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**AGMG 1380 Cooperative Education –  
Agricultural Business and Management, General  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.

Approval Number .....01.0101.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

1. Attain occupational experience in a specialized field in the agriculture industry.
2. Perform task and duties associated with the specialized occupation.
3. Attain skills to become successful in the workplace.
4. Evaluation of performance.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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



**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

Students will be evaluated by the Instructor and the workplace supervisor. Evaluation will be based on the student's ability to complete the internship objective, and workplace requirements.

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**AGMG 1580 Cooperative Education**  
**Agricultural Business and Management, General**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 5

Prerequisite and/or Co-requisite:

**Course Description:** Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.

Approval Number .....01.0101.0000

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- Self-Esteem
- Sociability
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- Integrity/Honesty

## **VII. Correlation to Stated Mission Goals of Frank Phillips College**

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- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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## **IX. Methods of Evaluation**

Students will be evaluated by the Instructor and the workplace supervisor. Evaluation will be based on the student's ability to complete the internship objective, and workplace requirements.

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# AGRI 1121 Livestock Judging

## Frank Phillips College

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### I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite: AGRI 2321 with a grade of C or better.

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

Approval Number .....01.0901.52.01

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:

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## **II. Outcomes/Terminal Outcomes**

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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 learning outcomes that follow:

1. Developing 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.

## **III. Academic Honesty and Integrity**

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## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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/Honest

**VII. Correlation to Stated Mission Goals of Frank Phillips College**

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Active Participation will account for 100% of Students Grade

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.

# **AGRI 1131 Agriculture Industry (The Agricultural Industry)**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Overview of world agriculture, nature of the industry, resource conservation, and the American agricultural system, including production, distribution, and marketing.

Approval Number ..... 01.0103.52.01

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Identify career opportunities in agriculture.
2. Construct a resume.
3. Understand requirements and aptitudes for various agriculture careers.
4. Discuss and evaluate current and future trends of the agriculture industry in the United States.
5. Outline the purpose of the Land Grant Institution.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Assignments will account for 50% of the final course grade and exams/projects will account for 50% of the final grade for the course.

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.

# AGRI 1325 Marketing of Agriculture Products

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: N/A

**Course Description:** Operations in the movement of agricultural commodities from producer to consumer, including the essential marketing functions of buying, selling, transporting, storing, financing, standardizing, pricing, and risk bearing.

Approval Number .....01.0102.51.01

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Understand the function and purpose of Agricultural Marketing.
2. Explore the factors, trends, and other concepts that shape the current structure and operation of the Agricultural Marketing System.
3. Evaluate how all aspects of the Agricultural Marketing System are interrelated.
4. Understand the economic forces of the Agricultural Food Chain.
5. Understand government relationship on food marketing.
6. Effectively assess the marketing environment to develop and implement strategies for achieving marketing objectives.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Exams will count for 70% of student's grade and assignments will count for 30% of student's grade. Students are allowed 2 unexcused absences, for each additional unexcused absence the student will receive one half of a letter grade reduction on their final course grade.

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# AGRI 1407 Agronomy

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** Principles and practices in the development, production, and management of field crops including plant breeding, plant diseases, soils, insect control, and weed control.

Approval Number ..... 01.1102.51 01

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Describe the development and importance of crop production in the United States.
2. Define and apply crop terminology.
3. Identify, describe, and summarize environmental factors that affect crop production.
4. Differentiate different methods of crop improvement.
5. Describe and summarize plant functions that affect production.
6. Identify and describe methods of pest control.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Exams will count for 60% of student's grade and assignments will count for 40% of student's grade.

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.

# AGRI 1419 Animal Science (Introductory Animal Science)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** Scientific animal agriculture. Importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, and horses.

Approval Number ..... 01.0901.51 01

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Recognize and understand animal contributions to human needs.
2. Categorize major production phases, production areas, economic impact, and future trends of common livestock industries.
3. Write using pertinent terms associated with the animal science industry.
4. Identify male and female organs of reproduction and describe their functions.
5. Evaluate how genetics impact improvements in livestock production.
6. Distinguish the various market classes, grades, and methods of marketing livestock.
7. Categorize the basic nutrient groups, their functions, and feedstuffs.
8. Explain digestion and absorption of feed in ruminant and non-ruminant animals.
9. Distinguish significant breeds of various species of livestock.
10. Practice proper care and management techniques for various species of livestock.
11. Recognize and prescribe treatment for common diseases of livestock.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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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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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.

D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

Exams will count for 70% of student's grade and laboratory assignments will count for 30% of student's grade. Students are allowed 2 unexcused absences, for each additional unexcused absence the student will receive one half of a letter grade reduction on their final course grade.

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# AGRI 2321 Livestock Evaluation I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number .....01.0901.52.01

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:

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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 its 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.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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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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.

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Perryton: (806) 648-1450

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

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### **IX. Methods of Evaluation**

Exams will count for 60% of students grade and assignments will count for 40% of students grade.

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# AGRI 2330 Wildlife Conservation and Management

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Principles and practices used in the production and improvement of wildlife resources. Aesthetic, ecological, and recreational uses of public and private lands.

Approval Number ..... 03.0601.51 01

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Summarize the importance of the wildlife to society;
2. Identify wildlife population problems as they relate to managing wildlife;
3. Summarize the importance of food, water and cover in establishing wildlife populations.

## **III. 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

## **IV. Class Attendance**

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having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course.

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**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**

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- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

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# AGRI 2403 Agriculture Construction

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** Selection, use, and maintenance of hand and power tools; arc and oxy-acetylene welding; and construction materials and principles.

Approval Number ..... 01.0201.51 01

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:

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Recognize and identify major work areas and safety purposes in the agricultural shop.
2. Recognize and interpret safety colors and codes, proper protective equipment and safe working procedures in construction areas.
3. Identify, select, and properly use commonly used hand tools, screws, bolts, and power tools such as grinders, circular saws, drills, sabre saws, and nibblers.
4. Selection and proper use of oxy-acetylene and arc welding equipment.
5. Selection and use of construction materials and principles.

## **III. Academic Honesty and Integrity**

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These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

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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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Exams will count for 60% of student's grade and assignments will count for 40% of student's grade.

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.

# ANTH 2351 Cultural Anthropology

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number ..... 45.0201.53 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities;
2. To understand those works as expressions of individual and human values within an historical and social context;
3. To respond critically to works in the arts and humanities;
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist;
5. To articulate an informed personal reaction to works in the arts and humanities;
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts; and

7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

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

1. Explore the field of cultural anthropology to include; terms and methods used when studying cultural diversity.
2. Evaluate the environment of the world's continents and predict adaptation methods by focusing on the functions of culture.
3. Investigate the forms of human social and political organizations.
4. Explore human communication systems.
5. Evaluate visual, verbal, and musical art by comparing and contrasting examples of art from a variety of cultural groups
6. Question the role of religion/spirituality/ and the supernatural in human groups.
7. Explore human cultural change, around the world and throughout time.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

- 25% Participation Grade (Attendance + Daily Assignments)
- 25% Self-Ethnography (Midterm)
- 25% Projects
- 25% Final-Culture Presentation

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.

# BCIS 1405 Advanced Microcomputer Applications

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**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.

Approval Number.....11.0202.54 04

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Apply proficiency using PCs.
2. Apply proficiency using Word.
3. Apply proficiency using Excel.
4. Apply proficiency using Access.
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.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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



**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

Grades to be determined in accordance with the following:

Projects=40%, Attendance/Participation=20%, Assignments=40%

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.

**BIOL 1308 Integrated Science: Biology  
(Biology for Non-Science Majors I)  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included.

Approval Number.....26.0101.51 03

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Levels of organization and characteristics of living organisms.

2. The chemistry of cells, including organic molecules.
3. Cell types and relate cell structures to their functions.
4. Metabolic processes for acquiring and releasing energy.
5. The framework of inheritance and genetics.
6. Identification and diagnostic characteristics of the organisms that comprise the 3 domains as well as their systems and components.
7. Basic laboratory techniques related to these studies; (microscopy, basic chemistry, Visual ID, dissections and the use of various lab equipment.)
8. Anatomical and physiological structure of various organisms.
9. The scientific method and the documentation of scientific findings, as to be reported in detailed notes that include careful, accurate, and well-labeled illustrations, structured by the framework of proper scientific methodology.
10. The importance of ecological system integrity and biological diversity across all clades of life throughout the extensive range of ecosystems across planet Earth.
11. Methodology involved with forming a lesson plan and educational activities that are appropriate for the respective grade level that the BIOL 1308 student plans to teach.

### **III. 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

### **IV. Class Attendance**

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These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. Cell Phones and Other Electronic Devices Procedure:**

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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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. 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.

**IX. Methods of Evaluation**

|         |                       |
|---------|-----------------------|
| Lecture | 60% Exams 40% Quizzes |
| Lab     | Teaching Notebook     |

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.



# BIOL 1322 Elementary Nutrition (Nutrition and Diet Therapy I)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Study of the chemical, physical, and sensory properties of food; nutritional quality; and food use and diet applications. (*Cross-listed as HECO 1322*)

Approval Number .....19.0501.51 09

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Mastery of 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) &
5. Discuss the personal significance of a healthy diet (diet analyses, tests, discussions).

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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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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.

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Perryton: (806) 648-1450

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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## **IX. Methods of Evaluation**

50% of the final grade is from the test average. Diet analyses weigh 25%. Participation via discussions/assignments/attendance adds 15% of grade with quizzes worth 10%.

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.

**BIOL 1407 General Biology II**  
**(Biology for Science Majors)**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 4

Prerequisite and/or Co-requisite: Must be taken with a laboratory section.

**Course Description:** Fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included.

Approval Number .....26.0101.51 03

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:

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**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.

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**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. Outcomes/Terminal Outcomes**

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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;
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5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
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3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Levels of organization and characteristics of living organisms.
2. Select themes in the chemistry of cells typically involving organic molecules.
3. Cell types and relate cell structures to their functions.
4. Metabolic processes for acquiring and releasing energy.
5. The framework of inheritance and genetics.
6. Identification and diagnostic characteristics of the organisms that comprise the 3 domains as well as their systems and components.
7. Basic laboratory techniques related to these studies; (microscopy, basic chemistry, Visual ID, dissections and the use of various lab equipment.)
8. Anatomical and physiological structure of various organisms.
9. The scientific method and the documentation of scientific findings, as to be reported in detailed notes that include careful, accurate, and well-labeled illustrations, structured by the framework of proper scientific methodology.
10. The importance of ecological system integrity and biological diversity across all clades of life throughout the extensive range of ecosystems across planet Earth.

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- Academic suspension

### **IV. Class Attendance**

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## **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
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  - 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**

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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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## **IX. Methods of Evaluation**

|         |     |                               |
|---------|-----|-------------------------------|
| Lecture | 60% | Exams                         |
|         | 40% | Quizzes and Assignments       |
| Lab     | 60% | Practical Exams               |
|         | 40% | Quizzes, assignments, journal |
| Overall | 60% | Lecture                       |
|         | 40% | Lab                           |

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# BIOL 1413 Zoology (General Zoology)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Must be taken concurrently with a laboratory section.

**Course Description:** Study of the principles of taxonomy, molecular biology, and ecology as they relate to animal form and function, diversity, behavior, and evolution.

Approval Number .....26.0701.51 03

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**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.

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3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Characteristics of living organisms.
2. Identification and diagnostic characteristics of the organisms that comprise the 3 domains of life as well as their systems and select components.

3. Levels of organization within the Kingdom Animalia.
4. The chemistry of cells, including organic molecules.
5. Cell types and relate cell structures to their functions.
6. Metabolic processes for acquiring and releasing energy.
7. The framework of inheritance and genetics.
8. Basic laboratory techniques related to these studies. (microscopy, basic chemistry, Visual ID, dissections and the use of various lab equipment.)
9. Anatomical and physiological structure of various organisms.
10. The scientific method and the documentation of scientific findings, as to be reported in detailed notes that include careful, accurate, and well-labeled illustrations, structured by the framework of proper scientific methodology.
11. The importance of ecological system integrity and biological diversity across all clades of life throughout the extensive range of ecosystems across planet Earth.

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Allocates Time

Allocates Money

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Exercises Leadership

Negotiates to Arrive at a Decision

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Basic Skills:

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Writing

- Arithmetic
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- Listening
- Speaking
- Thinking Skills:
  - Creative Thinking
  - Decision Making
  - Problem Solving
  - Seeing Things in the Mind's Eye
  - Knowing How to Learn
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- Personal Qualities:
  - Responsibility
  - Self-Esteem
  - Sociability
  - Self-Management
  - Integrity/Honesty

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## **IX. Methods of Evaluation**

|         |                                      |
|---------|--------------------------------------|
| Lecture | 60% Exams                            |
|         | 40% Quizzes and assignments          |
| Lab     | 60% Practical exams                  |
|         | 40% Quizzes, assignments and journal |
| Overall | 60% Lecture                          |
|         | 40% Lab                              |



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# BIOL 2401 Anatomy and Physiology I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: 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 may be either integrated or specialized.

Approval Number .....26.0707.51 03

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:

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:  
The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

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. (Paper due 12/1)
10. Demonstrate effective use of basic laboratory techniques related to these studies. (lab participation, lab quizzes/practicals)

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. Cell Phones and Other Electronic Devices Procedure:**

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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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Tests 35% with cumulative final for double value

Lab 25% and

In/out of class assignments are 40% and include a grade for attendance and participation.

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.

# BIOL 2402 Anatomy and Physiology II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: 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. Content may be either integrated or specialized.

Approval Number .....26.0707.51 03

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

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.
  9. Research additional information relevant to these studies and create a comprehensive, coherent, effective presentation of that information and present it.
  10. Demonstrate effective use of basic laboratory techniques related to these studies.
- The grading part of the syllabus has the following breakdown:

### **III. Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

### **IV. Class Attendance**

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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.

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**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. 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. 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.
7. 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.

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# BIOL 2421 Microbiology (Microbiology for Science Majors)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: 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 morphology, physiology, and taxonomy of representative groups of pathogenic and nonpathogenic microorganisms. Pure cultures of microorganisms grown on selected media are used in learning laboratory techniques. Includes a brief preview of food microbes, public health, and immunology.

Approval Number ..... 26.0503.51 03

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.

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## **II. Outcomes/Terminal Outcomes**

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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;
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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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:  
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3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.



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

1. Demonstrate vocabulary mastery for microbiology by correct usage both in writing assignments and oral presentations.
2. Define microbiology subdisciplines (parasitology, immunology, biotechnology, etc.); explain how they came about historically and currently relate to the scope of the subject.
3. Identify and classify the differing groups of microbes; discuss the differences between classical vs. molecular approaches to taxonomy.
4. Describe the metabolic and structural features of the groups of microorganisms.
5. Demonstrate an understanding of microbial genetics and reproductive strategies.
6. Explain the necessity for and methods used in controlling the growth of microbes.
7. List and define different kinds of biological associations; delineate the host-microbe relationship.
8. Evaluate medical significance of categories of microbes; discuss the impact of specific human associated diseases and relevant immunological responses.
9. Discuss environmental impact of microbes; explain importance of microbes in the biosphere.
10. Effectively demonstrate basic laboratory techniques used to study microbes.
11. Effectively present research related to a topic in microbiology.

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- Administrative withdrawal from the course
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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.

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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

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems
- Technology:
  - Selects Technology
  - Applies Technology
  - Maintains & Troubleshoots Technology
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  - 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**

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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. 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 10% of grade. Makeup tests 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.

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.

# **BUSI 1301 Introduction to Business (Business Principles)**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite:

**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.

Approval Number ..... 52.0101.51 04

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow. The student 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 nature of entrepreneurship and discuss the kinds of entrepreneurial opportunities that can increase the profitability of 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 management functions.
7. Discuss the factors that create high performing groups and teams.
8. Identify and discuss the four main elements of the marketing mix.
9. Explain why linking pay to performance in a fair and equitable manner is an important source of employee motivation and commitment to a company.
10. Explain how the success of a company's business model can be measured by financial accounts.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

### **Face to Face**

|                   |     |
|-------------------|-----|
| Tests             | 45% |
| Quizzes           | 15% |
| Final Examination | 20% |
| Presentations     | 20% |

### **Online**

|                            |     |
|----------------------------|-----|
| Chapter Assignments        | 60% |
| Discussions                | 15% |
| Case studies/Presentations | 15% |
| Final                      | 10% |

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**CETT 1303**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** A study of the fundamentals of direct current including Ohm's law, Kirchhoff's laws and circuit analysis techniques.

Approval Number .....15.1201.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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; measure voltage, current, and resistance in DC circuits using measuring devices.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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.

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Perryton: (806) 648-1450

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

|              |      |
|--------------|------|
| Test Average | =40% |
| Class Work   | =40% |
| Final Exam   | =20% |

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# CETT 1305 AC Circuits

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number .....15.1201.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Operate test equipment
2. Identify various sources of electricity in alternating (AC) circuits;
3. Analyze AC circuits using applicable mathematical formulas;
4. And, troubleshoot various AC circuits using schematic diagrams.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

|              |      |
|--------------|------|
| Test Average | =40% |
| Class Work   | =40% |
| Final Exam   | =20% |

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# CHEM 1407 Introductory Chemistry II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**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.

Approval Number .....40.0501.51 03

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Identify and analyze man's impact on the natural resources found on Earth.
2. Explain the structure of the atmosphere, its function and the impact of man-made pollution on air and water quality with particular emphasis on the greenhouse effect and ozone depletion.
3. Comprehend the origins of energy, the chemical constraints and history of energy use.
4. Compare and contrast the benefits and problems of the various fossil fuels and renewable energy sources. Explain the political and ethical considerations of energy use.
5. Analyze the impact of health and fitness on people's life.
6. Evaluate the differences between different household chemicals (green versus non-green chemicals); compare and contrast the different chemicals people use every day.
7. Recognize the global and individual impact of chemicals.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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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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.

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## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly and Daily grades primarily from discussions, homework and quizzes (20% of total grade). Includes:
  - a. In-class writing assignments that demonstrate competency in communicating concepts related to material covered.
  - b. Homework requirements adequately met:
  - c. Assignments announced in class & exact instructions posted to "Assignments" section of online course support.
2. Presentation and Writing assignment (50% of total grade)



- a. Chapter presentations
  - b. Writing Assignments on Course Topics
  - c. Posters on Course Topics
  - d. Model Presentation
3. Lab activities (30% of grade): There are no make-up labs.
  - a. Laboratory worksheets with proper reporting of data, calculations, post lab questions, and conclusions.
  - b. Laboratory projects
4. Final grade derived will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60 = F. Students will receive their semester grades & other course information on line. Semester grades are reported on line. Students are responsible for checking their grades to see how they are doing throughout the semester.

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# CHEM 1412 General Chemistry II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: CHEM 1411 or its equivalent with a grade of C or better.

**Course Description: (Lecture)** Chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry.

**(LAB)** Basic laboratory experiments supporting theoretical principles presented in CHEM 1312; introduction of the scientific method, experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports.

Approval Number ..... 40.0501.57 03

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:  
The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Upon successful completion of this course, students will:

1. State the characteristics of liquids and solids, including phase diagrams and spectrometry.
2. Articulate the importance of intermolecular interactions and predict trends in physical properties.
3. Identify the characteristics of acids, bases, and salts, and solve problems based on their quantitative relationships.
4. Identify and balance oxidation-reduction equations, and solve redox titration problems.
5. Determine the rate of a reaction and its dependence on concentration, time, and temperature.
6. Apply the principles of equilibrium to aqueous systems using LeChatelier's Principle to predict the effects of concentration, pressure, and temperature changes on equilibrium mixtures.
7. Analyze and perform calculations with the thermodynamic functions, enthalpy, entropy, and free energy.
8. Discuss the construction and operation of galvanic and electrolytic electrochemical cells, and determine standard and non-standard cell potentials.
9. Define nuclear decay processes.
10. Describe basic principles of organic chemistry and descriptive inorganic chemistry.

And;

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 and chemical instrumentation.
9. Identify appropriate sources of information for conducting laboratory experiments involving principles of chemistry.

### **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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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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.

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#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.

- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

1. Chapter Exams (20 % of total grade)
  - a. There will be up to 3 equally weighted major exams. Any exam missed due to excused absences will be made up within one week of the excused absence.
2. Final (cumulative) (20% of total grade)
3. Weekly and Daily grades primarily from homework and quizzes (20% of total grade). Includes:
  - a. Class Participation.
  - b. Homework requirements adequately met:
  - c. Demonstrating that outside reading was met.
  - d. Assignments announced in class & exact instructions posted to "Assignments" section of online course support.
4. Presentation and Writing assignment (20% of total grade)
5. Lab activities (20% of grade): The lowest individual lab grade will be dropped. There are no make up labs.
  - a. Completion of prelab questions and summary of experiment.
  - b. Lab quizzes on the experimental concepts, procedures, equipment, and calculations.
  - c. Laboratory notebook with proper reporting of data, calculations, discussion of results, post lab questions, and conclusions.
6. Final grade derived will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60 = F. Students will receive their semester grades & other course information on line. Semester grades are reported on line. Students are responsible for checking their grades to see how they are doing throughout the semester.

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# CHEM 2425 Organic Chemistry II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: CHEM 2423 with a grade of C or better.

**Course Description:** Study of the properties and behavior of hydrocarbon compounds and their derivatives. Designed for students in science or pre-professional programs.

Approval Number.....40.0504.52 03

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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;
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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.

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The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Compare and contrast SN1, SN2, E1, and E2 reactions.
2. Recognize and identify the reactants and products of the different organic

- reactions.
3. Relate basic nomenclature, characteristics, of aromatic compounds to the different reactions of the aromatic compounds.
  4. Illustrate how structure and properties of amines govern the different reactions of amines.
  5. Use infrared spectroscopy, NMR spectroscopy, Gas Chromatography, and UV-Vis spectroscopy to determine molecular structure as well as analysis of organic compounds.
  6. Demonstrate an understanding of the nomenclature, structure, properties and reactions of aldehydes, ketones, and carboxylic acids.
  7. Show competency of common organic laboratory glassware (ground glass distillation equipment, separatory funnels, etc) through experiments relating these concepts.

### **III. Academic Honesty and Integrity**

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Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

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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  
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Integrity/Honesty

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## **IX. Methods of Evaluation**

- 1. Chapter Exams (20 % of total grade)
  - a. There will be 2 equally weighted major exams. Any exam missed due to excused absences will be made up within one week of the excused absence.
- 2. Final (cumulative) (20% of total grade)
- 3. Weekly and Daily grades primarily from homework and quizzes (20% of total grade). Includes:
  - a. Writing assignments that demonstrate competency in communicating concepts related to material covered.

- b. Homework requirements adequately met:
  - c. Demonstrating that outside reading was met.
  - d. Assignments announced in class & exact instructions posted to “Assignments” section of online course support.
- 4. Presentation and Writing assignment (20% of total grade)
- 5. Lab activities (20% of grade): The lowest individual lab grade will be dropped. There are no make up labs.
  - a. Completion of prelab questions and summary of experiment.
  - b. Lab quizzes on the experimental concepts, procedures, equipment, and calculations.
  - c. Laboratory notebook with proper reporting of data, calculations, discussion of results, post lab questions, and conclusions.
- 6. Final grade derived will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60 = F. Students will receive their semester grades & other course information on line. Semester grades are reported on line. Students are responsible for checking their grades to see how they are doing throughout the semester.

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# COSC 1301 Introduction to Computing

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Overview of computer systems—hardware, operating systems, and microcomputer application software, including the Internet, word processing, spreadsheets, presentation graphics, and databases. Current issues such as the effect of computers on society, and the history and use of computers in business, educational, and other modern settings are also studied. This course is not intended to count toward a student's major field of study in business or computer science. *(These courses are no longer cross-listed as BCIS 1301 and 1401)*

Approval Number ..... 11.0101.51 07

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Identify the basic components of a computer system.
2. Explain basic Internet functions.
3. Demonstrate basic understanding of commonly used applications.
4. Explain the impact of computers on society and explore computer careers.
5. Identify fundamental programming structures and demonstrate proficiency in basic operating system functions.
6. Explain how Networks work.
7. Explore computer careers.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.

- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

Grades to be determined in accordance with the following:

Projects=50%, Attendance/Participation=20%, Assignments=30%

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.

# CSME 1310 Introduction to Haircutting and Related Theory

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number ..... 12.0407 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1330 Orientation to Nail Technology

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number .....12.0410.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Demonstrate professional ethics, safety, sanitation and sterilization; and explain the laws and rules of the state licensing agency.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1401 Orientation to Cosmetology

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** An overview of the skills and knowledge necessary for the field of cosmetology.

Approval Number ..... 12.0407 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Demonstrate introductory skills, professional ethics, safety and sanitation.  
Explain the laws and rules of the state licensing agency.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

**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**

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- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1431 Principles of Nail Technology I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: CSME 1330

**Course Description:** A course in the principles of nail technology. Topics include anatomy, physiology, theory, and skills related to nail technology.

Approval Number .....12.0410.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1434 Cosmetology Instructor I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Permission of instructor.

**Course Description:** The fundamentals of instructing cosmetology students.

Approval Number .....12.0413.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Classroom/clinic management; design teaching methodologies and implement lesson plans.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1435 Orientation to the Instruction of Cosmetology

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Permission of Instructor.

**Course Description:** An overview of the skills and knowledge necessary for the instruction of cosmetology students

Approval Number .....12.0413.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify the laws and rules of the state licensing agency; explain teaching methodologies and lesson plan development

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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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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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1441 Principles of Nail Technology II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: CSME 1431

**Course Description:** A continuation of the concepts and principles of nail technology. Topics include professional ethics, salon management, client relations, and related skills of nail technology.

Approval Number.....12.0410.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Perform the skills required by the state licensing agency; demonstrate professional ethics and salon management.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1443 Manicuring and Related Theory

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** Presentation of the theory and practice of nail services. Topics include terminology, application, and workplace competencies related to nail services.

Approval Number ..... 12.0410.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify terminology related to nail services; demonstrate the basic procedures of nail services; and practice workplace competencies in nail services.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%).

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# CSME 1447 Principles of Skin Care/Facials and Related Theory

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

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

Approval Number.....12.0409.0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify the terminology related to the skin, products, and treatments; demonstrate the proper application related to skin care and cosmetics; practice workplace competencies in skin care and cosmetics.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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#### **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1505 Fundamentals of Cosmetology

## Frank Phillips College

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### I. General Course Information

Credit Hours: 5

Prerequisite and/or Co-requisite: CSME 1443, CSME 1310, CSME 1553

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

Approval Number .....12.0401 0000

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.

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 1553 Chemical Reformatin and Related Theory

## Frank Phillips College

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### I. General Course Information

Credit Hours: 5

Prerequisite and/or Co-requisite: CSME 1443, CSME 1310, CSME 1505

**Course Description:** Presentation of the theory and practice of chemical reformation including terminology, application, and workplace competencies

Approval Number .....12.0407 0000

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 ot 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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify terminology related to chemical reformation; demonstrate the proper application and exhibit workplace competencies related to chemical reformation.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 2288 Cosmetology Internship

## Frank Phillips College

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### I. General Course Information

Credit Hours: 2

Prerequisite and/or Co-requisite:

**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.

Approval Number .....12.0401 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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.

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Perryton: (806) 648-1450

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

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**CSME 2310 Intermediate Haircutting and Related Theory**  
**(Advanced Haircutting and Related Theory)**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: CSME 1447, CSME 2337, CSME 2501

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

Approval Number .....12.0407 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify terminology and demonstrate work place competencies related to advanced haircutting and finishing techniques.

## **III. 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:

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

## **IV. Class Attendance**

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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.

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Perryton: (806) 648-1450

**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**

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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 2337 Advanced Cosmetology Techniques

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Permission of Instructor

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

Approval Number .....12.0401 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. Cell Phones and Other Electronic Devices Procedure:**

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**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**

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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 2414 Cosmetology Instructor II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Permission of Instructor

**Course Description:** A continuation of the fundamentals of instructing cosmetology students.

Approval Number .....12.0413 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Demonstrate effective classroom/clinic management; and implement teaching methodologies and lesson plans.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 2415 Cosmetology Instructor III

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Permission of Instructor

**Course Description:** Presentation of lesson plan assignments and evaluation techniques.

Approval Number ..... 12. 0413 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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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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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 2430 Nail Enhancement

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** A course in the theory, application, and related technology of artificial nails.

Approval Number .....12.0410 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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

## **III. 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:

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

## **IV. Class Attendance**

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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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. Cell Phones and Other Electronic Devices Procedure:**

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**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**

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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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#### **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 2445 Instructional Theory and Clinic Operation

## Frank Phillips College

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### I. General Course Information

Credit Hours:

Prerequisite and/or Co-requisite:

**Course Description:** An overview of the objectives required by the Texas Department of Licensing and Regulation Instructor Examination.

Approval Number .....12.0413 0000

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.

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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.

## **III. 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

## **IV. Class Attendance**

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having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course.

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**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**

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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 2501 Principles of Hair Coloring and Related Theory

## Frank Phillips College

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### I. General Course Information

Credit Hours: 5

Prerequisite and/or Co-requisite: CSME 1447, CSME 2310, CSME 2337

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

Approval Number ..... 12.0407 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify terminology, demonstrate hair color application, and practice workplace competencies related to hair color.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1. Weekly individual practical sheets, including a daily sanitation grade.  
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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# CSME 2539 Advanced Hair Design

## Frank Phillips College

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### I. General Course Information

Credit Hours: 5

Prerequisite and/or Co-requisite: CSME 1505 with grade of C or better.

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

Approval Number ..... 12.0407 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify terminology, demonstrate proper techniques related to hair design, and exhibit workplace competencies.

## **III. 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

## **IV. 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.

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**V. 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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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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.

## **IX. Methods of Evaluation**

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(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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**CSME 2541 Preparation for Texas Cosmetology Examination  
(Preparation for State Licensing Examination)  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 5

Prerequisite and/or Co-requisite: CSME 1443, 1310, 1447, 1505, 1553, 2310, 2337, 2501, and 2539, with grades of C or better. \* Capstone course

**Course Description:** Preparation for the state licensing examination.

Approval Number .....12.0401 0000

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:

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**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. Outcomes/Terminal Outcomes**

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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 learning outcomes that follow:

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

## **III. 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

## **IV. Class Attendance**

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**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**

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## **IX. Methods of Evaluation**

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2. Written assignments including computer assignments (25%)
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4. Final written and practical evaluations (25%)

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# DFTG 1325 Blueprint Reading and Sketching

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** An introduction to reading and interpreting working drawings for fabrication processes and associated trades. Use of sketching techniques to create pictorial and multiple-view drawings.

Approval Number .....15.1301 0000

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.

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**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. Outcomes/Terminal Outcomes**

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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;
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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 learning outcomes that follow:

Interpret working drawings including dimensions, notes, symbols, sections, and auxiliary views; and sketch pictorials and multi-view drawings.

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

## **III. 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

#### **IV. Class Attendance**

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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.

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Perryton: (806) 648-1450

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.



D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

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### **IX. Methods of Evaluation**

Attendance = 60%

Exams = 40%

#### Grade Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

Below 70 = F

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.

**ECON 2301 Economic Principles: Macroeconomics**  
**(Principles of Macroeconomics)**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** History, development, and application of macroeconomic and microeconomic theory underlying the production, distribution, and exchange of goods and services including the utilization of resources, analysis of value and prices, national income analysis, fiscal policies, monetary and banking theory and policy, distribution of income, labor problems, international economics, and economics systems. Attention given to the application of economic principles to economic problems.

Approval Number..... 45.0601.51 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;

5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

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.

### **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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.

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#### **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
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  - Exercises Leadership
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- Systems:
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  - Integrity/Honesty

## **VII. Correlation to Stated Mission Goals of Frank Phillips College**

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### **IX. Methods of Evaluation**

Group Methods of Evaluation (Econ2301)

|                            |      |
|----------------------------|------|
| Attendance & participation | 10 % |
| Homework/writing/articles  | 20 % |
| Quizzes/tests/Exams        | 30 % |
| Final Exam                 | 40 % |

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**ECON 2302 Economic Principles: Microeconomics**  
**(Principles of Microeconomics)**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** History, development, and application of macroeconomic and microeconomic theory underlying the production, distribution, and exchange of goods and services including the utilization of resources, analysis of value and prices, national income analysis, fiscal policies, monetary and banking theory and policy, distribution of income, labor problems, international economics, and economics systems. Attention given to the application of economic principles to economic problems.

Approval Number..... 45.0601.51 25

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  - Sociability
  - Self-Management
  - Integrity/Honesty

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## **IX. Methods of Evaluation**

| Grading:   |   | Assignments:        |      |
|------------|---|---------------------|------|
| 100% - 90% | A | Class Participation | 10%  |
| 89% - 80%  | B | Quizzes             | 20%  |
| 79% - 70%  | C | Homework            | 20%  |
| 69% - 60%  | D | Exams               | 30%  |
| Below 60%  | F | Final Exam          | 20%  |
|            |   | Total:              | 100% |

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.

# EDUC 1200 Learning Framework

## Frank Phillips College

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### I. General Course Information

Credit Hours: 2

Prerequisite and/or Co-requisite: 30 hours 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 1300*)

Approval Number .....42.2701.51 25

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**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. Outcomes/Terminal Outcomes**

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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.

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5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

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.

### **III. 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



#### **IV. Class Attendance**

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#### **V. 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.

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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

Exams=20%,  
Assignments/Projects=40%  
Resume/Cover Letter=20%  
Interview=20%

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.

**EDUC 1301 Introduction to the Teaching Profession**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: 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.

Approval Number .....13.0101.51 09

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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.
14. Identify challenges of school reform.
15. Identify and evaluate the influence of curriculum.

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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**

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**IX. Methods of Evaluation**

|   |     |
|---|-----|
| On-line and lab assignments             | 30% |
| Observation Time (16 hours) and Journal | 30% |
| Class participation/Projects            | 30% |
| Notebook Organization and Completion    | 10% |



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# EDUC 2301 Introduction to Special Populations

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of EDUC 1301 with a grade of C or better.

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

- 1) provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning;
- 2) provides students with opportunities to participate in early field observations of P-12 special populations;
- 3) should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards;
- 4) must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations; and
- 5) Pre-requisite for this course is EDUC 1301.

Approval Number .....13.1001.51 09

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**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.

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**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.

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## **II. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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;
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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 learning outcomes that follow:

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

(All objectives are taken directly from State Board of Educator Certification Standards for Professional Development EC-12 and EC-12 Special Education).

1. The implications of student's developmental characteristics for planning appropriate instruction
2. Cultural and socioeconomic differences and the significance of these differences for instructional planning

3. The importance of developing instructional goals and objectives that are suitable for students with varied learning needs
4. The importance of creating a learning environment in which diversity and individual differences are respected
5. The importance of communicating enthusiasm for learning
6. The necessity of communicating teacher expectations for student learning
7. Current educational terminology and definitions of individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures
8. Differing perspectives (e.g., medical, psychological, behavioral, educational) regarding the definitions and etiologies of individuals with disabilities
9. The continuum of placement and services available for individuals with disabilities
10. Rights and responsibilities of parents/guardians, students, teachers and other professionals, and schools as they relate to individual learning needs
11. Ethical practices for confidential communication about individuals with disabilities
12. The collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program
13. Cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities
14. The educational implications of various disabilities
15. Methods for monitoring the progress of individuals with disabilities
16. The reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities
17. How to use Individual Educational Plan (IEP) objectives to plan educational setting and instruction
18. Teacher attitudes and behaviors that positively or negatively influence the behavior of individuals with disabilities

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Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

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- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
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Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
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- Knowing How to Learn
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Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

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## **IX. Methods of Evaluation**

|   |     |
|---|-----|
| On-line and lab assignments             | 25% |
| Observation Time (16 hours) and Journal | 20% |
| Assessments                             | 25% |
| Lesson Plan Project                     | 20% |
| Notebook Organization and Completion    | 10% |

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# ELPT 1341 Motor Control

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: ELPT 1311 with a grade of C or better or instructor's consent.

**Course Description:** Operating principles of solid-state and conventional controls along with their practical applications. Includes braking, jogging, plugging, safety interlocks, wiring, and schematic diagram interpretations.

Approval Number.....46.0301 0000

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:

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**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.

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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 learning outcomes that follow:

Identify practical applications of jogging and plugging; describe the types of motor braking and their operating principles; explain different starting methods for large motors; and demonstrate proper troubleshooting methods on circuits using wiring and schematic diagrams.

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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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

|              |      |
|--------------|------|
| Test Average | =40% |
| Lab Average  | =30% |
| Class Work   | =10% |
| Final Exam   | =20% |

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.

# ELPT 2339 Elect Power Distribution

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number .....46.0301 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify major parts of utility systems; compare overhead systems versus underground systems; discuss mechanical design considerations for utility line; and relate the economics involved with utility systems.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.



## **VIII. 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.

## **IX. Methods of Evaluation**

|              |       |
|--------------|-------|
| Test Average | = 40% |
| Lab Average  | = 30% |
| Class Work   | = 10% |
| Final Exam   | = 20% |

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# ELPT 2347 Electrical Testing and Maintenance

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: ELPT 1311 with a grade of C or better or instructor's consent.

**Course Description:** Proper and safe use of electrical power equipment test devices and the interpretation of test results. Includes protective relay testing and calibration, direct current (DC) testing, insulating power factor testing, and medium voltage switchgear.

Approval Number .....46.0301 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Test over-current circuit breakers and relays using high current test sets and relay test sets; test motors and cables using the “Megger and DC Hypot;” list and explain three components of current in DC testing; measure “ground resistance: using the earth resistance test set; and identify and explain components of large industrial-type switchgear.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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.

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Perryton: (806) 648-1450

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

|              |       |
|--------------|-------|
| Test Average | = 40% |
| Lab Average  | = 30% |
| Class Work   | = 10% |
| Final Exam   | = 20% |

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**ENGL 0311    Basic English**  
**Frank Phillips College**

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**I.        General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: 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 fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision.

Approval Number ..... 32.0108.53 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.



In addition, this course will meet the specific learning outcomes that follow:  
The following student outcomes that are specific to Basic English will be met:

1. To use Standard English rules of grammar, punctuation, and usage as a corollary to writing;
2. To identify parts of speech, verbals, objects, and complements;
3. To edit sentences for point of view, verb tense, and pronoun agreement;
4. To conjugate verbs, create possessive and plural nouns, and adjust passive voice; and
5. To correct sentences through a rigorous editing and proofreading process.

### **III. 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
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- Administrative withdrawal from the course
- Academic suspension

### **IV. Class Attendance**

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### **V. Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

|              |     |
|--------------|-----|
| Lab          | 25% |
| Project      | 05% |
| Midterm Exam | 10% |
| Final Exam   | 10% |
| Exams        | 35% |
| Quizzes      | 15% |

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# ENGL 0312 Intermediate Writing Skills

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision.

Approval Number ..... 32.0108.53 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

1. To understand writing as a process;

2. To understand how writing is judged;
3. To use methods of prewriting;
4. To consider audience and purpose;
5. To write effective topic sentences/thesis statements;
6. To understand the revising process;
7. To use effective details and word choices;
8. To develop expository writings;
9. To write essay body paragraphs; and
10. To understand the importance of correctness as corollary to good writing.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

- 1. Essays 30%
- 2. Lab Assignments 25%
- 3. Homework Assignments 30%
- 4. Editing/Class Attendance 15%

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# ENGL 0315 Basic Reading

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Fundamental reading skills to develop comprehension, vocabulary, and rate.

Approval Number ..... 32.0108.52 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

1. To develop skills and fluency in vocabulary, comprehension, and reading

rate;

2. To develop basic study skills;
3. To use content clues and word structures to develop vocabulary and comprehension;
4. To apply effective pre- and post- reading strategies;
5. To recognize the building-block relationship among topics, main ideas, and supporting details;
6. To annotate while reading and to create a summary from annotations;
7. To use outlines and/or concept maps to show relationships among ideas in a passage;
8. To recognize fundamental and complex thought patterns and sign words identifying these patterns;
9. To recognize the connection between reading and writing; and
10. To develop critical reading strategies for interpreting and evaluating material.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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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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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. Grievance Policy**

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**IX. Methods of Evaluation**

Readings/Tests 50%  
Lab (2+hours per week) 25%  
Vocabulary 15%  
Daily Work/Attendance 10%

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# ENGL 0316 Reading Techniques

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Fundamental reading skills to develop comprehension, vocabulary, and rate.

Approval Number ..... 32.0108.52 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

1. To further develop study skills;
2. To recognize new learning strategies by identifying individual learning styles;

3. To master effective vocabulary through use in context, definitions, and sentence skills;
4. To apply pre- and post- reading strategies;
5. To recognize the building block relationships among topics, main ideas, and supporting details;
6. To annotate while reading and to create summaries from annotations;
7. To use outlines and/or concept maps to show relationships among ideas in a passage;
8. To recognize fundamental and complex thought patterns and signal words identifying these patterns; and
9. To recognize the connection between reading and writing.

### **III. Academic Honesty and Integrity**

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## **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

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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

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## **IX. Methods of Evaluation**

Exams/Project 50%  
Lab (2 hours per week) 25%  
Vocabulary 15%  
Attendance 10%

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# ENGL 1301 Composition I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Writing and Reading sections of a TSI approved test or completion of ENGL 0312 and/or ENGL 0316 with a grade of C or better.

### Course Description:

Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts; and critical thinking.

Approval Number ..... 23.1301.51 12

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:

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**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.

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## **II. Outcomes/Terminal Outcomes**

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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;
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1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to 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.

## **VIII. 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.

## **IX. Methods of Evaluation**

| Category                                  | Percentage |
|---|------------|
| Formal Composition/ Projects              | 70         |
| Weekly/ Daily Assignments and Activities: | 10         |
| Online grammar exercises                  | 20         |
| Total                                     | 100%       |

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# ENGL 1302 Composition II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

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

### Course Description:

Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts; and critical thinking.

Approval Number ..... 23.1301.51 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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.

### **III. 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

### **IV. 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.

### **V. 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

## **VI. Correlation to Stated Mission Goals of Frank Phillips College**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to 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.

## **VII. 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.

#### **VIII. Methods of Evaluation**

| Category                                 | Percentage |
|--|------------|
| Daily/ Weekly Assignments and Activities | 20         |
| Formal Writing                           | 70         |
| Final Project                            | 10         |
| Total                                    | 100%       |

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# ENGL 1302 Composition II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

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

### Course Description:

Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts; and critical thinking.

Approval Number ..... 23.1301.51 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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.

### **III. Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

### **IV. Class Attendance**

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**V. 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.

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Perryton: (806) 648-1450

**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

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 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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

| Category                                 | Percentage |
|--|------------|
| Daily/ Weekly Assignments and Activities | 20         |
| Formal Writing                           | 70         |
| Final Project                            | 10         |
| Total                                    | 100%       |

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# ENGL 2307 Creative Writing I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama.

Approval Number ..... 23.0501.51 12

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. Outcomes/Terminal Outcomes**

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1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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



1. To develop disciplined writing practices;
2. To develop an awareness of audience and purpose.
3. To develop and practice self-editing techniques.
4. To develop helpful, useful criticism of others' work.
5. To enhance creative and critical thinking.

### **III. 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:

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- Administrative withdrawal from the course
- Academic suspension

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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.

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Perryton: (806) 648-1450

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. Grievance Policy**

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**IX. Methods of Evaluation**

Students' successful completion of required writings as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

|                                 |     |
|---------------------------------|-----|
| Portfolios                      | 75% |
| Participation in Peer Critiques | 25% |

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

# ENGL 2332 World Literature II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of ENGL 1302 or its equivalent with a grade of C or better.

**Course Description:** Selected significant works of world literature. May include study of movements, schools, or periods.

Approval Number ..... 16.0104.52 13

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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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## **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
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- Negotiates to Arrive at a Decision
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### Systems:

- Understands Systems
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- Improves & Designs Systems

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- Selects Technology
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### 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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
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## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

| Category          | Percentage |
|-------------------|------------|
| Projects          | 50         |
| Final Project     | 20         |
| Response Journals | 20         |
| Daily Grades      | 10         |
| Total             | 100%       |



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# ENGL 2333 World Literature II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of ENGL 1302 or its equivalent with a grade of C or better.

**Course Description:** Selected significant works of world literature. May include study of movements, schools, or periods.

Approval Number ..... 16.0104.52 13

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**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.

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following learning outcomes:

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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;
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7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
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5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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.

### **III. Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

### **IV. Class Attendance**

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## **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:

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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

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Basic Skills:

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Arithmetic  
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 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**

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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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## **IX. Methods of Evaluation**

| Category          | Percentage |
|-------------------|------------|
| Projects          | 50         |
| Final Project     | 20         |
| Response Journals | 20         |
| Daily Grades      | 10         |
| Total             | 100%       |

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# ENGL 2341 Forms of Literature

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of ENGL 1302 or its equivalent with a grade of C or better.

**Course Description:** The study of one or more literary genres including, but not limited to, poetry, fiction, drama, and film.

Approval Number ..... 16.0104.51 13

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:

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**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.

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**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. Outcomes/Terminal Outcomes**

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6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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.
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Negotiates to Arrive at a Decision

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Systems:

Understands Systems

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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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

| Category          | Percentage |
|-------------------|------------|
| Projects          | 50         |
| Final Project     | 20         |
| Response Journals | 20         |
| Daily Grades      | 10         |
| Total             | 100%       |

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

**FYIS 0101 First Year Institute Seminar  
(Student Success Course)  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 1

Prerequisite and/or Co-requisite:

**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.

Approval Number ..... 32.0101.52 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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. 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 your peers
  - 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

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. 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.

The actual grade in this class will be determined by class attendance, participation, maintaining your planner, and completing assigned tasks.

You will have the possibility of earning 100 points each day of the class. If you come to class, participate in the activities, and do the requested assignments, you will get 100 points for that day.

If you are absent, you will lose the points for that day unless you are attending a school sponsored event. If attending a school sponsored event, it will be your responsibility to notify the instructor before missing the class and get the makeup assignment from the instructor. If you do not make up the work by the next class day, you will receive no points for the class missed. No other makeup for absences will be allowed. You will be able to miss 3 days and still earn an A if you complete all assigned work.

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



Frank Phillips College – Allen Campus  
First Year Institute Seminar (FYIS 0101)  
**Syllabus, Spring 2011**  
T-TH, 8:30 a.m. to 9:45 a.m.

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**I. General Course Information**

**Instructor:** Dr. Lew K. Hunnicutt

**Email:** [lhunnicutt@fpctx.edu](mailto: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.

**Credit Hours:** 1

**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:** 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. A grade of C or better is required or the student must repeat the course.

Approval Number..... 32.0101.52 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses required in the Associate of Arts and Associate in Science programs work together to meet the following 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. 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

### **IV. Textbook and Other Required Materials**

**Making the Impossible Possible** by Bill Strickland.

Dayplanner Plus

Loose leaf notebook paper or spiral notebook, pen, and highlighters.

## **V. 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.

## **VI. Additional 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.

**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.

## **VII. Additional/Supplemental References**

Guest Speakers, videos, newspapers



## **VIII. Methods of Evaluation**

|                      |      |
|----------------------|------|
| Attendance           | 20%  |
| "Things Ya Gotta Do" | 40%* |
| Participation        | 30%  |
| Final Exam           | 10%  |

**\*All 5 "Gotta Do's" you choose must be completed to receive any points.**

## **IX. 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.

**X. Scans or Core Competencies That Will Be Addressed in the Class**

|                            |   |
|----------------------------|---|
| <i>Resources:</i>          | Allocates Time, Money, Material & Facility Resources  |
| <i>Information:</i>        | Acquires, Evaluates, Organizes, & Maintains Information, Uses Computers to Process Information  |
| <i>Interpersonal:</i>      | Participates as a Member of a Team, Teaches Others, Exercises Leadership, Negotiates to Arrive at a Decision, Works with Cultural Diversity |
| <i>Basic Skills:</i>       | Reading, Writing, Arithmetic, Listening, Speaking   |
| <i>Thinking Skills:</i>    | Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye, Knowing How to Learn, Reasoning                       |
| <i>Personal Qualities:</i> | Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty  |



## XI. "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 CAMS) describing your feelings about your first semester in college.

## XII. **Correlation to Stated Mission Goals of Frank Phillips College**

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

## XIII. **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.



# MATH 0304 Preparatory Mathematics Lab

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems.

Approval Number ..... 32.0104.51 19

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.

6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

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

# GOVT 2304 Introduction to Political Science

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Introductory survey of the discipline of political science focusing on the history, scope, and methods of the field, and the substantive topics in the discipline.

Approval Number ..... 45.1001.52 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

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

1. Have an understanding of modern ideologies and political philosophy.
2. To be able to define and describe the modern state and public policy.
3. An ability to describe the relationships between the citizen and the regime.
4. Will be able to identify the effects of institutions in modern governance.
5. Have an understanding of the principles of political analysis.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for

reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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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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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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## **IX. Methods of Evaluations**

Participation.....20%  
 Project.....35%

Essay/s.....25%  
Exam/s.....20%

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

**GOVT 2305    Federal Government**  
**Frank Phillips College**

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**I.      General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Introduction to the theory and practice of politics and government in America at the national, state, and local levels, with special attention to Texas. Topics include political theory, the American and Texas constitutions, federalism, political participation and elections, the institutions of government, and domestic and foreign policies.

Approval Number ..... 45.1002.51 25

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**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.

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**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. Outcomes/Terminal Outcomes**

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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;
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7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;

6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

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

1. Student will be able to define "politics" and identify the ways in which people use politics to achieve their goals.
2. Distinguish and illustrate how the setting or circumstances of politics can affect outcomes.
3. Demonstrate the collective action problems faced by the states that led them to willingly surrender some sovereignty to the new national government.
4. To define and describe federalism, the basis for federalism in the Constitution, and it's changing character and development.
5. Examine how seemingly minor clauses in the Constitution have served as entry points for large expansions of the power of the national government.
6. To explain the constitutional powers and limitations of major actors in the American political system.
7. To identify the major components of the American political culture and analyze ways this culture influences decision making.
8. Identify ways separation of powers and checks and balances influences decision making in the American system.
9. Identify the roles of the three branches of American government.
10. To study and analyze how Americans gain political socialization.

### **III. 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



#### **IV. Class Attendance**

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Perryton: (806) 648-1450

#### **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**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

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### **IX. Methods of Evaluations**

Grading: Grades will be determined as follows:

|               |     |
|---------------|-----|
| Exams         | 45% |
| Essays        | 15% |
| Quizzes       | 30% |
| Participation | 10% |

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# GOVT 2306 Texas Government

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

**Prerequisite and/or Co-requisite:** 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:** Introduction to the theory and practice of politics and government in America at the national, state, and local levels, with special attention to Texas. Topics include political theory, the American and Texas constitutions, federalism, political participation and elections, the institutions of government, and domestic and foreign policies.

Approval Number ..... 45.1002.51 25

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**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.

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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;
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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.

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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;

6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

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

1. Student will be able to define “politics” and identify the ways in which people use politics to achieve their goals.
2. Distinguish and illustrate how the setting or circumstances of politics can affect outcomes.
3. Demonstrate the collective action problems faced by the states that led them to willingly surrender some sovereignty to the national government.
4. To identify the major components of the American and Texas political culture and analyze ways this culture influences decision making.
5. Identify ways separation of powers and checks and balances influences decision making in the Texas system and differentiate between the federal system and the Texas state system and appraise those differences.
6. Identify the roles of the three branches of Texas government.
7. To study and analyze how American (and, of course, Texans) gain political socialization.
8. Be able to discuss what the effect of being a slave state has had on Texas politics.
9. Compare and contrast the U.S. Constitution and the Texas Constitution. Explain not only what the differences are but to examine the reasons for those differences.
10. State why Texas has been a one party state throughout most of its existence. Identify which party dominated for more than a century following the Civil War and examine the reasons why the state transitioned to the other party in the late twentieth century.

### **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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.

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Perryton: (806) 648-1450

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

|                    |     |
|--------------------|-----|
| Exams.....         | 45% |
| Essays.....        | 15% |
| Quizzes.....       | 30% |
| Participation..... | 10% |

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

# HIST 1301 United States History I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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 the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America to the present.

Approval Number ..... 54.0102.51 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

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

1. Analyze the interaction between human communities and the environment.
  - a. Explain the emergence of the natives in North America prior to Columbus's discoveries.
2. Analyze how physical and cultural processes have shaped human communities over time.
  - a. Describe the Native American, British, and Spanish cultures during the settlement of North America.
3. Analyze causes and effects of major political, economic, and social changes in the United States and world history.
  - a. Explain the political and economic conditions in America that led to African slavery.
4. Identify and evaluate the strengths and weaknesses of different economic systems.
  - a. Explain the influence of mercantilism on the development of the American colonies.
5. Apply social science methodologies to compare societies and cultures.
  - a. Compare and contrast the governing policies of the British and Spanish empires in the New World.
6. Evaluate different governmental systems and functions.
  - a. Explain the birth of the American government based on Paine's Common Sense, the Declaration of Independence, and the United States Constitution.
7. Explain and evaluate the concepts of race, ethnicity, and nationalism
  - a. Explain how race, ethnicity, and nationalism impacted the War of 1812 and the US/Mexican war.
8. Explain how major philosophical and intellectual concepts influence human behavior or identity.
  - a. Explain how Andrew Jackson's presidency was significantly different than predecessors and describe the impact it had on American society.
9. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.
  - a. Explain the Second Great Awakening and the impact it had on American society, especially the rise of the abolition movement.
10. Analyze the relationship between geography and the development of human communities.

- a. Discuss the geographical aspects which led to the differences between the northern and southern societies.
11. Analyze ethical issues in historical, cultural, and social contexts.
  - a. Identify the reasons why the South decided to leave the Union and form the Confederate States of America.

### **III. 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

### **IV. Class Attendance**

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### **V. Cell Phones and Other Electronic Devices Procedure:**

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## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

### Face to Face Classes

|                    |     |
|--------------------|-----|
| Weekly Assignments | 40% |
| Research Papers    | 30% |
| Project            | 20% |
| Final Exam         | 10% |

### Dual Credit

|                |     |
|----------------|-----|
| Exam I         | 20% |
| Exam II        | 20% |
| Homework       | 20% |
| Research Paper | 20% |
| Final Exam     | 20% |

Internet

|               |     |
|---------------|-----|
| Participation | 40% |
| Homework      | 40% |
| Midterm       | 20% |
| Final         | 20% |

Hybrid

|                    |     |
|--------------------|-----|
| Weekly Assignments | 30% |
| Research Papers    | 20% |
| Homework           | 30% |
| Final              | 20% |

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# HIST 1302 United States History II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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 the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America to the present.

Approval Number ..... 54.0102.51 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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
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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

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

1. Analyze how various cultural regions have changed over time.
  - a. Explain how the United States government pushed the American Indians west and almost to the point of extinction.
2. Evaluate the causes and effects of human migration patterns over time.
  - a. Identify the shift from an agrarian to an industrial society in the late nineteenth and early twentieth century.
3. Connect regional or local developments to global ones.
  - a. Explain how and why the United States became involved in the Cuban economy in the late nineteenth century and the causes of the Spanish/American War.
4. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.
  - a. Explain how and why World War I began and how the United States came to be involved.
5. Explain and evaluate the concept of gender.
  - a. Trace the beginning of the women's movement and explain how women's role in the American society has evolved.
6. Identify and evaluate the strengths and weaknesses of different economic systems.
  - a. Identify the different ways Franklin Delano Roosevelt intervened in the United States marketplace to address the Great Depression.
7. Examine how and why historians divide the past into eras.
  - a. 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.
8. Evaluate changes in the functions and structures of government across time.
  - a. Examine the effects of U.S. court rulings and the Civil Rights Movement, for instance, *Plessy v. Ferguson* and *Brown v. the Board of Education*.
9. Explain and analyze the importance of civil engagement.
  - a. A. Identify the effect certain players (Rosa Parks, Martin Luther King, Jr., Lyndon Johnson) had on the Civil Rights Movement.
10. Define the concept of socialization and analyze the role of socialization plays in human development and behavior.
  - a. Identify the economic boom in the 1950's and analyze how popular culture (film, television, music) shaped public attitudes.

11. Analyze ethical issues in historical, cultural and social contexts.
  - a. Examine and evaluate America's decisions to get involved in the Vietnam War, including how the war began and the effect it had on American society.

### **III. Academic Honesty and Integrity**

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

### **IV. Class Attendance**

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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.

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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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

### Face to Face Classes

|                    |     |
|--------------------|-----|
| Weekly Assignments | 40% |
| Research Papers    | 30% |
| Project            | 20% |
| Final Exam         | 10% |

### Dual Credit

|                |     |
|----------------|-----|
| Exam I         | 20% |
| Exam II        | 20% |
| Homework       | 20% |
| Research Paper | 20% |
| Final Exam     | 20% |

### Internet

|               |     |
|---------------|-----|
| Participation | 40% |
|---------------|-----|

|          |     |
|----------|-----|
| Homework | 40% |
| Midterm  | 20% |
| Final    | 20% |

Hybrid

|                    |     |
|--------------------|-----|
| Weekly Assignments | 30% |
| Research Papers    | 20% |
| Homework           | 30% |
| Final              | 20% |

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# HIST 2311 Western Civilization I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of HIST 1301 or 1302 or its equivalent with a grade C or better.

**Course Description:** Survey of the political, social, economic, military, cultural, and intellectual development of Europe from prehistory to the present.

Approval Number ..... 54.0101.54 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures.

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

1. Examine how and why historians divide the past into eras.
  - Students will be able to explain the concept and elements of what historians call Western Civilization.
2. Evaluate the changes in the functions and structures of government across time.
  - Students will be able to explain the causes and results of the Hundred Years War.
3. Analyze the causes and effects of major political, economic, and social changes in U.S. and world history.
  - Students will be able to evaluate, discuss, and define the concept of Renaissance during the birth of modern Europe.
4. Explain the concepts of socioeconomic status and stratification.
  - Students will be able to define the concept class and consider its relationship to race and ethnicity in Western Civilization.
5. Apply social science methodologies to compare societies and cultures.
  - Students will compare and contrast the governing policies of the British, French, and Spanish empires over time, explaining how each sought to sustain order and stability.
6. Identify and evaluate the sources and consequences of social conflict.
  - Students will be able to identify and analyze how different religious values have led to social conflict in different regions of the world.
7. Analyze how social institutions (e.g., marriage, family, churches, schools) function to meet the needs of society.
  - Students will be able to identify the causes and effects of the Reformation.
8. Evaluate different governmental systems and functions.
  - Students will be able to explain the Glorious Revolution and the impact it had in both Europe and North America.
9. Identify and evaluate sources and patterns of change and continuity across time and place.
  - Students will be able to explain the impact of the Industrial Revolution on the West.
10. Analyze the basic functions and structures of international economics.
  - Students will be able to explain the impact that trade wars and colonial rebellions had on the world economy.

11. Evaluate how major philosophical and intellectual concepts influence human behavior and identity.

- Students will be able to explain the impact of the Enlightenment on Western behavior.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluations**

|                     |       |
|---------------------|-------|
| Weekly Assignments: | 40%   |
| Research Paper:     | 30%   |
| Project:            | 20%   |
| Final Exam:         | 10%   |
|                     | <hr/> |
|                     | 100%  |

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

# HITT 1305

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Study of work origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialities, and diagnostic procedures.

Approval Number ..... 51.0707 0000

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:

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow

Identify, pronounce, and spell medical terms; use terms in context; build and analyze medical terms; and use medical references as resource tools.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

1 Final Exam = 30%

15 Assignments = 70%

Total percent: 100%

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# HUMA 1315 Fine Arts Appreciation

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number ..... 50.0101.51 26

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board.

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.

6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

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

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.

### **III. 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

### **IV. Class Attendance**

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### **V. Cell Phones and Other Electronic Devices Procedure:**

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## **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**

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- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. 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 Humanities 1315 Assignment Instructions document for detailed assignment instructions, grading rubrics, due dates, and submission policies.

| Category     | Percentage |
|--------------|------------|
| Projects     | 50         |
| Final Exam   | 10         |
| Journals     | 20         |
| Daily Grades | 20         |
| Total        | 100%       |

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# INMT 1391 Special Topics in Manufacturing Technology/Technician

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**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. This course was designed to be repeated multiple times to improve student proficiency.

Approval Number .....15.0613 0000

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:

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow

Learning outcomes/objectives are determined by local occupational need and business and industry trends.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

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**INMT 2188 Internship-Industrial Manufacturing  
Technology/Technician  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 1

Prerequisite and/or Co-requisite:

**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.

Approval Number .....15.0613 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. Cell Phones and Other Electronic Devices Procedure:**

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#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.

D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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### **IX. Methods of Evaluation**

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**INTC 1307 Electronic Test Equipment  
(Instrumentation Test Equipment)  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Theory and application of instrumentation test equipment. Emphasizes accuracy, limitations of instruments, and calibration techniques.

Approval Number.....15. 0404 0000

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.

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**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.

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**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. Outcomes/Terminal Outcomes**

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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 learning outcomes that follow:

Select, set up, and use test and measurement tools; analyze measurement results; identify test instrument limitations and parameters; and demonstrate proper safety procedures.

## **III. Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

## **IV. Class Attendance**

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**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**

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# INTC 1348 Analytical Instrumentation

## Frank Phillips College

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### I. General Course Information

Credit Hours:

Prerequisite and/or Co-requisite: INTC 1301 with a grade of C or better or instructor's consent.

**Course Description:** Analytical instruments emphasizing utilization in process applications. Includes, but not limited to, chromatography, pH, conductivity, and spectrophotometric instruments.

Approval Number .....15.0404 0000

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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 learning outcomes that follow:

Identify various analytical instruments; and describe their functions, strengths, and limitations.

## **III. Academic Honesty and Integrity**

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**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**

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## **IX. Methods of Evaluation**

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# INTC 2336 Distributed Control and Programmable Logic

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: INTC 1307,1305 with grades of C or better or instructor's consent.

**Course Description:** An overview of distributed control systems including configuration of programmable logic controllers, smart transmitters, and fields communicators. Functions of digital systems in a process control environment.

Approval Number ..... 15. 0404 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Configure programmable logic controllers (PLC's) to perform various tasks; explain how programmable logic controllers control the process environment; operate and troubleshoot digital systems.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

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

# MATH 0301 Basic Math

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems.

Approval Number ..... 32.0104.51 19

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.

6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

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.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six

(6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. Grievance Policy**

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resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

## **IX. Methods of Evaluation**

Homework, class work, labs, and quizzes 25%

Major Exams 50%

Final Exam 25%

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

# MATH 0302 Elementary Algebra and Geometry

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems.

Approval Number ..... 32.0104.51 19

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

1. Provide 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.

### **III. 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

### **IV. Class Attendance**

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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.

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Perryton: (806) 648-1450

**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:

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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**

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**IX. Methods of Evaluation**

Homework, class work, labs, and quizzes 25%

Major Exams 50%

Final Exam 25%

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# MATH 0303 Intermediate Algebra

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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, factoring, polynomials, rational expressions, and quadratics with an introduction to complex numbers, exponential and logarithmic functions, determinants and matrices, and sequences and series.

Approval Number ..... 32.0104.52 19

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:

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.

6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

1. Provide the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Review of basic algebra;
4. Solve linear equations and apply these to problems;
5. Solve absolute value equations and inequalities;
6. Graph lines and linear inequalities;
7. Solve systems of equations and apply to problems;
8. Add, subtract, multiply, and divide polynomials;
9. Factor polynomials;
10. Perform basic operations on rational expressions;
11. Perform basic operations on complex numbers;
12. Solve quadratic equations;
13. Identify, evaluate, and graph functions and relations;
14. Simplify exponential and logarithmic functions;
15. Simplify rational expressions; and
16. Evaluate sequences and series.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences



in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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.

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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

Homework 20%  
Major Exams 40%  
Project 10%  
Quizzes 20%  
Attendance 10%

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# MATH 0304 Preparatory Mathematics Lab

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems.

Approval Number ..... 32.0104.51 19

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

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3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.

6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

### **III. Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

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Perryton: (806) 648-1450

## **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**

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- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

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# MATH 1314 College Algebra

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

**Course Description:** Study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; and matrices and determinants.

Approval Number ..... 27.0101.54 19

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
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5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.

7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

1. Employ exponential properties to simplify exponential expressions;
2. Construct models and solve equations to applied problems;
3. Demonstrate use of basic polynomial operations;
4. Solve equations and inequalities;
5. Graph functions and relations;
6. Determine the roots of polynomials using theory of equations;
7. Solve exponential and logarithmic equations and graph exponential and logarithmic functions;
8. Solve systems of equations;
9. Apply basic operations to matrices;
10. Evaluate arithmetic and geometric sequences;

### **III. Academic Honesty and Integrity**

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- Administrative withdrawal from the course
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### **IV. Class Attendance**

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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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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

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**IX. Methods of Evaluation**

Face-to-face: exams 75% daily work 25%  
Dual credit: exams 70% daily work 30%

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# MATH 1316 Plane Trigonometry

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Trigonometric functions, identities, equations, and applications.

Approval Number ..... 27.0101.53 19

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## **II. Outcomes/Terminal Outcomes**

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5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.



7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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.
6. Solve trigonometric equations.
7. Construct graphs involving the trigonometric functions.
8. Examine the inverse trigonometric functions.

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Perryton: (806) 648-1450

## **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**

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- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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## **IX. Methods of Evaluation**

Face-to-face: exams 80% daily work 20%  
Dual credit: exams 75% daily work 25%

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# MATH 1325 Mathematics of Modern Business II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of MATH 1324 with a grade of C or better.

**Course Description:** This course is a continuation of Math 1324 including differential and integral calculus and probability

Approval Number ..... 27.0301.52.19

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.

7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

1. understand the definition of a derivative
2. be able to differentiate polynomial, and exponential and logarithmic functions
3. be able to differentiate products, quotients, and use the chain rule
4. be able to use differentiation techniques to graph functions
5. implicitly differentiate
6. investigate antiderivatives and integration
7. integrate by substitution
8. integrate by parts and using integration tables
9. investigate multivariable calculus including partial derivatives and finding maxima and minima
10. investigate double integrals

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- A grade of 0 for the test or assignment
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### **IV. 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.

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Uses Computers to Process Information

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# MATH 2312 Pre-calculus Math

## Frank Phillips College

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### I. General Course Information

Credit Hours:

Prerequisite and/or Co-requisite: 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:** 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.

Approval Number .....27.0101.58 19

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.

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## **II. Outcomes/Terminal Outcomes**

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5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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;

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Applies Technology

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Arithmetic  
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## **IX. Methods of Evaluation**

Face-to-face: exams 75% daily work 25%  
Dual Credit: Assignments 10% Exams 30% Quizzes 60%

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**MATH 2320 Differential Equations**  
**Frank Phillips College**  
**Spring 2009**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: Math 2315 with a grade of C or better

**Course Description:** Study of ordinary differential equations, Laplace transforms, and Fourier series

Approval Number ..... 27.0301.51.19

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6. To recognize the limitations of mathematical and statistical models.



7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

1. Classify differential equations and solve basic initial value problems.
2. Sketch the direction field for a differential equation and the set of the integral curves for the differential equation, and state what inferences about the differential equation can be drawn.
3. Solve first order differential equations and applications involving first order differential equations.
4. Solve second order differential equations and applications involving second order differential equations.
5. Solve higher order linear differential equations and applications involving higher order linear differential equations.
6. Use Laplace transforms to solve differential equations.
7. Determine series solutions to differential equations.

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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. 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.

**IX. Methods of Evaluation**

Exams 75%    daily work 25%

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# MATH 2413 Calculus I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of MATH 1316 with a grade of C or better or corequisite of MATH 1316

**Course Description:** Functions, limits, derivatives, and continuity; differentiation of algebraic functions; applications of the derivative; introduction to integration.

Approval Number..... 27.0101.59.19

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

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 the concepts of 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.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

Face-to-face and dual credit: exams 75% lab 25%

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# MATH 2414 Calculus II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of MATH 2413 with a grade of C or better.

**Course Description:** Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals

Approval Number..... 27.0101.62 19

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

1. Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications.
2. Use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.
3. Define an improper integral.
4. Apply the concepts of limits, convergence, and divergence to evaluate some classes of improper integrals.
5. Determine convergence or divergence of sequences and series.
6. Use Taylor and MacLaurin series to represent functions.
7. Use Taylor or MacLaurin series to integrate functions not integrable by conventional methods.
8. Use the concept of polar coordinates to find areas, lengths of curves, and representations of conic sections.

### **III. 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

### **IV. Class Attendance**

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**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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## **IX. Methods of Evaluation**

Face-to-face and dual credit: exams 75% lab 25%

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# PHED 1125 Freshman Body Conditioning II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

**Course Description:** Instruction and participation in physical and recreational activities.

Approval Number .....36.0108.51 23

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:

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**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.

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**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. Outcomes/Terminal Outcomes**

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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:

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

## **III. 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

#### **IV. Class Attendance**

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#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

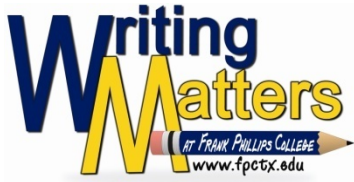
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### **IX. Methods of Evaluation**

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.

|              |     |
|--------------|-----|
| MIDTERM EXAM | 10% |
| FINAL EXAM   | 10% |
| JOURNAL LOG  | 80% |

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Frank Phillips College – Allen Campus  
Freshman Body Conditioning II (PHED 1125)  
**Syllabus, Spring Semester, 2011**

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**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](mailto:lhunnicutt@fpctx.edu)

Course Description: This one credit hour course will provide students with the opportunity to obtain knowledge, acquire skills, and enhance fitness levels with the participation in cardiovascular exercise.

Approval Number.....36.0108.51 23

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:

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**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. Outcomes/Terminal Outcomes.**

All Frank Phillips College courses required in the Associate of Arts and Associate in Science programs work together to meet the following 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 via Student Portal. 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:

|                       |     |
|-----------------------|-----|
| EXERCISE LOGS (5)     | 50% |
| ARTICLE SUMMARIES (4) | 40% |
| FINAL EXAM            | 10% |

#### 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 | <b>FEBRUARY 8<sup>th</sup>, 2011</b> |
| EXERCISE LOG 2 | <b>MARCH 1<sup>st</sup>, 2011</b>    |
| EXERCISE LOG 3 | <b>MARCH 22<sup>nd</sup>, 2011</b>   |
| EXERCISE LOG 4 | <b>APRIL 12<sup>th</sup>, 2011</b>   |
| EXERCISE LOG 5 | <b>MAY 3<sup>rd</sup>, 2011</b>      |

**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\_PHED1125\_ExerciseLog1\_Spring2011**

### 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 | <b>FEBRUARY 15<sup>th</sup>, 2011</b> |
| ARTICLE FOR REVIEW 2 | <b>MARCH 11<sup>th</sup>, 2011</b>    |
| ARTICLE FOR REVIEW 3 | <b>APRIL 8<sup>th</sup>, 2011</b>     |
| ARTICLE FOR REVIEW 3 | <b>MAY 6<sup>th</sup>, 2011</b>       |

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):

|                             |                              |
|-----------------------------|------------------------------|
| <b>First Name Last Name</b> | <b>EXAMPLE: John Doe</b>     |
| <b>Class</b>                | <b>PHED1125</b>              |
| <b>Assignment</b>           | <b>Article Review 1</b>      |
| <b>Semester</b>             | <b>Spring Semester, 2011</b> |

**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\_PHED1125\_ArticleReview1\_Spring2011**



**FINAL EXAM.**

The final examination will be created totally from the articles you read and reviewed during the course. It will be posted on **MONDAY, MAY 9<sup>th</sup>, 2011** and must be completed and turned in to Dr. Hunnicutt **BEFORE 5:00 P.M. on THURSDAY, MAY 12<sup>th</sup>, 2011**. 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**. 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  
PHED1125  
Article Review 1  
Spring Semester, 2011**

**Title of Article**

**BODY OF ARTICLE REVIEW...**

**CONCLUSION TO REVIEW (YOUR OPINION OF THE MATERIAL CONTAINED IN THE ARTICLE)**

**MUST BE 1 PAGE IN LENGTH**

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# PHED 1135 Rodeo Events II

## Frank Phillips College

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### **I. General Course Information**

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Approval Number .....36.0108.51.23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow

1. Prepare students to compete in rodeo events at the college level
2. Improve the athlete's strength and flexibility through weight lifting and aerobic activity.
3. Inform the students about common injuries associated with the sport of rodeo.
4. Inform the student of methods to prevent injuries.
5. Exhibit practice of safety procedures involved with rodeo animals and events.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Exams will count for 10% of student's grade and participation assignments will account for ninety percent of the student's grade.

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



# PHED 1145 Freshman Varsity Athletics II

## Frank Phillips College

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### I. General Course Information

Credit Hours:

Prerequisite and/or Co-requisite:

**Course Description:** Instruction and participation in physical and recreational activities.

Approval Number .....36.0108.51 23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

|               |     |
|---------------|-----|
| Participation | 80% |
| Midterm exam  | 10% |
| Final exam    | 10% |

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

# PHED 1147 Freshman Cheerleading II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

**Course Description:** Instruction and participation in physical and recreational activities.

Approval Number .....36.0108.51 23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

|               |     |
|---------------|-----|
| Participation | 80  |
| Midterm exam  | 10% |
| Final exam    | 10% |

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

# PHED 1149 Freshman Weight Training and Conditioning

## Frank Phillips College

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### I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

**Course Description:** Instruction and participation in physical and recreational activities.

Approval Number..... 36.0108.51 23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow

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.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. 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.

|              |     |
|--------------|-----|
| MIDTERM EXAM | 10% |
| FINAL EXAM   | 10% |
| JOURNAL LOG  | 80% |

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# PHED 1308 Sports Officiating I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Instruction in rules, interpretation, and mechanics of officiating selected sports.

Approval Number ..... 31.0101.51 23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

1. Students will analyze the mechanics of sports officiating through the use of a video.
2. Students will discuss some of the principles behind good and bad officiating.
3. Students will utilize the internet to research the rules of a sport and their application in officiating.
4. Students utilize the research for the assignments to have a understanding of what is required to start officiating a specific sport.
5. Students will rate the overall experience in the class.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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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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.

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

Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Course Assignments    100%

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# PHED 2125 Sophomore Body Conditioning IV

## Frank Phillips College

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### I. General Course Information

Credit Hours:

Prerequisite and/or Co-requisite:

**Course Description:** Instruction and participation in physical and recreational activities.

Approval Number..... 36.0108.51 23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.



E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. 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.

|              |     |
|--------------|-----|
| MIDTERM EXAM | 10% |
| FINAL EXAM   | 10% |
| JOURNAL LOG  | 80% |

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

# PHED Rodeo Events IV

## Frank Phillips College

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### I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Approval Number .....36.0108.51.23

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:

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow

1. Prepare students to compete in rodeo events at the college level
2. Improve the athlete's strength and flexibility through weight lifting and aerobic activity
3. Inform the students about common injuries associated with the sport of rodeo.
4. Inform the student of methods to prevent injuries.
5. Exhibit practice of safety procedures involved with rodeo animals and events.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Exams will count for 10% of student's grade and participation assignments will account for ninety percent of the student's grade.

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

# PHED 2145 Sophomore Varsity Athletics IV

## Frank Phillips College

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### I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

**Course Description:** Instruction and participation in physical and recreational activities.

Approval Number..... 36.0108.51 23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

|               |     |
|---------------|-----|
| Participation | 80  |
| Midterm exam  | 10% |
| Final exam    | 10% |

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

# PHED 2147 Sophomore Cheerleading IV

## Frank Phillips College

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### I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

**Course Description:** Instruction and participation in physical and recreational activities.

Approval Number .....36.0108.51 23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

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.

## **III. 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

## **IV. 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.

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**V. 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

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. 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.

#### **IX. Methods of Evaluation**

|               |     |
|---------------|-----|
| Participation | 80  |
| Midterm exam  | 10% |
| Final exam    | 10% |

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



# PHED 2149 Sophomore Weight Training and Conditioning

## Frank Phillips College

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### I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

**Course Description:** Instruction and participation in physical and recreational activities.

Approval Number..... 36.0108.51 23

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow

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.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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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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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. 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.

|              |     |
|--------------|-----|
| MIDTERM EXAM | 10% |
| FINAL EXAM   | 10% |
| JOURNAL LOG  | 80% |

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# PHYS 1402 College Physics II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of PHYS 1401 or its equivalent with a grade of C or better.

**Course Description:** Algebra-level physics sequence, with laboratories, that includes study of mechanics, heat, waves, electricity and magnetism, and modern physics.

Approval Number ..... 40.0801.53 03

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

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

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. 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.

**IX. 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:

|                       |     |
|-----------------------|-----|
| Homework assignments: | 10% |
| Laboratory Grade      | 30% |
| Exams:                | 50% |
| Semester Exam         | 10% |

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

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

# PHYS 1403 Stars and Galaxies

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** Study of stars, galaxies, and the universe outside our solar system. May or may not include a laboratory.

Approval Number..... 40.0201.51 03

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

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

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. Cell Phones and Other Electronic Devices Procedure:**

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## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. Grievance Policy**

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**IX. 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:

|                       |     |
|-----------------------|-----|
| Homework assignments: | 10% |
| Laboratory Grade      | 30% |
| Exams:                | 50% |
| Semester Exam         | 10% |

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# PHYS 1417 Physical Science II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology. May or may not include a laboratory.

Approval Number .....40.0101.51 03

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board: The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

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

### **III. 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
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- Administrative withdrawal from the course
- Academic suspension

### **IV. Class Attendance**

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## **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**

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|                       |     |
|-----------------------|-----|
| Homework assignments: | 10% |
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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 2426 Principles of Physics II**  
**(University Physics II)**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of PHYS 2425 with a grade of C or better.

**Course Description:** Lecture: Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics. Lab: Laboratory experiments supporting theoretical principles presented in PHYS 2326 involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics; experimental design, data collection and analysis, and preparation of laboratory reports.

Approval Number..... 40.0101.57 03

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## **II. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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;
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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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:  
The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.

5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Articulate the fundamental concepts of electricity and electromagnetism, including electrostatic potential energy, electrostatic potential, potential difference, magnetic field, induction, and Maxwell's Laws.
2. State the general nature of electrical forces and electrical charges, and their relationship to electrical current.
3. Solve problems involving the inter-relationship of electrical charges, electrical forces, and electrical fields.
4. Apply Kirchhoff's Laws to analysis of circuits with potential sources, capacitance, and resistance, including parallel and series capacitance and resistance.
5. Calculate the force on a charged particle between the plates of a parallel-plate capacitor.
6. Apply Ohm's law to the solution of problems.
7. Describe the effects of static charge on nearby materials in terms of Coulomb's Law.
8. Use Faraday's and Lenz's laws to find the electromotive forces.
9. Describe the components of a wave and relate those components to mechanical vibrations, sound, and decibel level.
10. Articulate the principles of reflection, refraction, diffraction, interference and superposition of waves.
11. Solve real-world problems involving optics, lenses, and mirrors.

**And;**

1. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.
2. Conduct basic laboratory experiments involving electricity and magnetism.
3. Relate physical observations and measurements involving electricity and magnetism 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 electricity and magnetism.
6. Identify appropriate sources of information for conducting laboratory experiments involving electricity and magnetism.

### **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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.

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

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#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- C. Provide, assist, and promote the use of learning resources in the classroom.

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

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### **IX. 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:

|                       |     |
|-----------------------|-----|
| Homework assignments: | 10% |
| Laboratory Grade      | 30% |
| Exams:                | 50% |
| Semester Exam         | 10% |

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

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

# PSYC 2301 General Psychology

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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.

Approval Number ..... 42.0101.51 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

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.

### **III. 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

### **IV. Class Attendance**

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### **V. Cell Phones and Other Electronic Devices Procedure:**

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## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**VIII. Grievance Policy**

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**IX. 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.

|  |       |
|--|-------|
| "Daily Grade"--Reading quizzes, attendance,<br>and web-based exercises | = 20% |
| Learning Portfolio Project   | = 20% |
| Four Periodic Examinations   | = 40% |
| Final Examination  | = 20% |

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**PSYC 2314 Child and Lifespan Development  
(Lifespan Growth and Development)  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: 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.

Approval Number..... 42.2703.51 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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;
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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
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4. To develop and communicate alternative explanations or solutions for contemporary social issues.
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7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

1. Students will recognize and characterize the specialized field of developmental psychology as a branch of psychology;
2. Students will identify and evaluate the most important theorists / theories in the field of developmental psychology;
3. Students will explain and research human development through the lifespan;
4. Students will recognize, analyze, outline, and predict developmental milestones—physical, cognitive, social, and emotional—from birth through old age.

### **III. Academic Honesty and Integrity**

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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:
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  - Maintains & Troubleshoots Technology
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  - Listening
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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
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- Personal Qualities:
  - Responsibility
  - Self-Esteem
  - Sociability
  - Self-Management
  - Integrity/Honesty

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## **IX. 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.

|  |       |
|--|-------|
| Daily participation-average (including attendance<br>and online exercises) | = 30% |
| Evaluation of Child Care/Parenting Book                                    | = 20% |
| Three Periodic Examinations (other than the Final)                         | = 30% |
| Final Examination (comprehensive)  | = 20% |

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

# **SOCI 1301 Introduction to Sociology**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Introduction to the concepts and principles used in the study of group life, social institutions, and social processes.

Approval Number ..... 45.1101.51 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.



8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

1. Understand and appreciate a sense of the history and culture which forms the backdrop of our multicultural society.
2. Think both creatively and critically.
3. Utilize various resource materials.
4. Demonstrate knowledge of those elements and processes that create and define culture.
5. Understand the bases of values, beliefs, and practices found in human societies.
6. Develop basic cross-cultural understanding, empathy, and communication.
7. Understand the responsibilities of living in a multicultural world.
8. Demonstrate knowledge of the development of language(s) and their influences on cross-cultural interactions.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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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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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.

B. Provide a classroom setting which is conducive to learning.

C. Provide, assist, and promote the use of learning resources in the classroom.

D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. 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.

|  |       |
|--|-------|
| Assignments, quizzes and<br>other daily grades | =15%  |
| Attendance/Participation                       | = 10% |
| Four Periodic Examinations                     | = 60% |
| Final Examination                              | = 15% |

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# **SOCI 1306 Social Problems**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of SOCI 1301 with a C or better.

**Course Description:** Application of sociological principles to the major problems of contemporary society such as inequality, crime and violence, substance abuse, deviance, or family problems.

Approval Number .....45.1101.52 25

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
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4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

1. Understand and correctly use the terminology integral to the sociological study of social problems;
2. List the essential elements of a social problem, as defined by sociologists;
3. Trace the development of a social problem through its "lifespan;"
4. Use the scientific method to connect Sociology to the systematic study of social problems;
5. List social problems defined as "norm violations in social context;"
6. Propose solutions to norm violations in social context, and develop an awareness of the effects of these solutions on other parts of society;
7. Examine social problems defined as "problems of social inequality;"
8. Propose solutions to social inequality and develop an awareness of the effects of possible solutions on other parts of society and upon global societies;
9. Define and examine the effects of social change and its relationship to social
10. List social problems known as "megaproblems," and enumerate the difference between concerns associated with these problems and those associated with the other social problems already studied.

### **III. Academic Honesty and Integrity**

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- A semester grade of F for the course
- Administrative withdrawal from the course
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#### **IV. Class Attendance**

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#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. 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.

|   |       |
|---|-------|
| Daily average, including attendance, quizzes, and participation | =10%  |
| Review of Student-selected Social Problems Text                 | =15%  |
| Group Portfolio Project   | = 25% |
| Midterm Examination   | = 25% |
| Final Examination   | = 25% |

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# SPCH 1311 Introduction to Speech Communication

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Theories and practice of communication in interpersonal, small group, and public speech.

Approval Number ..... 23.1001.51 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

1. To understand the communication process both in an interpersonal situation and a public speaking setting

2. To introduce the basic principles of speech communication and the respective responsibilities of speakers and listeners
3. To instill in each student a positive orientation toward speechmaking and presentations before an audience.
4. To learn the basic aspects of speech preparation
5. To develop the ingredients necessary for quality presentations before a group, including language, delivery, nonverbal communication, and visual aids.
6. To study the different types of speeches
7. To improve listening skills

### **III. Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

### **IV. Class Attendance**

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### **V. 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.

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## **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**

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**VIII. Grievance Policy**

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**IX. Methods of Evaluation**

|                                    |     |
|------------------------------------|-----|
| Speeches                           | 50% |
| Classroom Participation/Activities | 30% |
| Tests                              | 20% |

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# SPCH 1318 Interpersonal Communication

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Theories and exercises in verbal and nonverbal communication with focus on interpersonal relationships.

Approval Number .....23.1304.54 12

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

1. To improve listening skills

2. To better control communication apprehension
3. To improve writing skills
4. To understand the influence of self-concept on effective communication
5. To gain theoretical knowledge of the influence of power in interpersonal communication
6. To better understand the effect of the perceptual process in information processing
7. To understand some of the theories about relational repair
8. To acquire knowledge of the functional effects of both verbal and non-verbal messages

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

|                                    |     |
|------------------------------------|-----|
| Classroom Participation/Activities | 30% |
| Presentations                      | 40% |
| Tests                              | 30% |

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

# VNSG 1329 Medical-Surgical Nursing I

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

Approval Number .....51.3901 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow

Identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

## **III. 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

## **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

**V. 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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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.

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Perryton: (806) 648-1450

**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.



## **VIII. 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.

## **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 Quizzes, additional assignments, workbook | 25% |
| Major Exam Grades                               | 50% |
| Final Exam Grades                               | 25% |

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- F – 0-59

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# VNSG 1332 Medical-Surgical Nursing II

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** Continuation of Medical-Surgical Nursing I with application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

Approval Number .....51.3901 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

## **III. 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

## **IV. 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.

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**V. 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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Perryton: (806) 648-1450

**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**

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- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

|   |             |
|---|-------------|
| <b>Daily Quizzes, additional assignments/participation:</b> | <b>25 %</b> |
| <b>Major Exam Grades:</b>                                   | <b>50 %</b> |
| <b>Final Exam:</b>  | <b>25 %</b> |

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- E – 0-59

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**VNSG 2360 Clinical-Practical Nurse; Intermediate  
(Clinical-Licensed Practical/Vocational Nurse Training)  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Approval Number .....51.3901 0000

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.

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

## **III. 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



#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

A Clinical Evaluation will be performed at the conclusion of this course. To progress to Levels II, and III, the student must achieve a clinical evaluation grade of C or better. Frank Phillips Vocational nursing program Grade Scale for Clinical Level I:

GRADING SCALE (265 points possible):

A = 209-256 points, B = 161-208 points, C = 113-160 points, D = 65-112 points, F = below 65

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

**VNSG 2363 Clinical-Practical Nurse; Advanced  
(Clinical-Licensed Practical/Vocational Nurse Training)  
Frank Phillips College**

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**I. General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Approval Number .....51.3901 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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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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.

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Perryton: (806) 648-1450

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

A Clinical Evaluation will be performed at the conclusion of this course. To progress to Levels II, and III, the student must achieve a clinical evaluation grade of C or better. Frank Phillips Vocational nursing program Grade Scale for Clinical Level I:

GRADING SCALE (265 points possible):

A = 209-256 points, B = 161-208 points, C = 113-160 points, D = 65-112 points, F = below 65

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# WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW)

## Frank Phillips College

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### I. General Course Information

Credit Hours:

Prerequisite and/or Co-requisite:

**Course Description:** Fundamental principles of Gas Metal Arc Welding (GMAW). Includes setup and safe use of GMAW equipment as well as instruction in various basic weld joints.

Approval Number .....48.058 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Describe welding positions of basic weld joints; describe safety rules, equipment use, and basic visual inspection; and demonstrate proper welding of basic joints in the flat position.

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 Dual Shield wires.
7. Perform FCAW Flux Cored Arc Welding

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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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#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.

- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

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### **IX. Methods of Evaluation**

Attendance = 60%  
Exams = 40%

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# WLDG 1204 Fundamentals of Oxy-Fuel Welding and Cutting

## Frank Phillips College

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### I. General Course Information

Credit Hours: 2

Prerequisite and/or Co-requisite:

**Course Description:** Oxy-fuel welding and cutting equipment. Includes equipment safety, setup, and maintenance.

Approval Number.....48.0508 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Demonstrate proper set up and use of oxy-fuel welding equipment; demonstrate safety procedures for oxy-fuel equipment; and demonstrate proper welding of basic joints and basic cutting.

## **III. 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

## **IV. 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.

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**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Attendance = 60%

Exams = 40%

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# **WLDG 1206 Fundamentals of Gas Tungsten Arc Welding (GTAW)**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 2

Prerequisite and/or Co-requisite:

**Course Description:** : Fundamental principles of Gas Tungsten Arc Welding (GTAW). Includes setup and safe use of GTAW equipment as well as instruction in flat positions on joint designs.

Approval Number.....48.0508 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Describe various joint designs; describe safety rules and equipment; perform basic visual inspection of equipment; and demonstrate proper welding techniques of ferrous or non-ferrous metal in the flat position.

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).

## **III. Academic Honesty and Integrity**

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

#### **IV. Class Attendance**

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#### **V. Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

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### **IX. Methods of Evaluation**

Attendance = 60%

Exams = 40%

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# WLDG 1305 Art Metals

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**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.

Approval Number .....48.0508 0000

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**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.

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Describe the basic metallurgical compositions of sheet materials and the basic annealing processes; create tools for specific functions; and demonstrate the fundamental applications of sinking, raising, and repousse.

Utilize various welding processes to cut out art shapes and forms and join individual components to fabricate artistic objects

## **III. 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

#### **IV. Class Attendance**

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#### **V. Cell Phones and Other Electronic Devices Procedure:**

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#### **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**

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- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.

D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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### **IX. Methods of Evaluation**

Attendance = 60%

Exams = 40%

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# WLDG 1317 Introduction to Layout and Fabrication

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**Course Description:** A fundamental course in layout and fabrication related to the welding industry. Major emphasis on structural shapes and use in construction.

Approval Number.....48.0508 0000

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:

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**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.

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify welding symbols; identify and select measuring instruments and tools for fabricating projects; recognize correct layout and fabrication terminology; and identify structural shapes and materials.

## **III. Academic Honesty and Integrity**

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**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
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Basic Skills:

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- 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**

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## **IX. Methods of Evaluation**

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Exams = 40%

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# WLDG 1337 Introduction to Welding Metallurgy

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**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, machinability, and ductility.

Approval Number.....48.0508 0000

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## **II. Outcomes/Terminal Outcomes**

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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 learning outcomes that follow:

Describe technical terms used in the various phases of metallurgy, from early history to classification of steel; discuss ferrous and nonferrous metals and how they are processed and used in industry; and describe mechanical and physical properties, surface treatments, and heat treatment of metals.

## **III. Academic Honesty and Integrity**

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## **IV. Class Attendance**

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**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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **VIII. 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.

## **IX. Methods of Evaluation**

Attendance = 60%

Exams = 40%

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

# WLDG 1391 Special Topics in Welder/Welding Technologist

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

**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. This course was designed to be repeated multiple times to improve student proficiency.

Approval Number .....48.0508 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Learning outcomes/objectives are determined by local occupational need and business and industry trends.

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.

## **III. 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



#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

Attendance = 60%

Exams = 40%

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# WLDG 1428 Introduction to Shielded Metal Arc Welding (SMAW)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

**Course Description:** An introduction to shielded metal arc welding process. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

Approval Number .....48.0508 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Select electrodes and amperage settings for various thicknesses of materials and welding positions; define principles of arc welding; and explain electrode classifications. Perform SMAW operations in various positions using selected electrodes and different joint designs.

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 joint designs and preparation procedures.
4. Perform SMAW process utilizing most common rod in all positions.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. 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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.

- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

NOTE: Safety Exam must be completed 100% correct prior to lab exercise.

Attendance = 60%

Exams = 40%

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# **WLDG 1435 Introduction to Pipe Welding**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 4

Prerequisite and/or Co-requisite: WLDG 1457 Intermediate Shield Metal Welding or Industrial Equivalent experience. (See Instructor)

**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.

Approval Number: 48.058 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Describe equipment and required pipe preparation and perform 1G and 2G welds using various electrodes.

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.

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

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Perryton: (806) 648-1450

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.

- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

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### **IX. Methods of Evaluation**

Attendance = 60%  
Exams = 40%

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# **WLDG 1457 Intermediate Shielded Metal Arc Welding (SMAW)**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 4

Prerequisite and/or Co-requisite: WLDG 1428 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 various positions.

Approval Number .....48.0508 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Identify principles of arc welding; describe arc welding operations of fillet and groove joints; explain heat treatments of low alloy steels; and explain weld size and profiles. Prepare test plates; perform fillet welds in the overhead position; perform air carbon arc weld removal; perform bevel groove welds with backing plates in various positions; and demonstrate use of tools and equipment.

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

## **III. 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

#### **IV. Class Attendance**

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#### **V. 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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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

#### **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

#### **Evaluation, Testing, and Grade Distribution:**

|  |        |
|--|--------|
| Exam 1 Codes & Qualification Standards       | 10 pts |
| Lab Exercise 1- Prep & Bevel                 | 10 pts |
| Lab Exercise 2- 3 Position Backup Strap Test | 30 pts |
| Lab Exercise 3- 3 Position Open Root Test    | 30 pts |
| Lab Exercise 4- Weld Evaluation              | 10 pts |
| Final Exam                                   | 10 pts |

Total Points Possible 100

Attendance = 60%

Exams = 40%

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

# WLDG 2443 Advanced Shielded Metal Arc Welding (SMAW)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: WLDG 1457 Intern SMAW 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.

Approval Number .....48.0508 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Describe effects of preheating and postweld heating; explain precautions used when welding various metals and alloys; distinguish between qualification and certification procedures; and discuss problems of welding discontinuities. Perform open groove welds with low carbon steel and low alloy electrodes in all positions.

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

## **III. 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

#### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

#### **V. Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

## **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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. Grievance Policy**

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### **IX. Methods of Evaluation**

#### **Evaluation Testing and Grade Distribution:**

|                             |           |
|-----------------------------|-----------|
| Classroom Discussion        | 10 points |
| Visual Welding Exam         | 10 points |
| Lab Exercise Repairs        | 20 points |
| Lab Exercise Chrome Weld    | 20 points |
| Lab Exercise Nickle Weld    | 20 points |
| Lab Exercise Stainless Weld | 20 points |
| Total Points Possible       | 100       |

Attendance = 60%

Exams = 40%

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# **WLDG 2451 Advanced Gas Tungsten Arc Welding (GTAW)**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 4

Prerequisite and/or Co-requisite: WLDG 1206 (Intro to GTAW)

**Course Description:** Advanced topics in GTAW welding, including welding in various positions and directions.

Approval Number.....48.0508 0000

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.

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**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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

Demonstrate proficiency in various welding positions; describe safety rules and equipment used; and describe the effects of welding parameters in GTAW. Weld various joint designs; diagnose welding problems; and perform visual inspection.

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.

## **III. Academic Honesty and Integrity**

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- Administrative withdrawal from the course

- Academic suspension

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

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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:
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  - 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**

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### **IX. 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 |

Attendance = 60%

Exams = 40%

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# WLDG 2453 Advanced Pipe Welding

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: WLDG 1435 Intro to Pipe Welding

**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.

Approval Number.....48.0508 0000

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:

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## **II. Outcomes/Terminal Outcomes**

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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 learning outcomes that follow:

Describe equipment and required pipe preparation and perform 5G and 6G welds using various electrodes.

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).

## **III. Academic Honesty and Integrity**

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- Academic suspension

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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
- 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 general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.



- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

### **VIII. 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.

### **IX. Methods of Evaluation**

#### **Evaluation Testing and Grade Distribution:**

|       |                                      |           |
|-------|--------------------------------------|-----------|
| Lab 1 | Equipment Setup                      | 20 points |
| Lab 2 | Weld pipe w/ carbon steel 6G SMAW    | 20 points |
| Lab 3 | Weld pipe w/ stainless steel 6G SMAW | 20 points |
| Lab 4 | Weld pipe w/ carbon steel 6G GTAW    | 20 points |
| Lab 5 | Weld pipe w. stainless steel 6G GTAW | 20 points |

Attendance = 60%

Exams = 40%

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

# WLDG 2488 Internship-Welding Technology/Welder

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Consent of Instructor

**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.

Approval Number.....48.0508 0000

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. Outcomes/Terminal Outcomes**

All Frank Phillips College courses work together to meet the following 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 learning outcomes that follow:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

1. To provide experience and on the job training through a cooperative agreement with a Welding, construction, or fabrication employer.
2. To 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.

### **III. 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

### **IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times 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 Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

### **V. 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

## **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**

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**IX. 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%

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# WLDG 2506 Intermediate Pipe Welding

## Frank Phillips College

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### I. General Course Information

Credit Hours: 5

Prerequisite and/or Co-requisite: WLDG 1435 Intro to Pipe Welding

**Course Description:** A comprehensive course on the welding of pipe using the shielded metal arc welding (SMAW) process. Welding will be done using various positions. Topics covered include electrode selection, equipment setup and safe shop practices.

Approval Number .....48.0508 0000

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:

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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 learning outcomes that follow:

Describe equipment and required pipe preparation; perform welds using various positions.

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.

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- Participates as a Member of a Team
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- 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
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- Knowing How to Learn
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Personal Qualities:

- Responsibility
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- Sociability
- Self-Management
- Integrity/Honesty

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### **IX. Methods of Evaluation**

#### **Evaluation Testing and Grade Distribution:**

|       |  |            |
|-------|--|------------|
| Lab 1 | Prepare coupons for (SMAW) in various pos. | 200 points |
| Lab 2 | Weld 6" pipe w/min. sch. 80 in 5G & 6G     | 200 points |
| Lab 3 | Weld 6" pipe w/max sch. 40 in 5G & 6G      | 200 points |
| Lab 4 | Weld 2" pipe w/ schedule 160               | 200 points |
| Lab 5 | Weld 2" pipe w/ schedule 40                | 200 points |

Attendance = 60%

Exams = 40%

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CSME 1431 PRINCIPLES OF NAIL TECHNOLOGY I  
CSME 1434 COSMETOLOGY INSTRUCTOR I  
CSME 1435 ORIENTATION TO THE INSTRUCTION OF COSMETOLOGY  
CSME 1441 PRINCIPLES OF NAIL TECHNOLOGY II  
CSME 1443 MANICURING AND RELATED THEORY  
CSME 1447 PRINCIPLES OF SKIN CARE FACIALS AND RELATED  
CSME 1553 CHEMICAL REFORMATION AND RELATED THEORY  
CSME 2288 COSMETOLOGY INTERNSHIP  
CSME 2310 INTERMEDIATE HAIRCUTTING AND RELATED THEORY  
CSME 2337 ADVANCED COSMETOLOGY TECHNIQUES  
CSME 2414 COSMETOLOGY INSTRUCTOR II  
CSME 2415 COSMETOLOGY INSTRUCTOR III  
CSME 2430 NAIL ENHANCEMENT  
CSME 2445 INSTRUCTIONAL THEORY AND CLINIC OPERATION  
CSME 2501 PRINCIPLES OF HAIR COLORING AND RELATED THEORY  
CSME 2539 ADVANCED HAIR DESIGN  
CSME 2541 PREPARATION FOR TEXAS COSMETOLOGY EXAMINATION

**ECONOMICS.....**

ECON 2301 PRINCIPLES OF MACROECONOMICS  
ECON 2302 PRINCIPLES OF MICROECONOMICS

**EDUCATION.....**

EDUC 1200 LEARNING FRAMEWORK  
EDUC 1301 INTRODUCTION TO THE TEACHING PROFESSION  
EDUC 2301 INTRODUCTIONS TO SPECIAL POPULATIONS

**ENGLISH.....**

ENGL 0311 BASIC ENGLISH  
ENGL 0312 INTERMEDIATE WRITING SKILLS  
ENGL 0315 BASIC READING  
ENGL 0316 READING TECHNIQUES  
ENGL 1301 COMPOSITION I  
ENGL 1302 COMPOSITION II  
ENGL 2307 CREATIVE WRITING I  
ENGL 2332 WORLD LITERATURE I  
ENGL 2333 WORLD LITERATURE II  
ENGL 2341 FORMS OF LITERATURE

**FYIS.....**

FYIS 0101 FRESHMAN YEAR INSTITUTE SEMINAR

**GOVERNMENT .....**

GOVT 2304 INTRODUCTION TO POLITICAL SCIENCE

GOVT 2305 FEDERAL GOVERNMENT

GOVT 2306 TEXAS GOVERNMENT

**HISTORY.....**

HIST 1301 UNITED STATES HISTORY I

HIST 1302 UNITED STATES HISTORY II

HIST 2311 WESTERN CIVILIZATION I

**HUMANITIES.....**

HUMA 1315 FINE ARTS APPRECIATION

MUSI 1306 MUSIC APPRECIATION

**IMAT.....**

CETT 1303

CETT 1305 AC CIRCUITS

ELPT 1341 MOTOR CONTROL

ELPT 2339 ELECT POWER DISTRIBUTION

ELPT 2347 ELECTRICAL TESTING AND MAINTENANCE

INMT 1391 SPECIAL TOPICS IN MANUFACTURING

INMT 2188 IINTERNSHIP-INDUSTRIAL MANUFACTURING

INTC 1307 ELECTRONIC TEST EQUIPMENT

INTC 1348 ANALYTICAL INSTRUMENTATION

INTC 2336 DISTRIBUTED CONTROL AND PROGRAMMABLE LOGIC

**MATH .....**

MATH 0301 BASIC MATH

MATH 0302 ELEMENTARY ALGEBRA AND GEOMETRY

MATH 0303 INTERMEDIATE COLLEGE ALGEBRA

MATH 0304 PREPARATORY MATHEMATICS LAB

MATH 1314 COLLEGE ALGEBRA

MATH 1316 PLANE TRIGONOMETRY

MATH 2320 DIFFERENTIAL EQUATIONS

MATH 2413 CALCULUS I

MATH 2414 CALCULUS II

**MEDICAL TERMINOLOGY.....**

HITT 1305 MEDICAL TERMINOLOGY I

**NURSING.....**

VNSG 1230

VNSG 1329 MEDICAL-SURGICAL NURSING I

VNSG 1332 MEDICAL-SURGICAL NURSING II

VNSG1402 SKILLS

VNSG 2360 CLINICAL-PRACTICAL NURSE; INTERMEDIATE

VNSG 2363 CLINICAL-PRACTICAL NURSE

**PHYSICAL EDUCATION .....**

PHED 1125 FRESHMAN BODY CONDITIONING II

PHED 1135 RODEO EVENTS II

PHED 1145 FRESHMAN VARSITY ATHLETICS II

PHED 1147 FRESHMAN CHEERLEADING II

PHED 1149 FRESHMAN WEIGHT TRAINING AND CONDITIONING

PHED 1308 SPORTS OFFICIATING I

PHED 2125 SOPHOMORE BODY CONDITIONING IV

PHED 2135 RODEO EVENTS IV

PHED 2145 SOPHOMORE VARSITY ATHLETICS IV

PHED 2147 SOPHOMORE CHEERLEADING IV

PHED 2149 SOPHOMOREWEIGHT TRAINING AND CONDITIONING

**PHYSICS.....**

PHYS 1402 COLLEGE PHYSICS II

PHYS 1403 STARS AND GALAXIES

PHYS 1417 PHYSICAL SCIENCE II

PHYS 2426 PRINCIPLES OF PHYSICS II

**PSYCHOLOGY.....**

PSYC 2301 GENERAL PSYCHOLOGY

PSYC 2314 CHILD AND LIFESPAN DEVELOPMENT

**SOCIOLOGY .....**

SOCI 1301 INTRODUCTION TO SOCIOLOGY

SOCI 1306 SOCIAL PROBLEMS

**SPEECH.....**

SPCH 1311 INTRODUCTION TO SPEECH COMMUNICATION

SPCH 1318 INTERPERSONAL COMMUNICATION

**WELDING .....**

DFTG 1325 BLUEPRINT READING AND SKETCHING

WLDG 1202 FUNDAMENTALS OF GAS METAL ARC WELDING

WLDG 1204 FUNDAMENTALS OXY-FUEL WELDING AND CUTTING

WLDG 1206 FUNDAMENTALS GAS TUNGSTEN ARC (TIG) WELDING

WLDG 1305 ART METALS

WLDG 1317 INTRODUCTION TO LAYOUT FABRICATION

WLDG 1337 INTRODUCTION TO METALLURGY

WLDG 1391 SPECIAL TOPICS IN WELDER-WELDING TECHNOLOGIST

WLDG 1428 INTRODUCTION TO SHIELDED METAL ARC WELDING(SMAW)

WLDG 1435 INTRODUCTION TO PIPE WELDING

WLDG 1457 INTERMEDIATE SHIELDED METAL ARC WELDING(SMAW)

WLDG 2443 ADVANCED SHIELDED METAL ARC WELDING(SMAW)

WLDG 2453 – ADVANCED PIPE WELDING

WLDG 2506 INTERMEDIATE PIPE WELDING