint designs and diagnose welding problems and perform visual inspection.
4. Describe the effects of welding parameters in GMAW.

Methods of Evaluation

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WLDG 2451 — Advanced Gas Tungsten Arc Welding (GTAW)
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: WLDG 1206 with a grade of C or better.

Course Description
Advanced topics in GTAW welding, including welding in various positions and directions.

THECB Approval Number ..............................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Analyze arc characteristics with emphasis on advancements resulting from technical advancements in modern GTAW equipment.
2. Demonstrate changes in techniques and equipment setup for GTAW of various alloys, joint designs and metal thickness.
3. Perform code quality GTAW pipe welds utilizing exotic alloy filler metals.
4. Recognize cost VS quality aspects of GTAW welding compared to other welding processes.

Methods of Evaluation

Evaluation Testing and Grade Distribution:
Participation in theory discussion 20 points
Equipment setup/utilization 20 points
Lab exercise: exotic metals 20 points
Lab exercise: weld quality 20 points
Lab exercise: cost evaluation 20 points

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Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customer
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
Completion of WLDG 1206 with a grade of C or better.

Course Description
Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

THECB Approval Number ..............................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Perform multi-pass fillet and v-groove welds in various positions: 1G, 3G, & 5G.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Evaluation Testing and Grade Distribution:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Lab 1                Equipment Setup</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab 2                Weld multi-pass Fillet weld</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab 3                Weld multi-pass V-groove weld</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab 4                Perform proper maintenance of welder</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab 5                Properly clean and secure work area</td>
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<thead>
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Welding Program Attendance Requirements*
Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as
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Teaches Others
Serves Clients/Customer
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:
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Decision Making
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Seeing Things in the Mind's Eye
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Technology:
Selects Technology
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Systems:
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Basic Skills:
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Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: WLDG 1435 with a grade of C or better.

Course Description
Advanced topics involving welding of pipe using the shielded metal arc welding (SMAW) process. Topics include electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 5G and 6G using various electrodes.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up equipment and prepare pipe coupons for (GTAW) gas tungsten arc welding in various positions.
3. Utilize various filler metals including stainless steel to complete pipe welds with GTAW and SMAW process.
4. Demonstrate proper purging techniques on stainless steel pipe for gas tungsten arc welding (GTAW).

Methods of Evaluation

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WLDG 2453 Syllabus Fall 2013
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<th><strong>Basic Skills:</strong></th>
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WLDG 2488 — Internship Welder/Welding Technologist  
Frank Phillips College  

General Course Information  
Credit Hours: 4  

Prerequisite  
Recommended Prerequisite: Instructor’s Approval  

Course Description  
A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.  

(An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. *Capstone course and requires the instructor’s approval for enrollment.)  

THECB Approval Number ..............................................................................48.0508.0000  

Learning Outcomes  
Upon successful completion of this course, students will be able to:  

1. Be provided the experience and on the job training through a cooperative agreement with a Welding, construction, or fabrication employer.  
2. Develop skills and competencies necessary for employment in the work force.  
3. Construct a resume.  
4. Identify and exhibit safe working habits in the workplace.  
5. Identify and exhibit skills and competencies necessary to succeed in the workplace.  
6. Identify and exhibit personal financial skills necessary for the workplace.  
7. Prepare for job interviews.  
8. Use information and experience to solve problems in the workplace.  

Methods of Evaluation  

1. Timely and complete reports, research paper, and presentation as required by the college.--- 33%  
2. College and employer’s evaluation---34%  
3. Summary report---33%
<table>
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- Knowing How to Learn
- Reasoning

**Technology:**
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**Basic Skills:**
- Reading
- Writing
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- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
WLDG 2506 — Intermediate Pipe Welding
Frank Phillips College

General Course Information
Credit Hours: 5

Prerequisite
Recommended Prerequisite: WLDG 1435

Course Description
A comprehensive course on the welding of pipe using the shielded metal arc welding (SMAW) process. Position of welds will be 1G, 2G, 5G, and 6G using various electrodes. Topics covered include electrode selection, equipment setup, and safe shop practices.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up, prepare and weld 6” or larger diameter pipe with a minimum schedule 80 thickness in 5G and 6G positions.
3. Set up, prepare, and weld 6” or larger diameter pipe with a maximum schedule 40 thickness in 5G and 6G positions.
4. Setup, prepare, and weld 2” diameter with schedule 160 or greater thickness.
5. Setup, prepare, and weld 2” diameter with schedule 40.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

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<tr>
<td>Lab 1</td>
<td>Prepare coupons for (SMAW) in various pos.</td>
<td>200</td>
</tr>
<tr>
<td>Lab 2</td>
<td>Weld 6” pipe w/min. sch. 80 in 5G &amp; 6G</td>
<td>200</td>
</tr>
<tr>
<td>Lab 3</td>
<td>Weld 6” pipe w/max sch. 40 in 5G &amp; 6G</td>
<td>200</td>
</tr>
<tr>
<td>Lab 4</td>
<td>Weld 2” pipe w/ schedule 160</td>
<td>200</td>
</tr>
<tr>
<td>Lab 5</td>
<td>Weld 2” pipe w/ schedule 40</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>60%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Scale

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
<tr>
<td>Attendance Percentage</td>
<td>Grade</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>90 – 100</td>
<td>100</td>
</tr>
<tr>
<td>80 – 90</td>
<td>90</td>
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<tr>
<td>70 – 80</td>
<td>80</td>
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<tr>
<td>60 – 70</td>
<td>70</td>
</tr>
<tr>
<td>0 – 60</td>
<td>50</td>
</tr>
</tbody>
</table>

**Academic Honesty and Integrity**

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

**Class Attendance**

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

**Welding Program Attendance Requirements**

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be
absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

**Cell Phones and Other Electronic Devices Procedure:**
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college’s main number with an appropriate contact in case of an emergency.
- Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
- Perryton: (806) 648-1450

**Grievance Policy**
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

**Important Information**
Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.
Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty