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**Syllabi 2014 Spring**

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SOCI 1306 SOCIAL PROBLEMS
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PFPB 2408 PIPING STANDARDS AND MATERIALS
PFPB 2432 ADVANCED PIPING STANDARDS, SPECIFICATIONS AND INSTALLATIONS
PFPB 2443 ADVANCED PIPE PRACTICES
PFPB 2449 FIELD MEASURING, SKETCHING, AND LAYOUT
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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
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WLDG 2439 ADVANCED OXY-FUEL WELDING & CUTTING
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WLDG 2447 ADVANCED SHIELDED GAS METAL ARC WELDING
WLDG 2451 ADVANCED SHIELDED GAS TUNGSTEN ARC WELDING(GMAW)
WLDG 2452 ADVANCED CORE ARC WELDING
WLDG 2453 ADVANCED PIPE WELDING
WLDG 2488 INTERNSHIP WELDER/WELDING TECHNOLOGIES
WLDG 2506 INTERMEDIATE PIPE WELDING
General Course Information
Credit Hours: 3

Prerequisite
ACCT 2301 with a grade of C or better.

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

A study of the fundamentals of managerial accounting. Emphasis on accounting for a manufacturing concern, budgeting, planning, management decision making, and analysis of financial reports. Equity accounting, stocks and long-term corporate debt, bonds, are also more closely examined. Annual report financial analysis with written report.

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

Learning Outcomes
Upon successful completion of this course, students will:
1. Analyze transactions for Partnerships.
2. Summarize the nature of corporations (financially) and examination of some realms of managerial accounting.
3. Define and apply financial and managerial accounting terms.
5. Summarize basic financial and managerial accounting concepts, financials and principles.

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

Grades A=90-100, B= 80-89, C=70-79, D= Below 70
**Academic Honesty and Integrity**
Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:
- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
AGAH 2313 — Principles of Feed & Feeding  
Frank Phillips College

General Course Information  
Credit Hours: 3

Prerequisite  
N/A

Course Description  
Study of the role and application of feed nutrients and additives. Topics include comparative aspects of digestion, absorption, and metabolism of nutrients. Emphasis on identification of nutrient requirements and formulation of dietary feeding regimens.

THECB Approval Number .................................................................26.0707.0000

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

1. Identify and classify various digestive systems, its parts, and how it each functions.
2. Understand the 6 nutrients and how they are utilized by the animal.
3. Identify and describe properties of common feedstuffs/ingredients.
4. Effectively utilize pertinent terms related to this field of study.
5. Differentiate vitamin and mineral supplements and feed additives used in ration formulation.
6. Compare and Contrast various methods of feed processing.
7. Evaluate rations for beef cattle, hogs, sheep and goats.

Methods of Evaluation  
4 tests and 1 final exam plus assignment grade (counts as 2 additional test scores).

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<tr>
<td>80%-89%</td>
<td>B</td>
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<tr>
<td>70%-79%</td>
<td>C</td>
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<tr>
<td>60%-69%</td>
<td>D</td>
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<tr>
<td>59% and Below</td>
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

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<td>Organizes &amp; Maintains Information</td>
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<tr>
<td>Allocates Material &amp; Facility Resources</td>
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<td>Integrity/Honesty</td>
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General Course Information
Credit Hours: 3

Prerequisite
Instructor’s Approval

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.

THECB Approval Number .................................................................01.0101.0000

Learning Outcomes
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.

Upon successful completion of this course, students will be able to:
1. Attain occupational experience in a specialized field in the agriculture industry.
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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.

Academic Honesty and Integrity
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AGMG 1380 Syllabus Spring 2014
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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<thead>
<tr>
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<th>Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocates Time</td>
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</tr>
<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
</tr>
<tr>
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<td>Uses Computers to Process Information</td>
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<table>
<thead>
<tr>
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<th>Thinking Skills:</th>
</tr>
</thead>
<tbody>
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</tr>
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</tr>
<tr>
<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
</tr>
</tbody>
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<tr>
<th>Technology:</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>Understands Systems</td>
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<th>Personal Qualities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
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</table>
AGMG 1580 — Cooperative Education  
Agricultural Business & Management, General  
Frank Phillips College  

General Course Information  
Credit Hours: 5  

Prerequisite  
Instructor’s Approval  

Course Description  
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THECB Approval Number ..............................................................01.0101.0000  

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

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

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

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
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**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
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**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
AGMG 2301 — Livestock Business Management
Frank Phillips College

General Course Information
Credit Hours: 3
Prerequisite
N/A

Course Description
Instruction in contracts, leases, laws and regulations, estate planning, and applications of personnel and management principles. Study of contract terms related to livestock and real estate; explain laws and regulations pertaining to the livestock industry; illustrate the importance of estate planning; and compare the personnel and management techniques employed in the livestock industry.

THECB Approval Number ..............................................................................01.0101.0000

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

1. Define terms associated with livestock business management.
2. Describe and construct contracts associated with the livestock business.
3. Construct livestock enterprise budgets.
4. Describe and perform investment analysis.
5. Describe cost concepts, budget performance, and profitability of various livestock enterprises.
6. Describe and construct lease arrangements, record keeping system, and financial statements.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignments (10)</td>
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<tr>
<td>Exam I</td>
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</tr>
<tr>
<td>Exam II</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam III</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
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<td>Total</td>
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Grading System

<table>
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<tbody>
<tr>
<td>810-900 points</td>
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<tr>
<td>720-809 points</td>
<td>B</td>
</tr>
<tr>
<td>630-719 points</td>
<td>C</td>
</tr>
<tr>
<td>540-629 points</td>
<td>D</td>
</tr>
<tr>
<td>0-539 points</td>
<td>F</td>
</tr>
</tbody>
</table>

AGMG 2301 Syllabus Spring 2014
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AGRI 1121 — Livestock Judging
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
AGRI 2321 with a grade of C or better.

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

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

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

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

Methods of Evaluation

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</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Exams</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% to 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% to 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% to 69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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**Personal Qualities:**
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AGRI 1325 — Marketing of Agricultural Products  
Frank Phillips College  

General Course Information  
Credit Hours: 3  

Prerequisite  
AGRI 2321 with a grade of C or better.  

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.  

THECB Approval Number .................................................................01.0102.51.01  

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

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.  

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AGRI 1325 Syllabus Spring 2014
General Course Information
Credit Hours: 4

Prerequisite
N/A

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.

THECB Approval Number ..............................................................01.1102.51.01

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

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.

Methods of Evaluation

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AGRI 1407 Syllabus Spring 2014
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- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

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

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

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
AGRI 2321 — Livestock Evaluation I  
Frank Phillips College

General Course Information  
Credit Hours: 3

Prerequisite  
None

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

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

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

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

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AGRI 2330 — Wildlife Conservation & Management
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

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

THECB Approval Number .................................................................03.0601.51.01

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

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.

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AGRI 2330 Syllabus Spring 2014
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AGRI 2330 Syllabus Spring 2014
AGRI 2403 — Agricultural Construction
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite
N/A

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

THECB Approval Number .................................................................01.0201.51.01

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

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.

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

Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

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

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

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

Technology:
Selects Technology
Applies Technology
Maintains &Troubleshoots Technology

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

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

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

Course Description
Study of human beings, their antecedents and related primates, and their cultural behavior and institutions. Introduces the major subfields: physical and cultural anthropology, archeology, linguistics, and ethnology. (Cross-listed as HUMA 2323)

THECB Approval Number .................................................................45.0201.51 25

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

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

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

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
**Learning Outcomes**
Upon successful completion of this course, students will be able to:
1. Explore the field of Anthropology to include each sub-field;
   A. Archaeology
   B. Biological/Physical Anthropology
   C. Cultural Anthropology
   D. Ethnology
   E. Linguistics
2. Understand the place of human beings within the biological realm.
3. Investigate the primate order for similarities/differences.
4. Explore human behaviors and institutions.
5. Question current understandings of human change.

**Methods of Evaluation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldtrips/Related Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Class Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>10%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
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- A grade of 0 for the test or assignment
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**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.

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

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

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

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

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

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

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

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

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

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

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

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

General Course Information
Credit Hours: 3

Prerequisite
N/A

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

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

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

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

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

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

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

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

**Methods of Evaluation**

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

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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

BIOL 1322 Syllabus Spring 2014
**Class Attendance**
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General Course Information
Credit Hours: 4
General Education Core Curriculum Course

Prerequisite
No prerequisite.

Course Description
The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Laboratory activities will reinforce study of the diversity and classification of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Must be taken concurrently with a laboratory section.

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

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

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

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Learning Outcomes:
Upon successful completion of this course, students will demonstrate competency (70%) in knowledge and understanding of:

Lecture:
1. Describe the characteristics of life.
2. Explain the methods of inquiry used by scientists.
3. Identify the basic requirements of life and the properties of the major molecules needed for life.
4. Compare and contrast the structures, reproduction, and characteristics of viruses, prokaryotic cells, and eukaryotic cells.
5. Describe the structure of cell membranes and the movement of molecules across a membrane.
6. Identify the substrates, products, and important chemical pathways in metabolism.
7. Identify the principles of inheritance and solve classical genetic problems.
8. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
9. Describe the unity and diversity of life and the evidence for evolution through natural selection.

Laboratory:
1. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
2. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
3. Communicate effectively the results of scientific investigations.
4. Describe the characteristics of life.
5. Explain the methods of inquiry used by scientists.
6. Identify the basic properties of substances needed for life.
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11. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
12. Describe the unity and diversity of life and the evidence for evolution through natural selection.

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

Quizzes and assignments will be given at the instructor’s discretion, but typically no more than 1 per week.
Laboratory: Laboratory grade (40% of total grade) will be based upon practical exams, lab write-ups, quizzes, & assignments. Practicals include items such as found on lecture tests but primarily assess hands on learning. Attendance is required to turn in a lab write-up for credit. Additionally, lack of participation in group laboratory activities will receive a 10% deduction.

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

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Allocates Time
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Allocates Material & Facility Resources

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

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

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

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

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

BIOL 1407 Syllabus Spring 2014
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BIOL1413 — General Zoology  
Frank Phillips College

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**General Course Information**

Credit Hours: 4  
General Education Core Curriculum Course

**Prerequisite**

No prerequisite.

**Course Description**

Fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. Laboratory activities will reinforce fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. (This course is intended for science majors.) Must be taken concurrently with a laboratory section.

**THECB Approval Number**  
26.0701.51.03

**Statement of Purpose**

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

**Core Objectives Required for Life and Physical Sciences Courses**

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

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

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

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BIOL 1411 Syllabus Spring 2014
Learning Outcomes:
Upon successful completion of this course, students will demonstrate competency (70%) in knowledge and understanding of:

*Lecture*
1. Compare and contrast the structures, reproduction, and characteristics of animals.
2. Describe the characteristics of life and the basic properties of substances needed for life.
3. Identify the principles of inheritance and solve classical genetic problems.
4. Describe phylogenetic relationships and classification schemes.
5. Identify the major phyla of life with an emphasis on animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
6. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
7. Identify the substrates, products, and important chemical pathways in respiration.
8. Describe the unity and diversity of animals and the evidence for evolution through natural selection.
9. Describe the reasoning processes applied to scientific investigations and thinking.
10. Describe basic animal physiology and homeostasis as maintained by organ systems.
11. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.
12. Describe the structure of cell membranes and the movement of molecules across a membrane.

*Laboratory*
1. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
2. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
3. Communicate effectively the results of scientific investigations.
4. Compare and contrast the structures, reproduction, and characteristics of animals.
5. Describe the characteristics of life and the basic properties of substances needed for life.
6. Identify the principles of inheritance and solve classical genetic problems.
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8. Identify the major phyla of life with an emphasis on animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
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13. Describe basic animal physiology and homeostasis as maintained by organ systems.
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15. Describe the structure of cell membranes and the movement of molecules across a membrane.

Methods of Evaluation:

Lecture: Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%. Examinations given may include items in the following format:

- Essay questions, Multiple choice*, True/False, Fill in the blank*
- Short answer* (*may include labeling)

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

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

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

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

Academic Honesty and Integrity

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

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

Class Attendance

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

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

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

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

**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

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

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

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

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

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

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

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

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

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

General Course Information
Credit Hours: 3

Prerequisite
No prerequisite.

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

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

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

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

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

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

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

Academic Honesty and Integrity
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- Academic suspension

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instructor concerned.

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

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

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
BIOL 2401 — Anatomy and Physiology I
Frank Phillips College

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

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

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

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

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

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

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

BIOL 2401 Syllabus Spring 2014
Learning Outcomes:
Upon successful completion of this course, students will:
1. Demonstrate anatomy & physiology vocabulary mastery by correct usage both in writing assignments and oral presentations.
2. Explain underlying concepts such as hierarchy of organization, complementarity of structure & function, homeostasis and regulation via feedback loops in the study of the body systems.
3. Identify & describe the body systems under study; explain their proper functioning & how each contributes to homeostasis.
4. Give examples of positive & negative feedback regulation during proper functioning of 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, cellular level and 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 potential, muscle stretch response, stress response/general adaptation syndrome, cardiac cycle, hemostasis, fluid & acid/base balance or other similar body responses to environmental changes.
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 to create a comprehensive, coherent, effective presentation of that information and present it.
10. Demonstrate effective use of basic laboratory techniques related to these studies.

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.

BIOL 2401 Syllabus Spring 2014
5. A “test only” based grade available upon request after consultation with instructor during the 1st week. Lab is required & valued at 25% of the grade while tests count 75%. Recommended only for course repeats.

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

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

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
BIOL 2402 — Anatomy and Physiology II
Frank Phillips College

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

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

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

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

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

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

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

1. Demonstrate anatomy & physiology vocabulary mastery by correct usage both in writing assignments and oral presentations.
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.

Methods of Evaluation
1. 40% of final grade is averaged daily grades. Tests count 35% & lab 25% of final grade.
2. Test average (exams) includes a cumulative final exam for twice the value. Makeup test format is instructor determined & grade earned is posted as is; no adjustment to class average.
3. Daily grades derived primarily from homework (assignments, postquizzes or take home quizzes, essay questions on homeostasis of each system studied), attendance & participation (in class graded pre-quizzes, pop quizzes, activities, discussions) and a project. Project includes presentation, & meets grading requirements - references (includes works-cited pg.), copies of sources (hard or electronic) provided, writing, and presentation criteria were followed - answered question(s); did active listening & participated during presentations by others (posed thoughtful questions and participated in constructive assessment).
4. Laboratory grades are based on Lab exercises (writings/drawings indicate successful identification of cells, tissues, & organs of systems studied), lab quizzes/practicals (includes demonstrated ability to use microscope & dissect specimens), homework assignments (demonstrations; completion of wet labs shown by correct, completed lab reports), & participation. Exercises assigned are chosen to support classroom material.
5. A “test only” based grade available upon request after consultation with instructor during the 1st week. Lab is required & valued at 25% of the grade while tests count 75%. Recommended only for course repeats.

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

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attend the class face to face in Borger from this class date forward.
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Scans/Or Core Competencies That Will Be Addressed in the Class

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

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Uses Computers to Process Information

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

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

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

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

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

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
BIOL 2406 — Environmental Biology  
Frank Phillips College 

General Course Information  
Credit Hours: 4  

Prerequisite  
No prerequisite.  

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

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

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

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

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

Lecture
1. Explain the structure and impact of biogeochemical cycles.
2. Describe energy transformations across trophic levels.
3. Illustrate abiotic/biotic interactions and symbiotic relationships.
4. Identify various types of natural resources, human impact on these resources, and common resource management practices.
5. Quantify and analyze the impact of lifestyle on the environment.
6. Depict evolutionary trends and adaptations to environmental changes.
7. Describe environmental hazards and risks and the social and economic ramifications.
8. Describe ecological and statistical techniques and approaches used in the study of environmental biology.

Laboratory
1. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
2. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
3. Communicate effectively the results of scientific investigations.
4. Explain the structure and impact of biogeochemical cycles.
5. Describe energy transformations across trophic levels.
6. Illustrate abiotic/biotic interactions and symbiotic relationships.
7. Identify various types of natural resources, human impact on these resources, and common resource management practices.
8. Quantify and analyze the impact of lifestyle on the environment.
9. Depict evolutionary trends and adaptations to environmental changes.
10. Describe environmental hazards and risks and the social and economic ramifications.
11. Describe ecological and statistical techniques and approaches used in the study of environmental biology.

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

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

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

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

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

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

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
BIOL 2421 — Microbiology for Science Majors
Frank Phillips College

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

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

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

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

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

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

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

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

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

Methods of Evaluation

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

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

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

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
BUSI 1301 — Business Principles
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

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

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

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

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

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Methods of Evaluation

**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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Allocates Time
Allocates Money
Allocates Material & Facility Resources

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

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

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

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:
Understands Systems
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Improves & Designs Systems

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

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

Prerequisite
Consult Advisor

Course Description
General principles of mechanical and electrical systems as related to inspection, repair, and preventative maintenance of facility equipment.

THECB Approval Number ..............................................................................46.0401.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Understand the principles of meter operations.
2. Understand and demonstrate the safe use of various types of electrical testing equipment on power and control circuits.
3. Understand and demonstrate the basic operation of an oscilloscope.
4. Understand basic troubleshooting using building drawings.
5. Troubleshoot lighting systems.
6. Understand and demonstrate the knowledge of various types of electrical control devices and their application.
7. Understand insulation testing of motors and cables using a Megger.
8. Understand and demonstrate troubleshooting using electrical schematics
10. Understand and demonstrate knowledge of transformer principles, applications, and maintenance.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Lab/Classroom Participation/Weekly Test</td>
<td>30%</td>
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<tr>
<td>Mid Term Test</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam Test</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
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*Attendance Requirements:* No more than two unexcused absences will be allowed without affecting your grade.

*Make up work:* Instructor will be available for you to do make up work every week either before or after class.

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<th>Thinking Skills:</th>
<th>Systems:</th>
<th>Personal Qualities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocates Time</td>
<td>Acquires &amp; Evaluates Information</td>
<td>Creative Thinking</td>
<td>Understands Systems</td>
<td>Responsibility</td>
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<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
<td>Decision Making</td>
<td>Monitors &amp; Corrects Performance</td>
<td>Self-Esteem</td>
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<tr>
<td>Allocates Material &amp; Facility Resources</td>
<td>Uses Computers to Process Information</td>
<td>Problem Solving</td>
<td>Improves &amp; Designs Systems</td>
<td>Sociability</td>
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<td><strong>Interpersonal:</strong></td>
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<tr>
<td><strong>Basic Skills:</strong></td>
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<tr>
<td>Reading</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Listening &amp; Speaking</td>
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CBFM 2317 Syllabus Spring 2014
CETT 1409 — DC-AC Circuits
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite
Consult Advisor

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

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

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

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

Methods of Evaluation

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<tr>
<td>Labs</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Midterm exam</td>
<td>25%</td>
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<tr>
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General Course Information
Credit Hours: 4

Prerequisite
Consult Advisor

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

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

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

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

Methods of Evaluation

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CETT 1425 Syllabus Spring 2014
CHEM 1405 — Introductory Chemistry I
Frank Phillips College

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

Prerequisite
None

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

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

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

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

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

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

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

Method of Evaluation
1. Chapter Exams (50 % of total grade)
   a. There will be up to 6 equally weighted exams. The first exam missed due to excused absences will be your dropped test. Further tests will be made up and may be oral.
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CHEM 1407 — Introductory Chemistry II
Frank Phillips College

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

Prerequisite
None

Course Description
Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for non-science and allied health students. Must be taken with a laboratory section.

There is an emphasis on environmental aspects related to these topics. This course is designed for students planning to enter senior college as non-science majors.

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

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

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 or 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 peoples’ 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.

Method of Evaluation

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CHEM 1411 — General Chemistry I
Frank Phillips College

General Course Information
Credit Hours: 4
General Chemistry I

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

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

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

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

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

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

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

CHEM 1411 Syllabus Fall 2014
Lecture Learning Outcomes
Upon successful completion of this course, students will:
1. Define the fundamental properties of matter.
2. Classify matter, compounds, and chemical reactions.
3. Determine the basic nuclear and electronic structure of atoms.
4. Identify trends in chemical and physical properties of the elements using the Periodic Table.
5. Describe the bonding in and the shape of simple molecules and ions.
7. Write chemical formulas.
8. Write and balance equations.
9. Use the rules of nomenclature to name chemical compounds.
10. Define the types and characteristics of chemical reactions.
11. Use the gas laws and basics of the Kinetic Molecular Theory to solve gas problems.
12. Determine the role of energy in physical changes and chemical reactions.
13. Convert units of measure and demonstrate dimensional analysis skills.

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

Methods of Evaluation

1. Chapter Exams (50 % of total grade)
   a. There will be up to 6 equally weighted exams. The first exam missed due to excused absences will be your dropped test. Further tests will be made up and may be oral.
2. Participation grade. (15% of total grade). Includes:
   a. Homework requirements adequately met: (10 % of total grade)
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Basic Skills:
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
CHEM 1412 — General Chemistry II
Frank Phillips College

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

Prerequisite
CHEM 1411 or its equivalent with a grade of C or better.

Course Description
Chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry. Basic laboratory experiments supporting theoretical principles presented in CHEM 1412; Must be taken with a laboratory section.

(A detailed study of chemical rates, the factors governing equilibria, ionic equilibria, the acid-base phenomena and pH scale, solubility product principle, and electrochemistry and the oxidation-reduction phenomena. This course is designed for science majors including pre-med, pre-pharmacy, and pre-engineering.)

THECB Approval Number ..........................................................40.0501.57.03

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

1. 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.
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.

Method of Evaluation

1. Chapter Exams (50 % of total grade)
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- Allocates Money
- Allocates Material & Facility Resources

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
CHEM 2423 — Organic Chemistry I
Frank Phillips College

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

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

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

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

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

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

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

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

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

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

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CHEM 2423 Syllabus Fall 2014
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

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

Technology:
Selects Technology
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Maintains &Troubleshoots Technology

Systems:
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Improves & Designs Systems

Basic Skills:
Reading
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Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 4
Lecture Hours: 3; Lab Hours: 4
Organic Chemistry I

Prerequisite
Prerequisite: CHEM 2423 with a grade of C or better.

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

Laboratory activities reinforce advanced principles of organic chemistry, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules.

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

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

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

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

• Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
• **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

• **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Lecture Learning Outcomes**

Upon successful completion of this course, students will:

1. Correlate molecular structure with physical and chemical properties of aliphatic and aromatic organic molecules.
2. Predict the mechanism and outcome of aliphatic and aromatic substitution and elimination reactions, given the conditions and starting materials.
3. Predict the chirality of reaction products based on enantiomeric and diastereomeric relationships.
4. Describe reaction mechanisms in terms of energetics, reaction kinetics, and thermodynamics.
5. Use spectroscopic techniques to characterize organic molecules and subgroups.

**Lab Learning Outcomes**

Upon successful completion of this course, students will:

1. Perform chemical experiments, analysis procedures, and waste disposal in a safe and responsible manner.
2. Utilize scientific tools such as glassware and analytical instruments to collect and analyze data.
3. Identify and utilize appropriate separation techniques such as distillation, extraction, and chromatography to purify organic compounds.
4. Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.
5. Correlate molecular structure with physical and chemical properties of aliphatic and aromatic organic molecules.
6. Predict the mechanism and outcome of aliphatic and aromatic substitution and elimination reactions, given the conditions and starting materials.
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**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

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

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
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**Thinking Skills:**
- Creative Thinking
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- Problem Solving
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**Technology:**
- Selects Technology
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**Systems:**
- Understands Systems
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
CRIJ 2314 — Criminal Investigation
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Investigative theory; collection and preservation of evidence; sources of information; interview and interrogation; uses of forensic sciences; and case and trial preparation.

THECB Approval Number .................................................................43.0104.55.24

Learning Objectives and Outcomes
Upon successful completion of this course, students will:
1. Be aware of basic fundamentals in criminal investigations
2. Have knowledge of processing and obtaining information & evidence
3. Familiarity in dealing with crimes against persons
4. Have knowledge for handling property crimes
5. Be able to define terrorism

Methods of Evaluation

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
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</tr>
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Grade Scale

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</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
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In spite of the grading scale, the student’s grade is subjective, meaning that the instructor can influence the student’s final grade based on the student’s performance, attendance, actions and preparation in class.
Exams (30%): As a part of CJ 2314 students will be required to take FOUR (4) regular exams scheduled throughout the semester. Each exam will cover the lectures, readings and class discussions. Students will be required to take a final exam on the date provided by the college. The final exam will cover the material studied in class, in the lectures, and in the readings prior to the final exam. It will not be comprehensive. The final exam date is set by the college and cannot be given early without permission from the Vice-President of Academic affairs. The final exam will be closed book and closed notes meaning the student may not use any form of medium for the exam.

Quizzes (20%): There will be approximately 2-4 pop quizzes. The questions will cover the chapter that will be discussed on said evening. So be sure to read the material prior to class.

Paper (15%): As a part of CJ 2314 students will be required to write a 2-4 page paper. Topic will be discussed in class. The paper must be typed.

Presentation (15%): Students are required to give a 5-10 minute oral presentation of their paper.

Participation (20%): As a part of CJ 2314 students will be required to participate in class activities and discussion.

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

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

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

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

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

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

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CSME 1310 Syllabus Spring 2014
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General Course Information
Credit Hours: 3

Prerequisite and/or Corequisite:
Consult Coordinator of Cosmetology

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

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

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

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

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

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

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

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

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

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

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

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

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

CSME 1330 Syllabus Spring 2014
CSME 1431 — Principles of Nail Technology I
Frank Phillips College

General Course Information
Credit Hours: 4

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

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

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

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

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

Methods of Evaluation

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CSME 1431 Syllabus Spring 2014
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CSME 1431 Syllabus Spring 2014
General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Permission of Instructor

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

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

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

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

Methods of Evaluation

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CSME 1434 Syllabus Spring 2014
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Credit Hours: 4

Prerequisite and/or Corequisite:
Permission of Instructor

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

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

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

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

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CSME 1435 Syllabus Spring 2014
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**Personal Qualities:**
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CSME 1435 Syllabus Spring 2014
General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Corequisite: CSME 1431

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

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

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

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

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CSME 1441 Syllabus Spring 2014
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CSME 1441 Syllabus Spring 2014
General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Consult Director of Cosmetology

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

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

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

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

Methods of Evaluation

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CSME 1443 Syllabus Spring 2014
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General Course Information
Credit Hours: 4

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

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

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

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

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

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Applies Technology
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Systems:
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Basic Skills:
Reading
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Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 5

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

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

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

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

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

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CSME 1505 Syllabus Spring 2014
CSME 1553 — Chemical Reformation & Related Theory  
Frank Phillips College 

General Course Information  
Credit Hours: 5  

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

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

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

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

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

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CSME 1553 Syllabus Spring 2014
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

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

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

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

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

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

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

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

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

CSME 1553 Syllabus Spring 2014
General Course Information
Credit Hours: 3

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

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

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

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

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

Methods of Evaluation

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CSME 2310 Syllabus Spring 2014
CSME 2337 — Advanced Cosmetology Techniques
Frank Phillips College

General Course Information
Credit Hours: 3

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

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

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

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

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

Methods of Evaluation

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CSME 2337 Syllabus Spring 2014
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CSME 2337 Syllabus Spring 2014
General Course Information
Credit Hours: 3

Prerequisite and/or Corequisite:
Permission of the instructor.

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

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

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

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

Methods of Evaluation

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CSME 2414 Syllabus Spring 2014
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CSME 2414 Syllabus Spring 2014
General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Permission of Instructor

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

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

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

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

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General Course Information
Credit Hours: 4

Prerequisite and/or Corequisite:
Consult Director of Cosmetology

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

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

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

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

Methods of Evaluation

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Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
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Creative Thinking
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Systems:
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Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

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

CSME 2430 Syllabus Spring 2014
General Course Information
Credit Hours: 4

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

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

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

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

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

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CSME 2445 Syllabus Spring 2014
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CSME 2501 — Principles of Hair Coloring and Related Theory
Frank Phillips College

General Course Information
Credit Hours: 5

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

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

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

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

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

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**Basic Skills:**

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking
CSME 2539 — Advanced Hair Design
Frank Phillips College

General Course Information
Credit Hours: 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CSME 2539 Syllabus Spring 2014
General Course Information
Credit Hours: 5

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

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

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

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

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

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly individual practical sheets, including a daily sanitation grade.</td>
<td>12.5%</td>
</tr>
<tr>
<td>Practical sheets</td>
<td></td>
</tr>
<tr>
<td>Daily sanitation grade</td>
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</tr>
<tr>
<td>Written assignments including computer assignments</td>
<td>25%</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Final written &amp; practical evaluations</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
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Class Attendance
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Cell Phones and Other Electronic Devices Procedure:
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocates Time</td>
<td>Acquires &amp; Evaluates Information</td>
</tr>
<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
</tr>
<tr>
<td>Allocates Material &amp; Facility Resources</td>
<td>Uses Computers to Process Information</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Interpersonal:</th>
<th>Thinking Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates as a Member of a Team</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Teaches Others</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Serves Clients/Customers</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Exercises Leadership</td>
<td>Seeing Things in the Mind's Eye</td>
</tr>
<tr>
<td>Negotiates to Arrive at a Decision</td>
<td>Knowing How to Learn</td>
</tr>
<tr>
<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
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<table>
<thead>
<tr>
<th>Technology:</th>
<th>Systems:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
<td>Maintains &amp; Troubleshoots Technology</td>
<td>Improves &amp; Designs Systems</td>
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<table>
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<tr>
<th>Basic Skills:</th>
<th>Personal Qualities:</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
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CSME 2541 Syllabus Spring 2014
DFTG 1325 — Blueprint Reading and Sketching
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
None

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

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

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

1. Identify weld symbols.
2. Identify and demonstrate the various types of lines, dimensions, scales and views
   of blueprints 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.

Methods of Evaluation

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Grade Scale

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<td>70 – 79</td>
<td>C</td>
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<tr>
<td>60 – 69</td>
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<td>Below 60</td>
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<table>
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<tr>
<td>0 – 60</td>
<td>50</td>
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Class Attendance*
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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*
Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

DFTG 1325 Syllabus Spring 2014
Cell Phones and Other Electronic Devices Procedure:
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Scans/Or Core Competencies That Will Be Addressed in the Class

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition, this course will emphasize:

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

Methods of Evaluation
Group Methods of Evaluation (Econ2301)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>10 %</td>
</tr>
<tr>
<td>Homework/writing/articles</td>
<td>20 %</td>
</tr>
<tr>
<td>Quizzes/tests/Exams</td>
<td>30 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40 %</td>
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*DUAL-CREDIT*

The course grade will be the average of the two major examinations and the final. The final will be broadly accumulative rather than comprehensive. Each
examination will count as 1/3 of the total grade. The instructor reserves the right to subjectively influence the final grade of the student relative to student class attendance, student attitude, and student class participation while involved in the class. During orientation on the first night of class, optional extra credit work will be discussed by the instructor.

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Listening & Speaking  

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

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

Course Description
An analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade.

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

Statement of Purpose
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- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:
1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Summarize the law of diminishing marginal utility; describe the process of utility maximization.
4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.
5. Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph short-run and long-run costs of production.
6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.
7. Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.
8. Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.
9. Identify the benefits of free trade using the concept of comparative advantage.

In addition, this course will emphasize:
1. Key terms, important arguments, and major concepts in economics.
2. A general view of how the United States Economy operates.
3. The mechanics of the market system and the forces and variables of supply and demand.
4. The economic models which distinguish between several sectors of the economy such as households, business firms, government, finance, and international trade.
5. An understanding of idea of using tradeoffs between different economic concepts to accomplish goals and to understand why they are necessary.
6. The role of government in the establishment of fiscal policy and the complexities of budgetary policies.
7. The nature of money and the role of financial institutions in the United States.

Methods of Evaluation
Group Methods of Evaluation (Econ2302)

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Class Participation</td>
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<tr>
<td>Homework/writing/articles</td>
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<tr>
<td>Quizzes</td>
<td>20 %</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 %</td>
</tr>
<tr>
<td>Total</td>
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Scans/Or Core Competencies That Will Be Addressed in the Class

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

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
EDUC 1200 — Learning Framework  
Frank Phillips College

General Course Information  
Credit Hours: 2

Prerequisite  
30 hours of college-level credit

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

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

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

1. Analyze, synthesize and evaluate his/her assessment results in the areas of  
   a) Learning Styles (preference) and Multiple Intelligences  
   b) Study and learning skills  
   c) Personality development as related to learning  
   d) Motivation  
   e) Self-discipline and self-management behaviors  
   f) Reading skills  
   g) Writing skills  
   h) Critical thinking skills.

2. Demonstrate comprehension and application of  
   a) Learning, cognitive, and motivational theory  
   b) Characteristics of successful adult learners

3. Demonstrate the ability to apply learning concepts to his/her university experience.
Methods of Evaluation

Grades to be determined in accordance with the following:

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<td>Exams</td>
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</tr>
<tr>
<td>Assignments/Projects</td>
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</tr>
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<td>Resume/Cover Letter/References</td>
<td>20%</td>
</tr>
<tr>
<td>Interview</td>
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<td>Job Shadow</td>
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Grade Points

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<tbody>
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<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Mathematics</td>
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</tr>
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EDUC 2301 — Introduction to Special Populations
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
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.

(An education course that introduces students to the special education students and
prepares the student interested in a teaching career for the classroom. Content
includes characteristics, problems, and the needs of the exceptional learner as well as
public and private services available to the handicapped citizen. Course includes a 36-
hour lab commitment with minimum of 16 hours that must be in EC-12 schools.)

THECB Approval Number .................................................................13.1001.51.09

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

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

**Methods of Evaluation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Observation Time (16 hours) and Journal</td>
<td>25%</td>
</tr>
<tr>
<td>Assessments (3 Projects)</td>
<td>25%</td>
</tr>
<tr>
<td>Class Discussion/Quizzes/Assignments</td>
<td>25%</td>
</tr>
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**Basic Skills:**
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- Listening & Speaking

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

EDUC 2301 Syllabus Spring 2014
ELPT 1331 — Survey of the National Electrical Code
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
An overview of the content, format, rules, and calculations in the National Electrical Code (NEC).

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

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

1. Understand and demonstrate knowledge of electrical safety.
2. Understand and demonstrate knowledge of the NEC.
3. Understand and demonstrate knowledge of different types of conductors.
4. Understand and demonstrate knowledge of proper grounding procedures.
5. Understand and demonstrate knowledge of different types of boxes and fittings.
6. Apply the NEC to installations.

Methods of Evaluation

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<tr>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>Lab/Classroom Participation &amp; Homework</td>
<td>40%</td>
</tr>
<tr>
<td>Mid Term Test</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>10%</td>
</tr>
<tr>
<td>Final Test</td>
<td>25%</td>
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Make up work: Instructor will be available for you to do make up work every week either before or after class.

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*Classroom Policy and Instructor Expectations: Please come to class on time. If you can NOT attend class, please call FPC at 457-4200, ext. 777 or 875. Failure to call if you can NOT attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. You will receive handouts for each objective and it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If given homework assignments, you will be required to complete them by the next class session. If you miss a test, you will be required to make it up before the next two classes meet. In the case of the final, you will have only one week to make up the test. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.*
*Attendance Requirements: Two absences will be allowed.

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General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
A study of the operating principles of motors and motor controls and their practical application. Topics include single-phase and three-phase motors, motor starters, braking, jogging, plugging, safety interlocks, specialized motor controls, and motor control equipment.

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

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Understand the theory of and application of various types of single-phase motors.
2. Understand the principles of various types of three-phase motors.
4. Understand the different types of three-phase motor starters.
5. Understand the characteristics, advantages, and disadvantages of motor control centers, and have a basic knowledge of their installation.
6. Understand basic control panel wiring and the various components used.
7. Understand the differences of equipment for hazardous locations.
8. Understand and demonstrate basic troubleshooting for AC motors.
9. Understand maintaining three-phase motors.

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General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

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

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

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

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

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

Methods of Evaluation

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- Notation of the student’s transcript of “Academic Dishonesty.”

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***Classroom Policy and Instructor Expectations:*** Please come to class on time; If you can **NOT** attend class, please call FPC at 457-4200 ext. 721 or 875. Failure to call if you can **NOT** attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. When you do receive handouts, it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If you miss a quiz, you will be required to make it up before the next two classes meet. In the case of the final week, you will have only one session to make up any work not completed. If you have a cell phone, please turn it off or put it on
VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

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

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

#### Information:
- Acquires & Evaluates Information
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#### Interpersonal:
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
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- Works with Cultural Diversity

#### Thinking Skills:
- Creative Thinking
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- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

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

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

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

#### Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
ELPT 2347 — Electrical Testing & Maintenance  
Frank Phillips College

General Course Information
Credit Hours: 3  
Prerequisite
Consult Advisor

Course Description
Skills development in the proper and safe use of electrical test equipment and the interpretation of test results. Topics of study include introduction to various types of electrical test equipment and their use, electrical troubleshooting the various electrical systems and devices in an industrial location.

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

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Understand the principles of meter operation.
2. Understand and demonstrate the safe use of various types of electrical testing equipment on power and control circuits.
3. Understand and demonstrate the basic operation of an oscilloscope.
4. Understand basic troubleshooting using building drawings.
5. Troubleshoot lighting systems.
6. Understand and demonstrate the knowledge of various types of electrical control devices and their application.
7. Understand insulation testing of motors and cables using a Megger.
8. Understand and demonstrate troubleshooting using electrical schematics.
10. Understand and demonstrate knowledge of transformer principles, applications, and maintenance.

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ELPT 2347 Syllabus Spring 2014
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**ENGL 0311 — Basic English**  
Frank Phillips College

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**General Course Information**  
Credit Hours: 3  
College-Preparatory Course

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

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

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

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

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

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

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

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

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

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

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

Cell Phones and Other Electronic Devices Procedure:
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Perryton: (806) 648-1450

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

<table>
<thead>
<tr>
<th>Resources:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Allocates Time</td>
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<tr>
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</tr>
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<td>Seeing Things in the Mind's Eye</td>
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<tr>
<td>Selects Technology</td>
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</tr>
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<td>Reading</td>
<td>Responsibility</td>
</tr>
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<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
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<tr>
<td>Mathematics</td>
<td>Self-Management</td>
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<td>Listening&amp; Speaking</td>
<td>Integrity/Honesty</td>
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</tbody>
</table>
ENGL 0312 — Intermediate Writing Skills  
Frank Phillips College

General Course Information  
Credit Hours: 3

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

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

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

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

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

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

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

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

Methods of Evaluation

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<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Compositions</td>
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<td>Lab Assignments</td>
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</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Daily Grades</td>
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</tr>
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<td>Total</td>
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Academic Honesty and Integrity
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- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

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

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

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

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

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

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

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

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

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

General Course Information
Credit Hours: 3

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

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

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

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

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing. Recognize the connection between reading and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
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<td>Reading/Tests</td>
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</tr>
<tr>
<td>Lab (2+hours per week)</td>
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<tr>
<td>Vocabulary</td>
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</tr>
<tr>
<td>Daily Work/Attendance</td>
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**Resources:**
- Allocates Time
- Allocates Money
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**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
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**Interpersonal:**
- Participates as a Member of a Team
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**Thinking Skills:**
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**Technology:**
- Selects Technology
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
ENGL 0316 — Reading Techniques  
Frank Phillips College

General Course Information
Credit Hours: 3

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

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

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

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

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- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
ENGL 1301 — Composition I
Frank Phillips College

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

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

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

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

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- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
Learning Outcomes

Upon successful completion of this course, students will:

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

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

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

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Composition/ Projects</td>
<td>70%</td>
</tr>
<tr>
<td>Weekly/Daily Assignments and Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Style Book</td>
<td>20%</td>
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which the infraction occurred and will receive no refund for the class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making
Learning Outcomes:
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

In addition, this course will meet the specific learning outcomes that follow:
1. To clarify purpose and audience in written communication;
2. To identify writing as a process and practice that process of connected and interactive pre-writing and invention, writing, revision, editing, and proofreading;
3. Expositive, 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.

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</tr>
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<th>Information:</th>
</tr>
</thead>
<tbody>
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<table>
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<tr>
<th>Interpersonal:</th>
<th>Thinking Skills:</th>
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<tbody>
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<td>Participates as a Member of a Team</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Teaches Others</td>
<td>Decision Making</td>
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<th>Systems:</th>
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</thead>
<tbody>
<tr>
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<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
<td>Maintains &amp; Troubleshoots Technology</td>
<td>Improves &amp; Designs Systems</td>
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<th>Basic Skills:</th>
<th>Personal Qualities:</th>
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<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>

ENGL 1302 Syllabus Spring 2014
ENGL 2332 — World Literature I
Frank Phillips College

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

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

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

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

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

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

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

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

In addition, this course will meet the specific learning outcomes that follow:
1. Reinforce and develop the writing skills developed in the writing composition sequence.
2. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.
3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e.g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
5. Analyze applicable figurative language in literary texts.
6. Read a wide variety of texts from American, European, and/or world literature.
7. Analyze and compare the use of language in literary works from a variety of world cultures.
8. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
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<table>
<thead>
<tr>
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<tbody>
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<td>Formal Paper(s) and Projects</td>
<td>80%</td>
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<tr>
<td>Daily Grades</td>
<td>20%</td>
</tr>
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<td>Total</td>
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**Systems:**
- Understands Systems
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- Improves & Designs Systems

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
ENGL 2333 — World Literature II
Frank Phillips College

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

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

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

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

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

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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Learning Outcomes
Upon successful completion of this course, students will:

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

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

1. Reinforce and develop the writing skills developed in the writing composition sequence.
2. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.
3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e.g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
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6. Read a wide variety of texts from American, European, and/or world literature.
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<td>Uses Computers to Process Information</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Interpersonal:</th>
<th>Thinking Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates as a Member of a Team</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Teaches Others</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Serves Clients/Custumers</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Exercises Leadership</td>
<td>Seeing Things in the Mind's Eye</td>
</tr>
<tr>
<td>Negotiates to Arrive at a Decision</td>
<td>Knowing How to Learn</td>
</tr>
<tr>
<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
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</table>

<table>
<thead>
<tr>
<th>Technology:</th>
<th>Systems:</th>
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<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
<td>Maintains &amp; Troubleshoots Technology</td>
<td>Improves &amp; Designs Systems</td>
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<table>
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<tr>
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<th>Personal Qualities:</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>
FYIS 0101 — First Year Institute Seminar
(Student Success Course)
Frank Phillips College

General Course Information
Credit Hours: 1

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

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

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

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

1. Discuss how they are responsible for their experiences in college.
2. Describe ways they can create a successful experience in college.
3. List, describe, and use specific methods to
   a. Deal with changes in their personal and professional lives;
   b. Improve the ability to recall information;
   c. Read a textbook with improved focus and retention;
   d. Prepare for and take tests successfully;
   e. Take effective notes;
   f. Listen, with comprehension, to a lecture;
   g. Increase motivation and goal-setting skills;
   h. Use your learning styles and multiple intelligences to best advantage;
   i. Use your personality typology to best advantage;
   j. Draw support, advice, and assistance from their peers; and
   k. Develop a philosophy of career development.
4. Learn and practice how to change inappropriate habits and behaviors.
5. Locate and utilize a variety of library services and resource materials.
6. Improve creative- and critical-thinking skills.

FYIS 0101 Syllabus Spring 2014
Methods of Evaluation:
It is a requirement of this class to acquire a plagiarism certificate and a degree plan to pass. If you do not submit both to your instructor by the end of the class, you will receive an F for the class. You will be given class time to complete both of these assignments.

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

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

Academic Honesty and Integrity
Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:
- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

Class Attendance*
Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.
Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
GEOL 1404 — Historical Geology
Frank Phillips College

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

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

Course Description
Principles of physical and historical geology. Study of the earth’s composition, structure, and internal and external processes. Includes the geologic history of the earth and the evolution of life.

THECB Approval Number ................................................................. 40.0601.54 03

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

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

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

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

1. Accurately identify common fossils
2. Construct topographic maps
3. Describe the evolution of the earth
4. Apply the scientific method in a laboratory setting
5. Identify and describe the formation of rocks, minerals, and fossils
6. Understand and explain plate tectonics

Methods of Evaluation

<table>
<thead>
<tr>
<th>Test Grades</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Grades</td>
<td>25%</td>
</tr>
<tr>
<td>Daily Grades/Lab &amp; Lecture</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

Academic Honesty and Integrity
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**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

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

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

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

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

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

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

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

   GOVT 2305, Fall 2013
   American Government I (Federal) 3 Credit Hours
   Prerequisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

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

**Core Objectives Required for Government/Political Science Courses**

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

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

II. **Textbook and Other Required Materials**


The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
B. Students must have access to a computer with internet service, and Microsoft Word.
C. Scan-trons

III. Classroom Policy and Instructor Expectations
A. All policies dictated in the Frank Phillips College 2013-15 Catalog apply to this course and classroom. It is the student’s responsibility to look these up and know them.
B. The instructor reserves the right to ask any disruptive student to leave the classroom at any time. The student will not be allowed to return to class without first meeting with the Instructor. A second offense will result in the student being dropped from the class. Disruptive behavior will be anything that the instructor deems detrimental to the educational experiences of the other students to include, but not limited to: excessive talking, using of electronic devices in class, sleeping, coming to class late, arguing with the professor on behavioral or classroom policies.
C. ALL ELECTRONIC DEVICES are prohibited. If the student is caught using said devices, then he/she will be asked to leave, and marked absent.
D. Please understand that plagiarism and academic dishonesty is cheating. Any form of academic dishonesty will result in an F for the semester. NO EXCEPTIONS!
E. Students are required to have access to the CAMS, and the student is expected to have Microsoft Word.
F. In emailing the instructor the student must use their FPC email account, and identify themselves, date, time, and class that they are in.
G. It is the student’s responsibility to notify the instructor of any documentation to substantiate that disability.
H. Each student is expected to attend class regularly on time, bring required materials to each class meeting, be prepared with and submit all required assignments, and take all required exams. Additionally, all students are required to have all of the books assigned for this course.
I. Failure to show up for class on time may result in the instructor asking you to leave / not letting you in class that day, missing quizzes and not being allowed to make them up, and on exam days student who show up late will not be allowed extra time to complete the exams.
J. I, as the instructor, reserve the right to make any necessary changes, or adjustments to this syllabus, course, and all content at any time during the duration of the semester in order to enhance the achievement of the course learning outcomes.

IV. Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>60%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

In spite of the grading scale, the student’s grade is subjective.
The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
Exams (60%): Students will be required to complete three exams by the date designated on the Class Calendar that appears at the end of this syllabus. Exams will cover all materials discussed in class, in the book, and from various other resources as assigned. NO MAKE UP EXAMS WILL BE GIVEN UNLESS IT IS FOR AN EXCUSED ABSENCE IN AS DEFINED IN THE POLICIES OF FPC!!!

Assignments (20%): There will be various writing assignments the students will be required to complete. Assignment deadlines will be set at the time the assignment is issued to the students. Students will be expected to complete the assignment on time. NO MAKE UP WORK WILL BE GIVEN!

Reading Quizzes (20%): Students will be required to take weekly reading quizzes. The quiz will be given on the first lecture day of the week when the class enters a new chapter of discussion. Students are responsible for the reading quizzes from day one. I do not have my book is no excuse for not being prepared for quizzes. NO MAKE UP QUIZZES WILL BE GIVEN!

V. Attendance Requirements

A. Excused Absences are defined by Frank Phillips College. No absence is automatically excused.
B. However, under EXTREME CIRCUMSTANCES THE PROFESSOR MAY QUALIFY AN ABSENCE AS EXCUSED.
C. THESE RARE CIRCUMSTANCES WILL BE AT THE INSTRUCTORS DISCRETION ONLY.

VI. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

VII. Contact Information

Professor Chase Thornton
Office CLC 27B
1301 W. Roosevelt Street
Borger Texas, 79007
(806) 457-4273
cthornton@fpctx.edu

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Calendar</th>
</tr>
</thead>
</table>
| Week 1 | Intro to Class  
Chapter 1: American Political Culture  
Chapter 1: American Political Culture  
Reading Quiz |
| Week 2 | Chapter 2: The Founding and the Constitution  
Chapter 2: The Founding and the Constitution  
Reading Quiz |
| Week 3 | Chapter 3: Federalism in the United States  
Chapter 3: Federalism in the United States  
Reading Quiz |
| Week 4 | Chapter 4: Civil Liberties, Reading Quiz  
Chapter 4: Civil Liberties  
Reading Quiz |
| Week 5 | Chapter 5: Civil Rights  
Chapter 5: Civil Rights  
Reading Quiz |
| Week 6 | Exam I  
Chapter 9-10 Political Parties / Elections |
| Week 7 | Chapter 12: Congress  
Chapter 12: Congress  
Reading Quiz |
| Week 8 | Chapter 13: The Presidency  
Chapter 13: The Presidency  
Reading Quiz |
| Week 9 | Chapter 15: Federal Courts  
Chapter 15: Federal Courts  
Reading Quiz |
| Week 10| Exam II  
Chapter 14: Bureaucracy and Democracy |
| Week 11| Chapter 14: Bureaucracy and Democracy  
Chapter 16: Government and the Economy  
Reading Quiz |
| Week 12| Chapter 16: Government and the Economy  
Chapter 17: Social Policy  
Reading Quiz |
| Week 13| Chapter 17: Social Policy, Reading Quiz  
Thanksgiving Break (November 27, 28, 29) |
| Week 14| Chapter 17: Social Policy  
Chapter 18: Foreign Policy and Democracy  
Reading Quiz |
| Week 15| Chapter 18: Foreign Policy and Democracy  
Chapter 18: Foreign Policy and Democracy  
Reading Quiz |
| Week 16| Final Exams |

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
I. General Course Information
GOVT 2306, Fall 2013
American Government II (State) 3 Credit Hours
Prerequisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Learning Outcomes
1. Explain the origin and development of the Texas constitution.
2. Describe state and local political systems and their relationship with the federal government.
3. Describe separation of powers and checks and balances in both theory and practice in Texas.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
5. Evaluate the role of public opinion, interest groups, and political parties in Texas.
6. Analyze the state and local election process.
7. Identify the rights and responsibilities of citizens.
8. Analyze issues, policies and political culture of Texas.

Core Objectives Required for Government/Political Science Courses
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

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

II. Textbook and Other Required Materials
B. Students must have access to a computer with internet service, and Microsoft Word.
C. Scan-trons for all 3 exams

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
I. Classroom Policy and Instructor Expectations
   A. All policies dictated in the Frank Phillips College 2013-15 Catalog apply to this course and classroom. It is the student’s responsibility to look these up and know them.
   B. The instructor reserves the right to ask any disruptive student to leave the classroom at any time. The student will not be allowed to return to class without first meeting with the Instructor. A second offense will result in the student being dropped from the class. Disruptive behavior will be anything that the instructor deems detrimental to the educational experiences of the other students to include, but not limited to: excessive talking, using of electronic devices in class, sleeping, coming to class late, arguing with the professor on behavioral or classroom policies.
   C. ALL ELECTRONIC DEVICES are prohibited. If the student is caught using said devices, then he/she will be asked to leave, and marked absent.
   D. Please understand that plagiarism and academic dishonesty is cheating. Any form of academic dishonesty will result in an F for the semester. NO EXCEPTIONS!
   E. Students are required to have access to the CAMS, and the student is expected to have Microsoft Word.
   F. In emailing the instructor the student must use their FPC email account, and identify themselves, date, time, and class that they are in.
   G. It is the student’s responsibility to notify the instructor of any documentation to substantiate that disability.
   H. Each student is expected to attend class regularly on time, bring required materials to each class meeting, be prepared with and submit all required assignments, and take all required exams. Additionally, all students are required to have all of the books assigned for this course.
   I. Failure to show up for class on time may result in the instructor asking you to leave / not letting you in class that day, missing quizzes and not being allowed to make them up, and on exam days student who show up late will not be allowed extra time to complete the exams.
   J. I, as the instructor, reserve the right to make any necessary changes, or adjustments to this syllabus, course, and all content at any time during the duration of the semester in order to enhance the achievement of the course learning outcomes.

II. Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>60%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
Exams (60%): Students will be required to complete three exams by the date designated on the Class Calendar that appears at the end of this syllabus. Exams will cover all materials discussed in class, in the book, and from various other resources as assigned. **NO MAKE UP EXAMS WILL BE GIVEN UNLESS IT IS FOR AN EXCUSED ABSENCE IN AS DEFINED IN THE POLICIES OF FPC!!**

Assignments (20%): There will be various writing assignments the students will be required to complete. Assignment deadlines will be set at the time the assignment is issued to the students. Students will be expected to complete the assignment on time. **NO MAKE UP WORK WILL BE GIVEN!**

Reading Quizzes (20%): Students will be required to take weekly reading quizzes. The quiz will be given on the first lecture day of the week when the class enters a new chapter of discussion. Students are responsible for the reading quizzes from day one. **I do not have my book is no excuse for not being prepared for quizzes. NO MAKE UP QUIZZES WILL BE GIVEN!**

III. Attendance Requirements

A. Excused Absences are defined by Frank Phillips College. No absence is automatically excused.

B. However, under EXTREME CIRCUMSTANCES THE PROFESSOR MAY QUALIFY AN ABSENCE AS EXCUSED.

C. THESE RARE CIRCUMSTANCES WILL BE AT THE INSTRUCTORS DISCRETION ONLY.

IV. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

V. Contact Information

Professor Chase Thornton  
Office CLC 27B  
1301 W. Roosevelt Street  
Borger Texas, 79007  
(806) 457-4273  
cthorton@fpctx.edu

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Class. Chapter 19: The Political Culture, People, and Economy of Texas. Reading Quiz.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Exam I. In-Class Writing Assignment.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 8: Political Participation and Voting. Chapter 8: Political Participation and Voting. Reading Quiz.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Chapter 24: The Texas Executive. Chapter 24: The Texas Executive. Reading Quiz.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Exam II. In-Class Writing Assignment.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 26: Local Government in Texas. Thanksgiving Break.</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exams.</td>
</tr>
</tbody>
</table>

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The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.
HIST 1301 — United States History I
Frank Phillips College

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

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

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

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

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

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

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

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

1. Create an argument through the use of historical evidence:
2. Analyze and interpret primary and secondary sources:
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History:

Methods of Evaluation

<table>
<thead>
<tr>
<th>Face to Face Classes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Research Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>15%</td>
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<tr>
<td>Exams</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Internet Classes</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Homework</td>
<td>40%</td>
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<tr>
<td>Midterm</td>
<td>10%</td>
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<tr>
<td>Final</td>
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<table>
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<tr>
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<tr>
<td>Projects</td>
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<table>
<thead>
<tr>
<th>Hybrid Classes</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Assignments</td>
<td>30%</td>
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<tr>
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<tr>
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<table>
<thead>
<tr>
<th>Dual-Credit Classes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>20%</td>
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<tr>
<td>Exam II</td>
<td>20%</td>
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<tr>
<td>Homework</td>
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HIST 1301 Syllabus Spring 2014
• A grade of 0 for the test or assignment
• A semester grade of F for the course
• Administrative withdrawal from the course
• Academic suspension

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

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

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Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

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

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

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

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

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

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

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

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

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Learning Outcomes

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Methods of Evaluation

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<tr>
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   Perryton: (806) 648-1450
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocates Time</td>
<td>Acquires &amp; Evaluates Information</td>
</tr>
<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
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<tr>
<td>Allocates Material &amp; Facility Resources</td>
<td>Uses Computers to Process Information</td>
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</table>

<table>
<thead>
<tr>
<th>Interpersonal:</th>
<th>Thinking Skills:</th>
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<tbody>
<tr>
<td>Participates as a Member of a Team</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Teaches Others</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Serves Clients/Customers</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Exercises Leadership</td>
<td>Seeing Things in the Mind's Eye</td>
</tr>
<tr>
<td>Negotiates to Arrive at a Decision</td>
<td>Knowing How to Learn</td>
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<tr>
<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
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<tr>
<th>Technology:</th>
<th>Systems:</th>
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<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
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<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
<td>Maintains &amp; Troubleshoots Technology</td>
<td>Improves &amp; Designs Systems</td>
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<thead>
<tr>
<th>Basic Skills:</th>
<th>Personal Qualities:</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
<td>Self-Esteem</td>
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<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
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</table>
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Prerequisite: Completion of HIST 1301 or its equivalent OR HIST 1302 or its equivalent with a grade of C or better.

Course Description
A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 17th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformation.

THECB Approval Number .................................................................54.0101.54.25

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

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, and cultural forces on this period of western history.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Face to Face Classes</th>
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<tr>
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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

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

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

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

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

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

Prerequisite
N/A

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

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

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

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

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
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<td>15 Assignments</td>
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

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

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

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

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

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

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

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

Prerequisite
N/A

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

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

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

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

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

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

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

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

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

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<thead>
<tr>
<th>Category</th>
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<td>Final Exam</td>
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<td>Journals</td>
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<td>Daily Grades</td>
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<td>Responsibility</td>
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<td>Writing</td>
<td>Self-Esteem</td>
</tr>
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INMT 2303 — Pumps, Compressors and Mechanical Drives
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
A study of the theory and operations of various types of pumps and compressors. Topics include mechanical power transmission systems including gears, v-belts, and chain drives.

THECB Approval Number ................................................................. 15.0613.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Identify the principles involved in the operation of centrifugal & positive displacement pumps and compressors.
2. Identify the function of various components in pumps and compressors.
3. Disassemble & reassemble pumps, compressors and mechanical drives.
4. Troubleshoot pumps, compressors and mechanical drives.

Methods of Evaluation

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<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
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<td>Lab/Classroom Participation</td>
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<td>Attendance</td>
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<tr>
<td>Test</td>
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Grading Scale

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<th>Percentage</th>
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<tbody>
<tr>
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<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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INMT 2303 Syllabus Spring 2014
INRW 0322 — Integrated Reading and Writing
Frank Phillips College

General Course Information
Credit Hours: 3
College-Preparatory Course

Prerequisite
Does not count toward a degree.

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

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

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

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

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

Upon the successful completion of this course, students will:

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

Methods of Evaluation

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</thead>
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<tr>
<td>Compositions (Essays and Journals)</td>
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<td>Daily Work (Attendance, Participation, Quizzes, Etc.)</td>
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</tr>
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<td>20%</td>
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Scans/Or Core Competencies That Will Be Addressed in the Class

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

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

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

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

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

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

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

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

Prerequisite
Does not count toward a degree.

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

THECB Approval Number .............................................................32.0108.59.12

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

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

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

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

Upon the successful completion of this course, students will:

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

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compositions (Essays and Journals)</td>
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<tr>
<td>Daily Work (Attendance, Participation, Quizzes, Etc.)</td>
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<tr>
<td>Portfolio</td>
<td>20%</td>
</tr>
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<td>Final Exam</td>
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**Personal Qualities:**
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- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
INTC 1348 — Analytical Instrumentation
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
A study of analytical instruments emphasizing their utilization in continuous process applications including chromatography, pH, conductivity, and spectrophotometry instruments.

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

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

1. Calibrate and troubleshoot a gas analyzer
2. Understand and use density and specific gravity analyzers
3. Understand and use ultraviolet/infrared equipment for stack emission
4. Operate analyzers and monitors
5. Understand and use pH monitors
6. Understand and use electrical conductivity equipment

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
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<td>Class Work</td>
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<tr>
<th>Technology:</th>
<th>Systems:</th>
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</thead>
<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
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</tr>
<tr>
<td>Writing</td>
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</tr>
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<td>Arithmetic</td>
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</tr>
<tr>
<td>Mathematics</td>
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<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>

INTC 1348 Syllabus Spring 2014
INTC 1350 — Digital Measurement & Controls
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

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

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

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

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

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
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<td>Attendance</td>
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<tr>
<td>Unit Exams</td>
<td>80%</td>
</tr>
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- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
INTC 1355 — Unit Operations
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
Automatic control requirements of industrial processes. Includes control systems, control
loop tuning, and analysis.

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

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

1. Explain the static and dynamic aspects of processes.
2. Describe the automatic control requirements of processes.
3. Analyze process variables and adjust the control loop.

Methods of Evaluation

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
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INTC 1358 — Flow & Measurement Calibration
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
Practical methods of flow measurements and flow integration. Emphasizes primary flow element selection and calculations in accordance with American Gas Association (AGA) and American Petroleum Institute (API) standards.

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

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

1. Understand and perform flow calculations.
2. Identify and discuss primary flow elements.
3. Select the proper primary flow elements under specific conditions.
4. Identify and discuss the advantages/disadvantages of the various flow elements.
5. Understand and practice proper safety procedures required in labs.

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<td>Class Participation</td>
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Resources:
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

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

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

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

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

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

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
INTC 1391 — Special Topics in Instrumentation Technology
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
Topics address recently identified current events, skills, knowledge and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student.

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

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

Student will research a predetermined “topic” throughout the semester and will present a final research paper on or before a specified date.

- A cover sheet consisting of student’s name, semester and year, course name and section number should be added to the front of the research assignment. The cover sheet is not included in the number of pages required for the research assignment.
- Formatting requirements for the paper are as follows:
- Needs to be 5 pages on length, typed in Times New Roman, 12-point font, double spaced, 1 inch margins (top, bottom, and sides)

Methods of Evaluation

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INTC 1391 Syllabus Spring 2014
INTC 2336 — Distributed Control & Programmable Logic  
Frank Phillips College

General Course Information  
Credit Hours: 3

Prerequisite  
Consult Advisor

Course Description  
Overview of distributed control systems including configuration of programmable logic controllers, smart transmitters, and field communicators. Functions of digital systems in a process control environment.

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

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

1. Understand and program programmable logic controllers.
2. Understand number system and logic.
3. Troubleshoot programmable logic controller systems.
4. Understand input/output devices and modules.
5. Develop a programmable logic control system.
6. Maintenance and troubleshoot distributed control systems.

Methods of Evaluation

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<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Test Average</td>
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Grading Scale  

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INTC 2336  Syllabus Spring 2014
INTC 2339 — Instrument & Control Review
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
An overview of instrument and control technology in preparation for industry employment and national testing (National Institute of Certified Engineering Technologist Certification).

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

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

1. Assess pressure, temperature, level, flow and analytical variables as used in the industry;
2. Troubleshoot various multivariable process variables on the simulator in the lab;
3. Control various different loop systems found in the lab;
4. Complete a project in the lab;
5. Assess information from other classes taken in this program; and
6. Complete the ISA Study Test for certification and various industry tests.

Methods of Evaluation

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INTC 2388 — Internship in Instrumentation Technology
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Consult Advisor

Course Description
An experience, external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary.

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

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

1. Understand and master the theory, concepts, and skills involving tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, and legal; systems associated with the occupation, business, or industry.
2. Demonstrate ethical behavior, safety practice, interpersonal and teamwork skills.
3. Demonstrate communication in the applicable language of the occupation, business or industry.

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<td>Log Entries</td>
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<td>Supervisor’s Evaluations</td>
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Grading Scale

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* It is the responsibility of each student to secure suitable employment, which relates to the student’s area of study. The student is expected to go to work each day as assigned by their employer, arrive on time, and do the work assigned to the best of their ability. Each
student is responsible for maintaining their own log sheet, and obtaining their immediate supervisor’s signature on the log at the end of each work week. He log sheets must be returned to the instructor either bi-weekly or monthly as agreed upon by the student and the instructor. If the student is dismissed from work, he or she must secure a suitable place of employment within one week time or the student will receive a grade of “F” for the course. In the case of a lay off or injury that prevents the student from carrying out their work assignments, the student will be allowed to take an incomplete for the class, but must complete the assignment the following semester or a grade of “F” will be assigned. At the end of the semester all log sheets and the supervisor’s evaluation must be returned to your instructor. The supervisor’s evaluation should be filled out and discussed with the student prior to its return.

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

Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

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

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

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

Technology:
Selects Technology
Applies Technology

Systems:
Understands Systems
Monitors & Corrects Performance
Maintains & Troubleshoots Technology

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

Improves & Designs Systems

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

Prerequisite
Students who have not passed the Math Section of a TSI approved test may be placed in this course. (Does not count toward a degree.)

Course Description
An introductory course designed to identify deficiencies and provide a review of fundamental operations in mathematics. Based on the individual student's identified need. Topics include arithmetic operations on fractions, decimals, and integers; solving problems with proportions and percents; descriptive statistics; and basic geometric figures.

THECB Approval Number .................................................................32.0104.51.19

Statement of Purpose
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Core Objectives Required for Mathematics Courses
Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Learning Outcomes
Upon successful completion of this course, students will be able to:

1. 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.

Methods of Evaluation

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

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

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
MATH 0302 — Elementary Algebra and Geometry
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
Completion of MATH 0301 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description
Algebraic expressions, linear equations and models, exponents, and polynomials, factoring, algebraic fractions, graphing, systems of linear equations, radicals, points, parallel and perpendicular lines, planes, space angles, triangles, congruent triangles, space figures, volume, surface, area, reasoning skills.

THECB Approval Number .............................................................................32.0104.51.19

Statement of Purpose
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Core Objectives Required for Mathematics Courses
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Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Develop the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Evaluate algebraic expressions;
4. Convert phrases to algebraic expressions;
5. Graph and order real numbers on the number line;
6. Find absolute values and opposites of real numbers;
7. Add, subtract, multiply, and divide real numbers;
8. Use and identify properties of real numbers;
9. Combine algebraic expressions;
10. Solve linear equations;
11. Solve linear inequalities;
12. Use integer exponents;
13. Do arithmetic operations on polynomials;
14. Factor polynomials;
15. Simplify rational expressions;
16. Use the rectangular coordinate system to do simple graphing;
17. Evaluate and estimate square roots and other basic radicals;
18. Identify and calculate the measures of adjacent, vertical, and complementary angles;
19. Investigate properties of parallel and perpendicular lines;
20. Work with congruent and similar triangles; and
21. Solve systems of equations in two variables.

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**Personal Qualities:**
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- Self-Esteem
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General Course Information
Credit Hours: 3

Prerequisite
Completion of MATH 0302 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description
A study of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations.

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

1. Define, represent, and perform operations on real and complex numbers.
2. Recognize, understand, and analyze features of a function.
3. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.
4. Identify and solve absolute value, polynomial, radical, and rational equations.
5. Identify and solve absolute value and linear inequalities.
7. Connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines.

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

Prerequisite
Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description
In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

THECB Approval Number .................................................................27.0101.54.19

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

1. Demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.
2. Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.
3. Apply graphing techniques.
4. Evaluate all roots of higher degree polynomial and rational functions.
5. Recognize, solve and apply systems of linear equations using matrices.

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<th>Percentage</th>
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<tbody>
<tr>
<td>Dual-credit Classes</td>
<td></td>
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<tr>
<td>Exams</td>
<td>70%</td>
</tr>
<tr>
<td>Daily Work</td>
<td>30%</td>
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<td>Total</td>
<td>100%</td>
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- Academic suspension

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

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

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

**Interpersonal:**
Participates as a Member of a Team
Teaches Others
Serves Clients/Customer
Exercises Leadership
Negotiates to Arrive at a Decision
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**Thinking Skills:**
Creative Thinking
Decision Making
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Seeing Things in the Mind's Eye
Knowing How to Learn
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**Technology:**
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
MATH 1316 — Plane Trigonometry
Frank Phillips College

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

Prerequisite
One unit of plane geometry, and two units of high school algebra. Passage of the Math Section of a TSI approved test or completion of MATH 0303 with a grade of C or better.

Course Description
In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

THECB Approval Number .................................................................27.0101.53.19

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Core Objectives Required for Mathematics Courses
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Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Learning Outcomes
Upon successful completion of this course, students will:

1. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
2. Graph trigonometric functions and their transformations.
3. Prove trigonometric identities.
4. Solve trigonometric equations.
5. Solve right and oblique triangles.
6. Use the concepts of trigonometry to solve applications.

Methods of Evaluation

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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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
MATH 1332 — Contemporary Mathematics I
Frank Phillips College

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

Prerequisite
Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description
Topics may include introductory treatment of sets, logic, number systems, number theory, relations, functions, probability, and statistics.

THECB Approval Number .........................................................27.0101.51.19

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

1. Apply set notation and diagram sets.
2. Perform set operations.
3. Define and identify composite, prime numbers, and subsets of the real numbers.
4. Perform problems involving arithmetic and geometric sequences.
5. Solve consumer mathematics problems involving the mathematics of finance.
6. Define, identify, and be able to solve problems involving points, lines, planes, angles, triangles, polygons, perimeter, area, circumference, and volume.
7. Solve problems using right triangle trigonometry.
10. Compute permutations and combinations.
11. Solve statistical problems involving sampling, frequency distributions, measures of central tendency, measures of dispersion, the normal distribution, and correlation.
12. Construct graphs, scatter plots, and regression lines.

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<td>Participates as a Member of a Team</td>
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<td>Reading</td>
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<td>Writing</td>
<td>Self-Esteem</td>
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<td>Arithmetic</td>
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<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
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MATH 2312 — Pre-Calculus Math
Frank Phillips College

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

Prerequisite
Passage of Math Section of a TSI approved test, two years of high-school algebra, one year of high-school geometry, and one semester of high-school trigonometry.

Course Description
In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions. May include topics from analytical geometry.

THECB Approval Number .................................................................27.0101.58.19

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- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

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

1. Demonstrate and apply knowledge of properties of functions.
2. Recognize and apply algebraic and transcendental functions and solve related equations.
3. Apply graphing techniques to algebraic and transcendental functions.
4. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
5. Prove trigonometric identities.
6. Solve right and oblique triangles.

In addition, this course will meet the specific learning outcomes that follow:
1. Construct graphs of trigonometric functions using polar coordinates.
2. Graph functions, including rational functions and relations.
3. Apply operations on complex numbers.
4. Solve exponential and logarithmic equations and graph exponential and logarithmic functions.
5. Graph a system of parametric equations.
6. Describe vectors in component form and in terms of length and direction.
   And demonstrate various calculations with vectors such as addition, subtraction, multiplication of scalar, dot product and cross product.
7. Construct models and solve applied problems using vectors.
8. Sketch the graphs of various conics and create using different conic graphs.
9. Evaluate arithmetic and geometric sequences.

Methods of Evaluation

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<td>Assignments</td>
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<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
<td>Maintains &amp; Troubleshoots Technology</td>
<td>Improves &amp; Designs Systems</td>
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<table>
<thead>
<tr>
<th>Basic Skills:</th>
<th>Personal Qualities:</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Arithmetic</td>
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<td>Mathematics</td>
<td>Self-Management</td>
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<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
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MATH 2312 Syllabus Spring 2014
MATH 2413 — Calculus I
Frank Phillips College

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

Prerequisite
Completion of MATH 1316 with a grade of C or better or co-requisite of MATH 1316.

Course Description
Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

THECB Approval Number .................................................................27.0101.59.19

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

Core Objectives Required for Mathematics Courses
Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

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

1. Develop solutions for tangent and area problems using the concepts of limits, derivatives, and integrals.
2. Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point.
3. Determine whether a function is continuous and/or differentiable at a point using limits.
4. Use differentiation rules to differentiate algebraic and transcendental functions.
5. Identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.
6. Evaluate definite integrals using the Fundamental Theorem of Calculus.
7. Articulate the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.

**Methods of Evaluation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
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**Academic Honesty and Integrity**

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

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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.

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they are excessively absent is their only preparatory course. For a student enrolled in
more than one preparatory course, the student may be dropped from only the course
affected by absences.

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

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

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
MATH 2414 — Calculus II  
Frank Phillips College

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

Prerequisite
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.

THECB Approval Number .................................................................27.0101.60.19

Statement of Purpose
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- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

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

1. 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

**Methods of Evaluation**

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

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

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

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

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

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

**Basic Skills:**
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Completion of MATH 1324 or MATH 1314 with a grade of C or better.

Course Description
Limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, integration, applications to management, economics, and business.

THECB Approval Number .................................................................27.0301.53.19

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

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

MATH 1325 Syllabus Spring 2014
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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</tr>
</thead>
<tbody>
<tr>
<td>Face-to face Classes</td>
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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
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- Creative Thinking
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- Problem Solving
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**Technology:**
- Selects Technology
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**Systems:**
- Understands Systems
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
MATH 1351
Advanced Mathematics II for Elementary Education Teachers
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
MATH 1314 or a higher-level math course and MATH 1350 with grades of C or better.

Course Description
Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek middle grade (4 through 8) teacher certification.

THECB Approval Number ..................................................27.0101.57.19

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

1. Recognize the NCTM standards and the TEKS.
2. Recognize the connection between fractions, rational numbers, decimals and percents.
3. Define and use ratios and proportions.
4. Recognize algebraic reasoning and representation.
5. Draw and interpret a variety of graphical representations of data.
6. Calculate and interpret the measures of central tendency and variability for a set of data.
7. Calculate empirical probabilities, permutations and combinations.
8. Define the basic figures of geometry along with their properties.
9. Explain the measurement process and the concept of a unit measurement.
10. Calculate the perimeter, area, surface area, and volume for a variety of figures.
11. Prove the congruence or similarity of a given pair of triangles.

Methods of Evaluation

<table>
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<tr>
<th>Category</th>
<th>Percentage</th>
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Grade Scale

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<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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</tbody>
</table>

Exams:
There are exams that will be given. Makeup exams will be given at the discretion of the instructor. Please contact your instructor before the exam to arrange a makeup exam. Please keep in mind that makeup exams are relatively more difficult than regular exams. Positively no exam grades will be dropped.

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**Additional/Supplemental References**
1. The ARC has software and videos that correlate to each section in the assigned textbook.
2. Student tutors are available for students in the ARC.
3. The mathematics section in the library has many related books.
4. The following list of websites may be helpful:

   http://euler.slu.edu/Dept/SuccessinMath.html
   http://www.mathpower.com/
   http://www.mathpowercom/tips/htm
   http://www.purplemath.com/stdysrvy.htm
   http://webster.commnet.edu/mathcenter/handouts/module.htm
   http://www.wwu.edu/depts/tutorialcenter/math.htm
   http://www.wtamu.edu/academic/anns/mps/math/mathlab/
Older Objectives from Spring 2012 and earlier…Chris Holtz did not make any corrections that I can find.

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:(Chris-are these correct?)

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.

I. Methods of Evaluation (Chris, put yours here and delete these)
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 online. Semester grades are reported online. Students are responsible for checking their grades to see how they are doing throughout the semester.
PHED 1125 — Freshman Body Conditioning II  
Frank Phillips College

General Course Information  
Credit Hours: 1

Prerequisite  
N/A

Course Description  
Instruction and participation in physical and/or recreational activities. The physical education activity courses are designed to give the students multiple choices that suit their physical goals in health and wellness or recreational preferences. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

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

1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health.

Methods of Evaluation  
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

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Academic Honesty and Integrity  
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**Class Attendance**

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

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

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**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

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

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

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

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PHED 1125 Syllabus Spring 2014
PHED 1135 – Rodeo Events II  
Frank Phillips College

General Course Information  
Credit Hours: 1

Prerequisite  
N/A

Course Description  
A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .............................................................................36.0108.51.23

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

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

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<td>Exams</td>
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Class Attendance
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Scans/Or Core Competencies That Will Be Addressed in the Class

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

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

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

**Thinking Skills:**  
Creative Thinking  
Decision Making  
Problem Solving  
Seeing Things in the Mind's Eye  
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Selects Technology  
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**Basic Skills:**  
Reading  
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Arithmetic  
Mathematics  
Listening & Speaking

**Personal Qualities:**  
Responsibility  
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Sociability  
Self-Management  
Integrity/Honesty
PHED 1145 — Freshman Varsity Athletics II
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

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PHED 1147 — Freshman Cheerleading II  
Frank Phillips College

General Course Information  
Credit Hours: 1

Prerequisite  
N/A

Course Description  
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .............................................................................36.0108.51.23

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

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation  
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Scans/OR Core Competencies That Will Be Addressed in the Class

Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

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

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

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

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
PHED 1322 — Coaching/Sports/Athletics II  
(Theory of Coaching)  
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Study of coaching theories and philosophies as applied to competitive sports. Includes coaching techniques.

THECB Approval Number .............................................................................31.0505.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Develop an offensive, defensive and conditioning philosophy of coaching.
2. Exhibit proficiency in planning practice sessions.
3. Demonstrate expertise in the analysis of all defensive position play.
4. Develop expertise in teaching/coaching strategies in specific offensive and defensive situations.
5. Develop skill in identifying common errors of performance in individual offensive and defensive skills.
6. Demonstrate knowledge of rules and officiating responsibilities.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>40%</td>
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<tr>
<td>Exams</td>
<td>60%</td>
</tr>
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<td>Total</td>
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PHED 1322 Syllabus Spring 2014
- A semester grade of F for the course
- Administrative withdrawal from the course
- 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

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

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
PHED 1338 — Concepts of Physical Fitness
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
N/A

Course Description
Concepts and use of selected physiological variables of fitness, individual testing and consultation, and the organization of sports and fitness programs.

THECB Approval Number ................................................................. 31.0501.51.23

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

1. Develop the knowledge of how to improve cardiovascular fitness level that will reduce body fat levels;
2. Develop the knowledge of how to improve cardiovascular fitness level that will increase lean body mass;
3. Develop the knowledge of how to lower the resting heart rate;
4. Develop the knowledge of how to improve the circulatory system;
5. Develop the knowledge of how to enhance the daily lifestyle; and
6. Develop the knowledge of how to improve promote wellness and health.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Exercise Plan</td>
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</tr>
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Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

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

Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
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Thinking Skills:
Creative Thinking
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Technology:
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Systems:
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Basic Skills:
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Writing
Arithmetic
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Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in physical and/or recreational activities. The physical education activity courses are designed to give the students multiple choices that suit their physical goals in health and wellness or recreational preferences. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health.

Methods of Evaluation
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Journal Log</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
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<tbody>
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<td>Allocates Time</td>
<td>Acquires &amp; Evaluates Information</td>
</tr>
<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
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<tr>
<td>Allocates Material &amp; Facility Resources</td>
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<tbody>
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<td>Problem Solving</td>
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<td>Seeing Things in the Mind's Eye</td>
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<tr>
<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
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<tr>
<th>Technology:</th>
<th>Systems:</th>
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<tbody>
<tr>
<td>Selects Technology</td>
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</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Basic Skills:</th>
<th>Personal Qualities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
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</tr>
<tr>
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</tr>
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<td>Listening &amp; Speaking</td>
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</tr>
</tbody>
</table>
General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

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

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
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</tr>
<tr>
<td>Exams</td>
<td>10%</td>
</tr>
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<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
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</table>

PHED 2135 Syllabus Spring 2014
General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation
Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

<table>
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<tr>
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<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
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<td>Final Exam</td>
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</tr>
<tr>
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Academic Honesty and Integrity
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**Resources:**
- Allocates Time
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- Allocates Material & Facility Resources

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 1

Prerequisite
N/A

Course Description
Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .............................................................................36.0108.51.23

Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation
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<td>Problem Solving</td>
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<td>Knowing How to Learn</td>
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<td>Understands Systems</td>
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<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>
PHYS 1402 — College Physics II
Frank Phillips College

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

Prerequisite
Completion of PHYS 1401 or its equivalent with a grade of C or better.

Course Description
Fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving.

THECB Approval Number .................................................................40.0801.53.03

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

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

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

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

1. Solve problems involving the inter-relationship of fundamental charged particles, and electrical forces, fields, and currents.
2. Apply Kirchhoff’s Rules to analysis of circuits with potential sources, capacitance, inductance, and resistance, including parallel and series capacitance and resistance.
3. Solve problems in the electrostatic interaction of point charges through the application of Coulomb’s Law.
4. Solve problems involving the effects of magnetic fields on moving charges or currents, and the relationship of magnetic fields to the currents which produce them.
5. Use Faraday’s and Lenz’s laws to determine electromotive forces and solve problems involving electromagnetic induction.
6. Articulate the principles of reflection, refraction, diffraction, interference, and superposition of waves.
7. Describe the characteristics of light and the electromagnetic spectrum.

Upon successful completion of the lab, students will:

1. Develop techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.
2. Demonstrate the collections, analysis, and reporting of data using the scientific method.
3. Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.
4. Solve problems involving the inter-relationship of fundamental charged particles, and electrical forces, fields, and currents.
5. Apply Kirchhoff’s Rules to analysis of circuits with potential sources, capacitance, inductance, and resistance, including parallel and series capacitance and resistance.
6. Solve problems in the electrostatic interaction of point charges through the application of Coulomb’s Law.
7. Solve problems involving the effects of magnetic fields on moving charges or currents, and the relationship of magnetic fields to the currents which produce them.
8. Use Faraday’s and Lenz’s laws to determine electromotive forces and solve problems involving electromagnetic induction.
9. Solve problems applying the principles of reflection, refraction, diffraction, interference, and superposition of waves.
10. Solve practical problems involving optics, lenses, mirrors, and optical instruments.
Methods of Evaluation
Students’ successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Laboratory Grade</td>
<td>30%</td>
</tr>
<tr>
<td>Exams</td>
<td>50%</td>
</tr>
<tr>
<td>Semester Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
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The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

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

**Interpersonal:**
- Participates as a Member of a Team
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- Serves Clients/Customers
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
PHYS 1403 — Stars and Galaxies
Frank Phillips College

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

Prerequisite
N/A

Course Description
Study of stars, galaxies, and the universe outside our solar system. Includes a laboratory.

THECB Approval Number .............................................................................40.0201.51.03

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

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

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

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

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

Prerequisite
N/A

Course Description
Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology. Must be taken with a laboratory section.

THECB Approval Number .................................................................40.0101.51.03

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<tr>
<td>Laboratory Grade</td>
<td>30%</td>
</tr>
<tr>
<td>Exams</td>
<td>50%</td>
</tr>
<tr>
<td>Semester Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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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- Administrative withdrawal from the course
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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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Scans/Or Core Competencies That Will Be Addressed in the Class

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

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

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
PHYS 2426 — University Physics II
Frank Phillips College

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

Prerequisite
Completion of PHYS 2425 with a grade of C or better.

Course Description
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. Must be taken with a laboratory section.

THECB Approval Number .................................................................40.0101.57.03

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

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

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

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

1. 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.
**Methods of Evaluation**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
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</tr>
<tr>
<td>Laboratory Grade</td>
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</tr>
<tr>
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Scans/Or Core Competencies That Will Be Addressed in the Class

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

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

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

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

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

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
PSYC 2301 — General Psychology
Frank Phillips College

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

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

Course Description
General psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. (Preparatory to all other courses in psychology.)

THECB Approval Number .................................................................42.0101.51.25

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

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

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

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

Upon successful completion of this course, students will:

1. Identify various research methods and their characteristics used in the scientific study of psychology. (see #2 below)
2. Describe the historical influences and early schools of thought that shaped the field of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
3. Describe some of the prominent perspectives and approaches used in the study of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
4. Use terminology unique to the study of psychology. (satisfied by all L.O below)
5. Describe accepted approaches and standards in psychological assessment and evaluation. (see #17, 18, 19, and 20 below)
6. Identify factors in physiological and psychological processes involved in human behavior. (see #3, 4, 5, 6, 7, 10, 11, 13, 17, and 18 below)

In addition, students will:

1. Define psychology and understand its study as a branch of empiricism.
2. Examine the components of the scientific method and their application to varied research strategies.
3. Contrast the current theoretical perspectives concerning the central nervous system’s relationship to human behavior and cognition.
4. Evaluate the effects of early environmental and social interactions upon subsequent human behavior.
5. Identify and classify the physiological structures of human sensory perception.
6. Compare the current theories concerning human perception.
7. Identify the states of consciousness and classify their analogous behaviors.
8. Define and demonstrate operant conditioning and learning.
9. Name and define the different types of memory.
10. Differentiate between the current theoretical perspectives concerning memory, recall, and forgetting.
11. Define and differentiate between cognition, intelligence and creativity.
12. Evaluate the current philosophical debate concerning the existence of intuition.
13. List and classify the physiological structures of the human body involved in motivation and emotion.
14. Name and appraise the past and present theories of emotion.
15. List and examine components of personality as defined by psychologists.
16. Define and evaluate the ideas that comprise psychoanalytic theory.
17. Differentiate between mental health and mental illness, and explain the role of life stressors in the development of mental illness.
18. Write core features of disordered behavior.
19. Use the classification system of mental disorders.
20. Classify and contrast the various theories of therapy for mental disorders, including, but not limited to psychoanalysis, humanistic therapies, behaviorist therapies, cognitive therapies, group therapies, and medical/pharmacological therapies.
21. Distinguish between individual psychology and social psychology and apply the tenets of social psychology to group behavior.
Methods of Evaluation
Students’ successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Daily Grade” - Reading quizzes, attendance, and web-based exercises</td>
<td>20%</td>
</tr>
<tr>
<td>Learning Portfolio Project</td>
<td>30%</td>
</tr>
<tr>
<td>Three Periodic Examinations</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination</td>
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</tr>
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Allocates Money
Allocates Material & Facility Resources

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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

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

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

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

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

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
PSYC 2314 — Lifespan Growth & Development (Child)
Frank Phillips College

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

Prerequisite
Completion of PSYC 2301 or its equivalent with a grade of C or better.

Course Description
Life-Span Growth and Developmental is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death. (Special emphasis on childhood.)

THECB Approval Number .................................................................42.2703.51.25

Statement of Purpose
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- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:
1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

Methods of Evaluation
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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Daily participation-average (including attendance, reading quizzes, and daily assignments)</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Review of Child Care/Parenting Book</td>
<td>30%</td>
</tr>
<tr>
<td>Three Periodic Examinations (other than the Final)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination (comprehensive)</td>
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

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<tr>
<th>Resources:</th>
<th>Information:</th>
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<tbody>
<tr>
<td>Allocates Time</td>
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<td>Allocates Money</td>
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</tbody>
</table>

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

PSYC 2314 Syllabus Spring 2014
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

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

Course Description
The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

THECB Approval Number .................................................................45.1101.51.25

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

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

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

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

SOCI 1301 Syllabus Spring 2014
Learning Outcomes
Upon successful completion of this course, students will:
1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

Methods of Evaluation
Students’ successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments, quizzes and other daily grades</td>
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</tr>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Three Periodic Examinations</td>
<td>45%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Academic Honesty and Integrity
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- Administrative withdrawal from the course
- Academic suspension

Class Attendance
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**Cell Phones and Other Electronic Devices Procedure:**
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Scans/Or Core Competencies That Will Be Addressed in the Class

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

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

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

**Thinking Skills:**
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
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**Technology:**
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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

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

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

Prerequisite
Completion of SOCI 1301 or its equivalent with a grade of C or better.

Course Description
Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.

THECB Approval Number .................................................................45.1101.52.25

Statement of Purpose
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- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Learning Outcomes
Upon successful completion of this course, students will:

1. Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.
2. Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.
3. Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.
4. Discuss how “solutions” to social problems are often contentious due to diverse values in society.
5. Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.

Methods of Evaluation
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<tr>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
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<td>Learning/Teaching Portfolio</td>
<td>50%</td>
</tr>
<tr>
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SOCI 1306 Syllabus Spring 2014
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

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

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

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

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

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

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

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

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

Prerequisite
Completion of SOCI 1301 or its equivalent with a grade of C or better.

Course Description

THECB Approval Number .................................................................45.1101.54.25

Statement of Purpose
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Learning Outcomes
Upon successful completion of this course, students will:
1. Identify the study of marriage and the family as a branch of sociological inquiry, and as such, understand the use of scientific methods used to work toward this end.
2. Analyze the social institutions related to the study of marriage and family and their variants across cultures.
3. Examine cultural arrangements for sexual regulation, procreation, economic power, and emotional sustenance as functions of marriage and the family.
4. Identify and explain the functionalist, conflict theorist, and symbolic interactionist perspectives concerning marriage and families.
5. Identify the major changes in the social institutions of marriage and family during the past century.
6. Hypothesize as to the future of the social institutions of marriage and family based on sociological trends as supported by data.

Methods of Evaluation
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SOCI 2301 Syllabus Spring 2014
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<tbody>
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<th><strong>Thinking Skills:</strong></th>
</tr>
</thead>
<tbody>
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<td>Works with Cultural Diversity</td>
<td>Reasoning</td>
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</tbody>
</table>
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
N/A

Course Description
Introduces basic communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

THECB Approval Number .................................................................23.1304.51.12

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

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

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

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

Upon successful completion of this course, students will:

1. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.

2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.

3. Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.

4. Develop, research, organize, and deliver formal public speeches.

5. Recognize how to communicate within diverse environments.

6. Understand the basic principles of speech communication and the respective responsibilities of speakers and listeners.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Speech in a Bag</td>
</tr>
<tr>
<td>50</td>
<td>Birthday News</td>
</tr>
<tr>
<td>100</td>
<td>Informative Speech</td>
</tr>
<tr>
<td>150</td>
<td>Intercultural Group Speech with Power Point</td>
</tr>
<tr>
<td>100</td>
<td>Persuasive Speech with Power Point</td>
</tr>
<tr>
<td>100</td>
<td>Memo Assignment</td>
</tr>
<tr>
<td>100</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>100</td>
<td>Final Exam</td>
</tr>
<tr>
<td>50</td>
<td>Common Experience Assignment</td>
</tr>
<tr>
<td>100</td>
<td>Weekly Reflections</td>
</tr>
<tr>
<td>100</td>
<td>Attendance</td>
</tr>
</tbody>
</table>

Letter grades will be assigned on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
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**Important Information**
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

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

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

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

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

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

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

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

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

SPCH 1311 Syllabus Spring 2014
SPCH 1318 — Interpersonal Communication
Frank Phillips College

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

Prerequisite
N/A

Course Description
Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

THECB Approval Number .............................................................................23.1304.54.12

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

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

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

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

Upon successful completion of this course, students will:

1. Exhibit understanding of interpersonal theories and principles.
2. Demonstrate ability to analyze and critique and verbal and nonverbal interactions in mediated and face-to-face contexts.
3. Identify perceptual processes as they relate to self and others.
4. Demonstrate critical thinking ability by effectively researching, evaluating and applying communication theories in oral and/or written assignments.
5. Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication.
6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
7. Identify types of and barriers to effective listening.
8. Learn to better control communication apprehension.
9. Gain theoretical knowledge of the influence of power in interpersonal communication.
11. Understand some of the theories about relational repair.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Introductory Presentation with visual aid</td>
</tr>
<tr>
<td>200</td>
<td>Relationship Journal</td>
</tr>
<tr>
<td></td>
<td>Relationship Analysis Paper (50 pts)</td>
</tr>
<tr>
<td></td>
<td>Journal Reflection (50 pts)</td>
</tr>
<tr>
<td></td>
<td>Journal Entries (100 pts)</td>
</tr>
<tr>
<td>100</td>
<td>Relationships in History</td>
</tr>
<tr>
<td>150</td>
<td>Analyzing Relationships from the Movies</td>
</tr>
<tr>
<td>150</td>
<td>Intercultural Group Assignment</td>
</tr>
<tr>
<td>50</td>
<td>Analyzing Public Information</td>
</tr>
<tr>
<td>100</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>100</td>
<td>Final Exam</td>
</tr>
<tr>
<td>50</td>
<td>Common Experience Assignment</td>
</tr>
<tr>
<td>100</td>
<td>Attendance</td>
</tr>
</tbody>
</table>
Letter grades will be assigned on the following basis:

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<tr>
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<tbody>
<tr>
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**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.

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

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

**Cell Phones and Other Electronic Devices Procedure:**
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**Resources:**
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Organizes & Maintains Information
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**Interpersonal:**
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Negotiates to Arrive at a Decision
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**Thinking Skills:**
Creative Thinking
Decision Making
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Knowing How to Learn
Reasoning

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

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

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

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

SPCH 1318 Syllabus Spring 2014
General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
N/A

Course Description
Study and application of communication within the business and professional context. Special emphasis will be given to communication competencies in presentations, dyads, teams and technologically mediated formats.

THECB Approval Number .........................................................23.1304.52.12

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

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

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

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

Upon successful completion of this course, students will:

1. Demonstrate communication competence and critical thinking through an understanding of the foundational communication models.
2. Demonstrate essential public speaking skills in professional presentations.
3. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership, and performance appraisals.
4. Apply essential dyadic and small group processes as they relate to the workplace.
5. Utilize various technologies as they relate to competent communication.
6. Demonstrate effective cross-cultural communication.

Methods of Evaluation

Grading Scale
A=90-100  B=80-89  C=70-79  D=60-69  F=59 and below

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SPCH 1321 Syllabus Spring 2014
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**Personal Qualities:**
Responsibility
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Integrity/Honesty
CONTACT INFORMATION

Office Location: CLC-13 A

Office Hours: Mon & Wed: 10-11 & 12:35-3:35   Tue & Thur: 2:30-3:30   Fri: By Appointment

Phone: Office 806-457-4200 x754   Cell: 806-274-0172 *(texting acceptable but not after 9 p.m.)

Preferred e-mail is through the course in CAMS: rlaney@fpctx.edu

WELCOME: Communication is vital to success in business and professional settings and in life in general. Through this course you will gain a foundation of knowledge of human communication, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. In addition, you will also develop an understanding of how communication impacts several contexts in life including psychological, physical and cultural barriers to interpersonal communication with an emphasis on overcoming these barriers in order to improve interpersonal communication. Students who complete this course not only improve their oral communication skills, but they also develop an awareness of what is needed for success in business and professional contexts. Finally, you will gain proficiency as communicators in professional settings, including interpersonal, group and mass contexts. The conflict management strategies, the discussion of diversity issues, gender issues, and sexual harassment create an awareness of how each of these topics impacts the workplace.

The course syllabus is designed to acquaint you with course objectives and course activities. Carefully read this information so that you have a clear understanding of your responsibilities as a student. Please print this syllabus and refer to it every week so that you know where we are in the class and what assignments are due.

Learning Outcomes

Upon successful completion of this course, students will:
1. Demonstrate communication competence and critical thinking through an understanding of the foundational communication models.

2. Demonstrate essential public speaking skills in professional presentations.

3. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership, and performance appraisals.

4. Apply essential dyadic and small group processes as they relate to the workplace.

5. Utilize various technologies as they relate to competent communication.

6. Demonstrate effective cross-cultural communication.

State Competencies addressed in the course

- Critical Thinking Skills (CT): to include creative thinking, innovation inquiry, and analysis, evaluation, and synthesis of information.

- Communication Skills (COM): to include effective development, interpretation and expression of ideas through written, oral and visual communication.

- Teamwork (TW): to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Personal Responsibility (PR): to include the ability to connect choices, actions and consequences to ethical decision-making.

CLASSROOM POLICIES:

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

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the FPC Counselor. This prohibition applies to all instructional forums, including electronic,
classroom, labs, discussion groups, field trips, etc. Please note that firearms and alcoholic beverages are not allowed in college classrooms.

**Attendance Policy:** Because this is a performance course, regular attendance is essential. If you miss more than 3 classes you will lose 10 points from the attendance grade. Then you lose 10 points for each additional absence. If you miss more than 6 classes and I do not hear from you, I will drop you from the course. If you have an emergency situation or become ill, it is your responsibility to inform me by email, text, or phone.

- **Make Up Policy:** Assignments are due on the dates indicated in this syllabus. Make up work will not be allowed unless prior arrangements have been made.

- **Cell Phone Policy:** No texting is allowed in class. Because communication skills are vital in all facets of life, it is important that students devote classroom time to enhancing their communication skills without interference from those nonacademic things that tend to distract students from the learning process. For these reasons, there is a “no cell phones” policy in my classes. Students will turn off and leave their cell phones on a designated table in the classroom upon arriving to class and it will remain there throughout the class period. If situations are that you need your phone on for possible emergencies during class time, please discuss the matter with me so that I can monitor your phone during the class. There are NO EXCEPTIONS to this rule.

- **CAMS:** All assignment instruction forms and grading rubrics will be available through the CAMS classroom portal. Students will be instructed when it is necessary to print and bring a form to class. In order for you to receive a grade for any assignment, the assignment must be uploaded into your student portal where it is designated.

**CLASS ASSIGNMENTS AND GRADING SCALE**

**Grading Scale**
A=90-100   B=80-89   C=70-79   D=60-69   F=59 and below

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Résumé, Cover Letter, & Thank You Letter 100
Memo 50
Professional Interview 100
Dyad Project (Business practices from other Cultures) 100

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</tr>
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</tr>
</tbody>
</table>

Tentative Schedule of Assignments:
I reserve the right to adjust assignments as needed for unforeseen contingencies. Otherwise Major Assignments will be due on the day of the week I announce in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Topic</th>
<th>Major Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Communication Models&lt;br&gt;Communication Competence and Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td>Dealing with anxiety. Preparing and delivering presentations</td>
<td></td>
</tr>
<tr>
<td>Week Three</td>
<td>Informative Presentation Due</td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td>Listening and Feedback&lt;br&gt;Verbal and Nonverbal</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topics</td>
<td>Assignments</td>
</tr>
<tr>
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</tr>
<tr>
<td>Week Five</td>
<td>Organizational Communication</td>
<td>Memo Assignment Due</td>
</tr>
<tr>
<td></td>
<td>Memos and Netiquette</td>
<td></td>
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<tr>
<td></td>
<td>Leadership in Organizations</td>
<td></td>
</tr>
<tr>
<td>Week Six</td>
<td>Interviews and Career Options</td>
<td>Dyad Project Due</td>
</tr>
<tr>
<td></td>
<td>Practice Interviews</td>
<td></td>
</tr>
<tr>
<td>Week Seven</td>
<td></td>
<td>Professional Interview Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Culture, Climate and Diversity</td>
<td>Resume, Cover Letter, Thank you letter</td>
</tr>
<tr>
<td></td>
<td>Intercultural communication</td>
<td>due</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Groups &amp; Teams: Agendas and projects</td>
<td></td>
</tr>
<tr>
<td>Week Ten</td>
<td></td>
<td>Work in assigned groups</td>
</tr>
<tr>
<td>Week Eleven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Twelve</td>
<td></td>
<td>Group Presentations Due</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Fourteen</td>
<td></td>
<td>Persuasive presentation Due</td>
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I. General Course Information

Course Number: VNSG 1329
Course Title: Pediatrics
Course Instructor Candi Stribling RN, BSN
Credit Hours: 2
E-mail: cstribling@fpctx.edu

Course Description: This course provides a foundation for pediatric nursing using growth and development concepts as a framework for solving problems and special concerns of the pediatric client. Content includes care of clients with disorders of the endocrine and neurosensory systems, mental health, and care of the child, including preventive measures and health teaching. Another component is the clinical experience; emphasizing clinical decision making, patient care management, prioritizing care, and development of psychomotor skills.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identifying the nursing process used to solve basic client care problems utilizing appropriate medical terminology.

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 be included in 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, and how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competency 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, large groups, and through media outlets.

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

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

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

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.
Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy: basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
6. Develop criteria for setting priorities in planning and evaluating care for the client.
7. Understand the steps and procedures of discharge planning.

3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.
Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management.
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.

4. Implement teaching plan for client with common health problems and well-defined learning needs.

   Expected Outcomes:
   
   1. Identify how developmental stages may affect learning by the client.
   2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
   3. Develop teaching techniques, which will enhance and facilitate client teaching.
   4. Identify methods to evaluate the client’s level of learning.
   5. Determine “Links between healthy lifestyles, prevention, and cost of healthcare.”

5. Assist in the evaluation of the client’s responses and outcomes to therapeutic interventions.

   Expected Outcomes:
   
   1. Recognize common methods for measuring client health-goal attainment.
   2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

6. Provide direct basic care to assigned multiple clients in structured settings.
Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
3. Recognize the basis for determining nursing care priorities in client care.
4. Become aware of the scope of responsibility and accountability as it relates to supervision, and collaboration.
5. Utilize the channels of communication for decision-making processes within the work setting.
6. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.

2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.

3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.
Expected Outcome:
1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:
1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:
1. Demonstrate accountability for own nursing care.

Expected Outcome:
1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:
1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual’s responsibility for quality of nursing care.
3. Understand the individual nurse’s role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.
Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

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

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/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 aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow’s hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss the growing child and family.
8. Discuss the general characteristics differences in different stages of development.
9. Discuss the child experience and reaction to hospitalization.
10. Admission of pediatric client to hospital, assessment, physiological metabolism and absorption of medications.
11. Nursing responsibilities in administering medications to infants and children.
12. Discuss the child with a sensory or neurological conditions.
13. Discuss the observation of the musculoskeletal system in growing child. Review traumatic injuries and disorders of the musculoskeletal system.
14. Discuss the child with respiratory or cardiovascular system.
15. Identify the uniqueness of the child with a condition of the blood, blood-forming organs, or lymphatic system.
17. Skin development and function and manifestations of illness.
18. Overview of child with metabolic condition and common dysfunctions.
19. Communicable diseases common in childhood and transmission based precautions.
20. The nurse’s role for a emotional or behavior condition and effects on growth and development.

IV. Textbook and Other Required Materials


V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.
Pop quizzes will be given during regularly scheduled classes.
Major exams will be given as stated on the class schedule.
A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

Nondiscrimination on a Basis of Disability
Refer to the Frank Phillips College 2011-2012 Catalog.
Instructor/Student Conferences are available for special needs upon request.
VI. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VII. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

- Daily Quizzes, additional assignments, workbook 20%
- Major Exam Grades 50%
- Final Exam Grades 25%
- HESI Exam 5%

In order to be eligible to take the FINAL EXAM and HESI the student must have an EXAM average of 74.45 or higher.

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- F – 0-59

IX. Correlation to Stated Mission Goals of Frank Phillips College

Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
Provide, assist, and promote the use of learning resources;
Participate and contribute to the medical surgical field in which we practice; and
Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Candi Stribling RN, BSN
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E-mail: cstribling@fpctx.edu

Office Hours:
Borger FPC Campus on Mondays from 8:00am-4:30pm, Tues-Thurs 6:00 am-5:00 pm are clinical days and I am at the Pampa Hospital. Fridays I’m off unless mandatory meetings on campus.
I. General Course Information
Course Number: VNSG 1329
Course Title: Medical Surgical Nursing I
Course Instructor  Regina Walsh RN
Credit Hours: 3
E-mail: rwalsh@fpctx.edu

Course Description: Application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. The student will 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.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.

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, large groups, and through the media.

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

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

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

II. **Differentiated Entry Level Competencies (DELC)**

**ROLE: PROVIDER OF CARE**

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

   **Expected Outcomes:**
   
   1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
   2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
   3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
   4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
   5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
6. Develop criteria for setting priorities in planning and evaluating care for the client.
7. Understand the steps and procedures of discharge planning.

3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

   Expected Outcomes:
   1. Identify how developmental stages may affect learning by the client.
   2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
   3. Develop teaching techniques, which will enhance and facilitate client teaching
   4. Identify methods to evaluate the client’s level of learning.
   5. Determine “Links between healthy lifestyles, prevention, and cost of healthcare.”

5. Assist in the evaluation of the client’s responses and outcomes to therapeutic interventions

   Expected Outcomes:
   1. Recognize common methods for measuring client health-goal attainment.
   2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

6. Provide direct basic care to assigned multiple clients in structured settings.

   Expected Outcomes:
   1. Become aware of institutional policies and procedures for delivery of nursing care.
   2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
   3. Recognize the basis for determining nursing care priorities in client care.
   4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
   5. Utilize the channels of communication for decision-making processes within the work setting.

7. Use the problem solving approach as the basis for decision making in practice.

   Expected Outcomes:
   1. Utilize a systematic problem solving process.
   2. Develop an understanding of the need for establishing priorities.
   3. Utilize work-setting resources available to assist in decision-making.
   4. Understand the ways that nursing research can improve client care.

**ROLE: COORDINATOR OF CARE**

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

   Expected Outcome:
1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills.
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.

2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:
1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.

3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:
1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.

4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:
1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:
1. Demonstrate accountability for own nursing care.

Expected Outcome:
1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual’s responsibility for quality of nursing care.
3. Understand the individual nurse’s role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

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

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/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 aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow’s hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss infectious diseases, the chain of infection, immunity, diagnosis, treatment, and safety precautions for health care.
8. Explain the pathophysiology, etiology, signs and symptoms, categories, and treatment for shock.
9. Explain the physiology of pain, its effects and methods for effective management both pharmacologic and non-pharmacologic.
10. Describe the variety of treatment methods for cancer and their nursing implications and nursing interventions.
11. Explain the process for the surgical client from admission through discharge including nursing interventions.
12. Explain emergent conditions, prioritizing, assessment, and interventions essential to nursing care.
13. Identify the uniqueness of the gerontological client associated with physical, mental, and emotional changes and special needs of the client and family.
14. Describe the psychosocial, growth and development, and the physiological needs of the client across the life span.
15. Identify common, overt, actual, and potential primary healthcare needs of the client related to the cardiovascular, respiratory, hematopoietic and lymphatic systems.
16. Explain the expected physical changes & discuss nursing interventions the nurse would provide for a patient at the end of life. Discuss choices that are available to patients at the end of their life as well as communicating to the dying patient & their families.
17. Discuss the etiologies, signs, & symptoms of immune system disorders. Explain data to be collected and the type of nursing care to be provided for a patient with immune disorders.
18. Identify the prognosis, preventive measures, & a teaching plan for patients with HIV and acquired immunodeficiency syndrome (AIDS).
IV. Textbook and Other Required Materials


V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course. Workbook assignments may be graded at any time at the discretion of the instructor. Pop quizzes will be given during regularly scheduled classes. Major exams will be given as stated on the class schedule. A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

Nondiscrimination on a basis of disability
Refer to the Frank Phillips College 2008-2009 Catalog.
Instructor/Student Conferences are available for special needs upon request.

VI. Additional/Supplemental References

Available student library materials related to the Medical Surgical field.

VII. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VIII. 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 20%
HESI 5%
Frank Phillips College Vocational Nursing Program Grade Scale:
A – 91.5-100
B – 82.5-91.4
C – 74.5-82.4
D – 60-74.4
F – 0-59

There must be a passing test average of 78 in order to sit for the final exam.

IX. Correlation to Stated Mission Goals of Frank Phillips College

Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
Provide, assist, and promote the use of learning resources;
Participate and contribute to the medical surgical field in which we practice; and
Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Regina Walsh RN
VNSG 1329
(806) 457-4200 ext 608
E-mail: rwalsh@fpctx.edu

Office Hours:
I am in my office 0800-1630 Monday and Friday. On Tuesday, Wednesday and Thursday Clinical Days I will be available 0630-1530.
I. General Course Information

Course Number: VNSG 1332
Course Title: Medical Surgical Nursing II
Course Instructor: Peggy Quinn RN
Credit Hours: 3
E-mail: pquinn@fpctx.edu

Course Description: Medical Surgical Nursing II is a 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.

End-of-course Outcomes: Explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilizing the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

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, large groups, and through the media.

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

CRITICAL THINKING: critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.
**COMPUTER LITERACY**: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. **Differentiated Entry Level Competencies (DELC)**

**ROLE: PROVIDER OF CARE**

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

   Expected Outcomes:
   
   1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
   2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
   3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
   4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy: basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
   5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
   6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

   Expected Outcomes:
   
   1. Develop an understanding of the dynamics of the nurse client relationship.
   2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
   3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
   4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
   5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
   6. Develop criteria for setting priorities in planning and evaluating care for the client.
   7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management.
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.

4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
3. Develop teaching techniques, which will enhance and facilitate client teaching.
4. Identify methods to evaluate the client’s level of learning.
5. Determine “Links between healthy lifestyles, prevention, and cost of healthcare.”

5. Assist in the evaluation of the client’s responses and outcomes to therapeutic interventions.

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:
1. Become aware of institutional policies and procedures for delivery of nursing care.
2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
3. Recognize the basis for determining nursing care priorities in client care.
4. Become aware of the scope of responsibility and accountability as it relates to supervision, and collaboration.
5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:
1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE
1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:
1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:
1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:
1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.
Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management.
5. Identify the role of the VN in implementing established cost containment measures.

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

   Expected Outcome:
   
   1. Become familiar with the code of ethics for the LVN.
   2. Recognize the standards of vocational nursing education.
   4. Recognize issues affecting the role of the VN and the delivery of care.
   5. Understand available sources of continuing education and professional development.
   6. Develop a self-evaluation process.
   7. Develop an understanding of work setting policies and procedures.
   8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

   Expected Outcome:
   
   1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
   2. Recognize the individual’s responsibility for quality of nursing care.
   3. Understand the individual nurse’s role in the quality improvement/quality assurance process.
   4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

   Expected Outcome:
   
   1. Become aware of the historical evolution of nursing practice.
   2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
   3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
   4. Recognize the factors affecting the public image of nursing.
   5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives
All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/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 aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Identify common, overt, actual, and potential primary healthcare needs of the client related to the following systems:
   a. Gastrointestinal System
   b. Liver, Gallbladder, and Pancreas
   c. Urinary and Renal Systems
   d. Endocrine System
   e. Reproductive System
   f. Musculoskeletal System
   g. Neurological System
   h. Sensory Systems
   i. Integumentary System

2. Identify common medical/surgical diagnoses, treatment modalities, nursing interventions and client teaching including preventive measures for disorders of the following body systems:
   a. Gastrointestinal System
   b. Liver, Gallbladder, and Pancreas
   c. Urinary and Renal Systems
   d. Endocrine System
   e. Musculoskeletal System
   f. Neurological System
   g. Integumentary System
   h. Emergency and Disaster Management

3. Identify pharmacological agents and related nursing interventions for the following body systems:
   a. Gastrointestinal System
   b. Liver, Gallbladder, and Pancreas
c. Urinary and Renal Systems
d. Endocrine System
e. Musculoskeletal System
f. Neurological System
g. Integumentary System
h. Emergency and Disaster Management

4. Demonstrate competency in dosage calculations.

IV. Textbook and Other Required Materials


Davis’s Drug Guide for Nurses 11th edition, by F.A Davis, Deglin/Vallerand

V. COURSE POLICIES AND INSTRUCTOR EXPECTATIONS
Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.
Pop quizzes will be given during regularly scheduled classes.
Major exams will be given as stated on the class schedule.
A final exam will be given at the conclusion of this course.

IN ORDER TO CONTINUE IN THE NURSING PROGRAM, A FINAL GRADE OF 75 MUST BE OBTAINED.

NONDISCRIMINATION ON A BASIS OF DISABILITY
Refer to the Frank Phillips College 2009-2010 Catalog.
Instructor/Student Conferences are available for special needs upon request.

VI. ADDITIONAL/SUPPLEMENTAL REFERENCES
Available Student Library Materials related to the Medical Surgical field.

VII. ATTENDANCE REQUIREMENTS
As stated in the Vocational Nursing Student Policy Handbook

VIII. METHODS OF EVALUATION

Daily Quizzes, additional assignments/participation: 20 %
Major Exam Grades: 50 %
Final Exam: 20%
HESI 5%

Frank Phillips College Vocational Nursing Program Grade Scale:
   A – 92-100
   B – 83-91
   C – 75-82
   D – 60-74
   E – 0-59

Correlation to Stated Mission Goals of Frank Phillips College

   a. Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
   b. Provide, assist, and promote the use of learning resources;
   c. Participate and contribute to the medical surgical field in which we practice; and
   d. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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 Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.
WLDG 1202 — Fundamentals of Gas Metal Arc Welding (GMAW)
Frank Phillips College

General Course Information
Credit Hours: 2

Prerequisite
None

Course Description
A study of the fundamental principles of gas metal arc welding (GMAW), setup and use of GMAW equipment, and safe use of tools and equipment. Instruction in various basic weld joints.

THECB Approval Number .................................................................48.0508.0000

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

1. Recognize and distinguish GMAW power sources and current properties.
2. Examine and identify parts of GMAW equipment.
3. Identify gasses and wires utilized for various duties.
4. Compare setup of equipment for various duties.
5. Perform GMAW with solid wire.
6. Perform GMAW with Duel Shield wires.
7. Perform FCAW Flux Cored Arc Welding.

Methods of Evaluation

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

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

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

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

Welding Program Attendance Requirements*
Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.
Cell Phones and Other Electronic Devices Procedure:
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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

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

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

**Interpersonal:**
Participates as a Member of a Team
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**Thinking Skills:**
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Reasoning

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

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

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

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
WLDG 1204 — Fundamentals of Oxy-Fuel Welding & Cutting
Frank Phillips College

General Course Information
Credit Hours: 2

Prerequisite
None

Course Description
An introduction to oxy-fuel welding and cutting, including history and future in welding, safety, setup and maintenance of oxy-fuel welding, and cutting equipment and supplies.

THECB Approval Number .................................................................48.0508.0000

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

1. Develop understanding of hazards associated with oxygen/acetylene equipment and demonstrate it setup and use.
2. Understand limitations of the oxygen/acetylene equipment/process and become familiar with suitable applications for its use.
3. Perform Oxy/Acet weld process.
4. Perform Oxy/Acet braze process.
5. Perform Oxy/Acet cutting process.

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

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

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

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

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

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

WLDG 1204 Syllabus Spring 2014
WLDG 1206 — Fundamentals of Gas Tungsten Arc Welding (GTAW)
Frank Phillips College

General Course Information
Credit Hours: 2

Prerequisite
None

Course Description
An introduction to the principles of gas tungsten arc welding (GTAW), setup and use of GTAW equipment, and safe use of tools and equipment. Welding instruction in various positions on joint designs.

THECB Approval Number ..............................................................................48.0508.0000

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

1. Breakdown and analyze the gas tungsten arc welding (GTAW) process:
2. Discuss equip parts, function and current selection.
3. Demonstrate setup of various types of GTAW equipment.
4. Perform welds on ferrous metals (various positions and joint designs).
5. Perform welds on non-ferrous metals (various positions and joint designs).

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**Information:**
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**Interpersonal:**
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**Personal Qualities:**
- Responsibility
- Self-Esteem
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- Integrity/Honesty
WLDG 1305 — Art Metals  
Frank Phillips College

General Course Information  
Credit Hours: 3

Prerequisite  
None

Course Description  
Fundamentals of conceptualizing and producing utilitarian items in ferrous and non-ferrous metals. Skill development through the techniques of sinking, raising, repousse, and piercing to create objects from sheet and stock materials. Includes welding, brazing, soldering, tinning, polishing, and tool making.

THECB Approval Number .................................................................48.0508.0000

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

- Utilize various welding processes to cut out art shapes and forms and join individual components to fabricate artistic objects.

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WLDG 1206 Syllabus Spring 2014
WLDG 1317 — Introduction to Layout Fabrication
Frank Phillips College

General Course Information
Credit Hours: 3

Prerequisite
None

Course Description
A fundamental course in layout fabrication related to the welding industry. Major emphasis is placed on structural shapes and their use in construction.

THECB Approval Number .................................................................48.0508.0000

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

1. Examine basic designs, material shapes and joint configurations utilized by industry.
2. Layout & Fabrication.
3. Select and utilize resources and tools for Layout & Fabrication problems.
4. Identify and utilize common tools for various Layout & Fabrication situations.
5. Develop patterns for repetitive layout duties.
6. Demonstrate "Layout directly on material" method for fabrication.
7. Utilize shortcut methods to simplify Layout & Fabrication process.

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WLDG 1337 — Introduction to Metallurgy
Frank Phillips College

General Course Information
Credit Hours: 3
Prerequisite
None

Course Description
A study of ferrous and nonferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes and mechanical properties of metal including hardness, weldability, machinability, and ductility.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
Examine production techniques for ferrous and non-ferrous metals.
1. Identify mechanisms used to strengthen metals.
2. Analyze metal testing methods.
3. Breakdown metals into grain structure and crystal formation.
4. Understanding of metallurgical changes resulting from heating and cooling (work with phase change diagrams) during heat treatment.
5. Discuss metal coatings, claddings and case hardening.
6. Differentiate ferrous metals from non-ferrous metals.
7. Distinguish stainless steel from carbon steel.

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- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 3
Prerequisite
None

Course Description
The topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.

THECB Approval Number ..................................................48.0508.0000

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

1. Develop skills to meet specific individual or industrial needs.
2. Upgrade training in areas not included in current curriculum.
3. Study special trades or experiment with special interest or techniques within the welding industry.

Methods of Evaluation

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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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Decision Making  
Problem Solving  
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**Basic Skills:**
Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Personal Qualities:**
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty
WLDG 1428 — Introduction to Shielded Metal Arc Welding (SMAW)
Frank Phillips College

General Course Information
Credit Hours: 4
Prerequisite
None

Course Description
An introduction to shielded metal arc welding processes. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

THECB Approval Number .................................................................48.0508.0000

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

1. Recognize electrical current types and their use relating to SMAW process.
2. Identify common SMAW electrodes and determine their most suitable application.
3. Illustrate AWS weld join designs and preparation procedures.
4. Perform SMAW process utilizing most common rod in all positions.

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**Information:**
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**Interpersonal:**
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**Thinking Skills:**
- Creative Thinking
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- Seeing Things in the Mind's Eye
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- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
WLDG 1435 — Introduction to Pipe Welding
Frank Phillips College

General Course Information
Credit Hours: 4
Prerequisite
None

Course Description
An introduction to welding of pipe using the shielded metal arc welding process (SMAW), including electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 1G and 2G using various electrodes.

THECB Approval Number ..............................................................................48.0508.0000

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

1. Identify code requirements for pipe welding.
2. Differentiate setup procedures based on job parameters.
3. Perform 2G pipe weld with 6010 root-pass, 7018 filler and cap.
4. Perform 5G pipe weld with 6010 uphill root-pass, 7018 uphill filler and cap.
5. Perform 5G pipe weld with 6010 downhill root-pass, 7018 uphill filler and cap.
6. Bend Test welds for quality based on code criteria.

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

Prerequisite
Completion of WLDG 1428 with a grade of C or better or Industry Equivalent Experience, see Instructor.

Course Description
A study of the production of various fillets and groove welds. Preparation of specimens for testing in all test positions.

THECB Approval Number .................................................................48.0508.0000

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

1. Become familiar with AWS/ASME welding codes and testing procedures.
2. Recognize and demonstrate proper setup / prep procedure for Backup Strap and Open Root V plate welds.
3. Perform 3-position plate weld Test V-groove with Backup Strap.
4. Perform 3-position plate weld Test V-groove Open Root.

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<td>Lab Exercise 1- Prep &amp; Bevel</td>
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<td>Lab Exercise 2- 3 Position Backup Strap Test</td>
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<td>Lab Exercise 3- 3 Position Open Root Test</td>
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Scans/Or Core Competencies That Will Be Addressed in the Class

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

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
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- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
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**Systems:**
- Understands Systems
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**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

WLDG 1457 Syllabus Spring 2014
WLDG 2439 — Advanced Oxy-Fuel Welding & Cutting
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: WLDG 1204 Fundamentals of Oxy-Fuel Welding with a grade of C or better.

Course Description
A study of all position welding on ferrous and nonferrous metals using oxy-fuel welding process, including welding and cutting, brazing, and soldering operations.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Demonstrate proper safe use of oxy-fuel welding and cutting equipment and procedures.
2. Demonstrate basic oxy-fuel welding and cutting operations.
3. Demonstrate advanced oxy-fuel cutting and welding operations.
4. Select appropriate tools, equipment, and materials.
5. Demonstrate proper techniques for silver brazing equipment.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>60%</td>
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<tr>
<td>Exams</td>
<td>40%</td>
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<tr>
<td>Total</td>
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Grade Scale

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>90 – 100</td>
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Grade Scale for Attendance Percentage

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Welding Program Attendance Requirements*
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**Scans/Or Core Competencies That Will Be Addressed in the Class**

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<th>Information</th>
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</thead>
<tbody>
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<td>Acquires &amp; Evaluates Information</td>
</tr>
<tr>
<td>Allocates Money</td>
<td>Organizes &amp; Maintains Information</td>
</tr>
</tbody>
</table>

WLDG 2439 Syllabus Spring 2014
Allocates Material & Facility Resources

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Uses Computers to Process Information

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

WLDG 2439 Syllabus Spring 2014
WLDG 2443 — Advanced Shielded Metal Arc Welding (SMAW)  
Frank Phillips College

General Course Information
Credit Hours: 4
Prerequisite
Recommended Prerequisite: WLDG 1457 with a grade of C or better, Internship or Instructor Approval

Course Description
Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in all positions.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Examine welding criteria contained in commonly used welding codes.
2. Analyze welds to code standards.
3. Identify weld defects and develop weld repair procedures.
4. Perform welds with high chrome filler metals.
5. Perform welds with high nickel filler metals.
6. Perform welds with Stainless Steel filler metals.

Methods of Evaluation
Evaluation Testing and Grade Distribution:
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Classroom Discussion</td>
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<tr>
<td>Visual Welding Exam</td>
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</tr>
<tr>
<td>Lab Exercise Repairs</td>
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</tr>
<tr>
<td>Lab Exercise Chrome Weld</td>
<td>20 points</td>
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<tr>
<td>Lab Exercise Nickle Weld</td>
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<tr>
<td>Lab Exercise Stainless Weld</td>
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</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
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</table>

Category | Percentage |
---------|------------|
Attendance| 60%        |
Exams     | 40%        |
Total     | 100%       |

Grade Scale
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Negotiates to Arrive at a Decision
Works with Cultural Diversity

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**Technology:**
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**Systems:**
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**Basic Skills:**
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Writing
Arithmetic
Mathematics
Listening & Speaking

**Personal Qualities:**
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

Course Description
Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Demonstrate proficiency in performing GMAW welds in various positions.
3. Weld various joint designs and diagnose welding problems and perform visual inspection.
4. Describe the effects of welding parameters in GMAW.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

<table>
<thead>
<tr>
<th>Lab</th>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1</td>
<td>Equipment Setup</td>
<td>20</td>
</tr>
<tr>
<td>Lab 2</td>
<td>Weld Fillet weld</td>
<td>20</td>
</tr>
<tr>
<td>Lab 3</td>
<td>Weld V-groove weld</td>
<td>20</td>
</tr>
<tr>
<td>Lab 4</td>
<td>Perform proper maintenance of welder</td>
<td>20</td>
</tr>
<tr>
<td>Lab 5</td>
<td>Properly clean and secure work area</td>
<td>20</td>
</tr>
</tbody>
</table>

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<tbody>
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WLDG 2447 Syllabus Spring 2014
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**Basic Skills:**
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- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

WLDG 2447 Syllabus Spring 2014
General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: WLDG 1206 with a grade of C or better.

Course Description
Advanced topics in GTAW welding, including welding in various positions and directions.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Analyze arc characteristics with emphasis on advancements resulting from technical advancements in modern GTAW equipment.
2. Demonstrate changes in techniques and equipment setup for GTAW of various alloys, joint designs and metal thickness.
3. Perform code quality GTAW pipe welds utilizing exotic alloy filler metals.
4. Recognize cost VS quality aspects of GTAW welding compared to other welding processes.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Evaluation Testing and Grade Distribution:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in theory discussion</td>
<td>20 points</td>
</tr>
<tr>
<td>Equipment setup/utilization</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab exercise: exotic metals</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab exercise: weld quality</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab exercise: cost evaluation</td>
<td>20 points</td>
</tr>
</tbody>
</table>

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<th>Technology:</th>
<th>Systems:</th>
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<td>Understands Systems</td>
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<td>Applies Technology</td>
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<tr>
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<tr>
<td>Arithmetic</td>
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<td>Self-Management</td>
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<td>Integrity/Honesty</td>
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WLDG 2451 Syllabus Spring 2014
WLDG 2452 — Advanced Flux Core Arc Welding
Frank Phillips College

General Course Information
Credit Hours: 4

Prerequisite
Completion of WLDG 1206 with a grade of C or better.

Course Description
Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Perform multi-pass fillet and v-groove welds in various positions: 1G, 3G, & 5G.

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<td>Lab 2 Weld multi-pass Fillet weld</td>
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<tr>
<td>Lab 3 Weld multi-pass V-groove weld</td>
</tr>
<tr>
<td>Lab 4 Perform proper maintenance of welder</td>
</tr>
<tr>
<td>Lab 5 Properly clean and secure work area</td>
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</tbody>
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WLDG 2452 Syllabus Spring 2014
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**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: WLDG 1435 with a grade of C or better.

Course Description
Advanced topics involving welding of pipe using the shielded metal arc welding (SMAW) process. Topics include electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 5G and 6G using various electrodes.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up equipment and prepare pipe coupons for (GTAW) gas tungsten arc welding in various positions.
3. Utilize various filler metals including stainless steel to complete pipe welds with GTAW and SMAW process.
4. Demonstrate proper purging techniques on stainless steel pipe for gas tungsten arc welding (GTAW).

Methods of Evaluation

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<td>Lab 1 Equipment Setup</td>
<td>20 points</td>
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<tr>
<td>Lab 2 Weld pipe w/ carbon steel 6G SMAW</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab 3 Weld pipe w/ stainless steel 6G SMAW</td>
<td>20 points</td>
</tr>
<tr>
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- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
General Course Information
Credit Hours: 4

Prerequisite
Recommended Prerequisite: Instructor’s Approval

Course Description
A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.

(An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. *Capstone course and requires the instructor’s approval for enrollment.)

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Be provided the experience and on the job training through a cooperative agreement with a Welding, construction, or fabrication employer.
2. Develop skills and competencies necessary for employment in the work force.
3. Construct a resume.
4. Identify and exhibit safe working habits in the workplace.
5. Identify and exhibit skills and competencies necessary to succeed in the workplace.
6. Identify and exhibit personal financial skills necessary for the workplace.
7. Prepare for job interviews.
8. Use information and experience to solve problems in the workplace.

Methods of Evaluation

1. Timely and complete reports, research paper, and presentation as required by the college---33%
2. College and employer’s evaluation---34%
3. Summary report---33%
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WLDG 2488 Syllabus Spring 2014
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<thead>
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<th>Information:</th>
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<tbody>
<tr>
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<td>Acquires &amp; Evaluates Information</td>
</tr>
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<td>Creative Thinking</td>
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<td>Reasoning</td>
</tr>
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<thead>
<tr>
<th>Technology:</th>
<th>Systems:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects Technology</td>
<td>Understands Systems</td>
</tr>
<tr>
<td>Applies Technology</td>
<td>Monitors &amp; Corrects Performance</td>
</tr>
<tr>
<td>Maintains &amp; Troubleshoots Technology</td>
<td>Improves &amp; Designs Systems</td>
</tr>
</tbody>
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<th>Basic Skills:</th>
<th>Personal Qualities:</th>
</tr>
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<td>Reading</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Writing</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Sociability</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Integrity/Honesty</td>
</tr>
</tbody>
</table>
WLDG 2506 — Intermediate Pipe Welding
Frank Phillips College

General Course Information
Credit Hours: 5

Prerequisite
Recommended Prerequisite: WLDG 1435

Course Description
A comprehensive course on the welding of pipe using the shielded metal arc welding (SMAW) process. Position of welds will be 1G, 2G, 5G, and 6G using various electrodes. Topics covered include electrode selection, equipment setup, and safe shop practices.

THECB Approval Number .................................................................48.0508.0000

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up, prepare and weld 6” or larger diameter pipe with a minimum schedule 80 thickness in 5G and 6G positions.
3. Set up, prepare, and weld 6” or larger diameter pipe with a maximum schedule 40 thickness in 5G and 6G positions.
4. Setup, prepare, and weld 2” diameter with schedule 160 or greater thickness.
5. Setup, prepare, and weld 2” diameter with schedule 40.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Evaluation Testing and Grade Distribution:</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1 Prepare coupons for (SMAW) in various pos.</td>
<td>200 points</td>
</tr>
<tr>
<td>Lab 2 Weld 6” pipe w/min. sch. 80 in 5G &amp; 6G</td>
<td>200 points</td>
</tr>
<tr>
<td>Lab 3 Weld 6” pipe w/max sch. 40 in 5G &amp; 6G</td>
<td>200 points</td>
</tr>
<tr>
<td>Lab 4 Weld 2” pipe w/ schedule 160</td>
<td>200 points</td>
</tr>
<tr>
<td>Lab 5 Weld 2” pipe w/ schedule 40</td>
<td>200 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>60%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Scale

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 60 – 69 D
- Below 60 F
<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>100</td>
</tr>
<tr>
<td>80 – 90</td>
<td>90</td>
</tr>
<tr>
<td>70 – 80</td>
<td>80</td>
</tr>
<tr>
<td>60 – 70</td>
<td>70</td>
</tr>
<tr>
<td>0 – 60</td>
<td>50</td>
</tr>
</tbody>
</table>

**Academic Honesty and Integrity**

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

**Class Attendance***

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

**Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.** For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

**Welding Program Attendance Requirements***

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be
absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college’s main number with an appropriate contact in case of an emergency.
   Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
   Perryton: (806) 648-1450

Grievance Policy
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

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