



HLC Accreditation Evidence

- Instructor Availability for CAP Instructors

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

- Coordinator of Community Education

ENGL 1204 English Composition I 11289 C1

FALL 2022 Section 1 3 Credits 08/18/2022 to 05/24/2023

Meeting Times

Monday through Friday

Hours 1, 3, 4, and 5

(CRNs 11289, 11290, 11291, and 11292, respectively)

Contact Information

Mrs. Kayci Teghtmeyer

Room 214, Great Bend High School

(620) 793-1521, ext. 1214

kayci.teghtmeyer@usd428.net

Course Description

This course offers an approach to purposeful writing stressing self-expression through written communication by logical presentation of ideas with emphasis on content, organization, and mechanics.

Prerequisite(s)

ENGL 1194 Intermediate English or appropriate assessment score and READ 1109 Intermediate Reading with a grade of C or better or appropriate assessment score or ENGL 1195 Integrated Reading and Writing with a grade of C or better or ESOL III with a grade of C or better or appropriate assessment score.

Course As Viewed In The Total Curriculum

English Composition I is an approved general education course at Barton Community College, which can be used to fulfill degree requirements as a fundamental course acceptable as general education credit towards any degree (A.A., A.S., A.G.S., or A.A.S degree).

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

The learning outcomes and competencies detailed in this course syllabus meet or exceed those specified for this course by the Kansas Core Outcomes Groups project, and as approved by the Kansas Board of Regents –

http://kansasregents.org/transfer_articulation (http://kansasregents.org/transfer_articulation).

Outcomes & Competencies

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provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

- A. Use a variety of planning strategies.
 - 1. Employ planning strategies that are effective for a variety of writing tasks, including, but not limited to journaling, listing, freewriting, brainstorming, clustering, reporter's questioning.
- B. Employ effective narrowing strategies to draft an effective thesis.
 - 1. Organize an essay using outlining strategies.
 - 2. Write an opinionated, focused thesis statement and topic sentences for a specific audience and purpose.
 - 3. Compose a thesis that will address a specific audience.
 - 4. Adequately test a hypothesis to determine whether it is specific and well-focused.
- C. Effectively and logically organize body/topical paragraphs.
 - 1. Demonstrate mastery of a variety of organizational methods appropriate to the writing task, such as comparison/contrast, cause/effect, definition, problem/solution, classification, and process analysis.
 - 2. Compose opinionated topic sentences that not only support the thesis but also direct the content of the paragraph.
 - 3. Incorporate both general and specific supporting evidence.
 - 4. Judge whether topical paragraphs display unity, completeness, order and coherence.
- D. Write introductions and conclusions appropriate to the subject, audience and purpose of the essay.
 - 1. Compose introductions that address a specific audience and introduce the topic appropriately.
 - 2. Compose conclusions that effectively lend closure to the many ideas expressed within the essay's development.
- E. Recognize the importance of coherence to the audience and incorporate effective and appropriate coherence devices to meet this need.
 - 1. Correctly use appropriate and effective transitional devices.
 - 2. Correctly incorporate pronouns and key words as coherence devices.
 - 3. Demonstrate proficiency in using parallel structure.
- F. Compose essays that meet the standards of academic writing.
 - 1. Choose diction that is specific as well as vivid and appropriate for college level academic writing.
 - 2. Compose sentences that clearly express the author's ideas.
 - 3. Demonstrate the ability to judge writing situations when non-standard English grammar is appropriate and when it is not.
 - 4. Write using standard English grammar.
 - 5. Produce documents which conform to recognized (standard) guidelines such as those of the Modern Language Association (MLA), the American Psychological Association (APA), or the Associated Press (AP).
 - 6. Avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings.
- G. Revise effectively.
 - 1. Evaluate the effectiveness of the relationship between the thesis and the essay to determine
 - a. whether the essay develops the idea expressed in the thesis and
 - b. whether the thesis accurately conveys the ideas developed in the essay.
 - 2. Evaluate the effectiveness of the relationship between each topic sentence and its paragraph to determine
 - a. whether the paragraph develops the idea expressed in the topic sentence and
 - b. whether the topic sentence accurately conveys the ideas developed in the paragraph.
 - 3. Revise paragraphs for logical presentation and complete development of ideas.
 - 4. Revise sentences for clarity, emphasis, economy and variety.
 - 5. Write in third person, when appropriate, following the rules for correct pronoun/antecedent agreement.
 - 6. Employ strategies that promote the use of active voice.
 - 7. Use conjunctions correctly, observing the conventions of parallel structure and correct punctuation.
 - 8. Demonstrate proficiency in proofreading and editing.

Materials

Various online model texts

ACT preparation and college-level vocabulary handouts

Supplies:

- Always have paper, pens/pencils, a highlighter, and a charged Chromebook. (No colored ink on hand-written assignments, please.)
- *Wired* headphones
- Notebook paper
- lined note cards (as assigned)

References

* Instructor Policies

- **Be responsible.**
 - Come to class with your materials and assignment(s).
 - Have your Chromebook charged and ready for use.
 - Get all make-up work immediately following an absence (or before a planned absence).
 - Avoid absences on test days and essay due dates.
- **Be respectful.**
 - Show respect for yourself, your peers, and your instructor.
 - Do not use swear words or other derogatory language.
 - Be tolerant of others' opinions even when they differ from your own.
- **Be attentive.**
 - Avoid sleeping in class.
 - Refrain from unnecessary talking.
 - Keep your phones and other electronic devices in your bag during our class time. *Cell phones/earbuds may be used in class only when specified by the teacher.*

Attendance Requirements

- You will not fully grasp concepts or master course material if you do not attend class and participate regularly. All students are responsible for their attendance and are expected to make the necessary arrangements to ensure participation.
- Daily attendance points will be recorded. Points for all non-school-related absences will be lost but may be recovered through additional writing assignments. (*Handout*)
- Please see me for make-up work either before or after school. We will not have time to discuss work you'll be missing during your class time or between classes. You have two days from the date of your absence to complete make-up work.
- If you know ahead of time that you will be gone, you will be expected to get your assignment before your absence.
- Tests or other homework missed due to an **unexcused absence** will be zeros.
- Tests missed due to an **excused absence** will often have different questions and/or requirements. Make-up test days will be specified by your teacher.
- **Essays** will be due on the specified due date regardless of any absence from class.
- **Communication with your teacher** is vital to ensure your success in this class.

✓ Grading Methods

Course Grade configuration:

- Participation = 5%
- Homework = 40%
- Tests = 55%

Late work policy:

Homework is designed to help reinforce concepts we study in class. As a result, its completion is expected to be timely. Points are deducted for late work as follows:

- One day late 80% max. credit
- Two days late 70% max. credit
- Three or more days late 60% max. credit
- After test day or otherwise specified cut-off date 0% credit

Make-up work is the student's responsibility.

Grading Scale

The grading scale is as follows:

Grade	Range	Notes
A	100 - 90%	
B	89 - 80%	
C	79 - 70%	
D	69 - 60%	
F	59% and below	

Institutional Policies

Academic Integrity

Academic Integrity is scholarship based on honesty, trust, respect, responsibility, fairness, and courage. Barton Community College pledges to uphold these core values of integrity in all aspects of teaching and learning. Students are the authors of submitted work and shall give credit to outside sources and other's work or ideas.

In all aspects undertaken by students, faculty, staff, and all other stakeholders of Barton Community College, the following pledge applies: On my honor as a Cougar, I am acting with integrity in academics. I am acting per personal and institutional values and refraining from any form of academic dishonesty, and I will not tolerate the academic dishonesty of others.

Acts of academic dishonesty, intended or unintended, are subject to Procedure 2502 [Academic Integrity](#) and may result in the grade of XF. Barton defines an XF grade as failure as a result of a violation of Academic Integrity.

Disability Services

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

Student Code of Conduct

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Civil Rights Equity & Title IX

Barton Community College adheres to all federal and state civil rights laws, including Title IX, banning discrimination in public institutions of higher education. The College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of many protected categories. Please refer to the entire policy at the link below.

Title IX protects against discrimination on the basis of sex, gender, sexual orientation, gender identity, including discrimination due to all forms of sexual harassment and sexual misconduct.

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Problem Resolution

The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. If a student disagrees with established rules of conduct, policies, practices, or if they feel their rights have been infringed upon, they can express their concern through the problem resolution procedure. No student will be penalized for using the problem resolution procedure, or for voicing a complaint in a timely and business-like manner. Students are directed to the procedure linked below and are advised to pay attention to the limitations of the procedure and the strict adherence to timelines noted.

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Course Outline

My responsibility and objectives:

- To prepare you for college in the areas of literature, grammar, and writing. This preparation would help you in all of your disciplines, not just in English.
- To provide experiences for self-discipline and good study habits. Hopefully these skills will carry over into college and the workforce.
- To meet the requirements for college credit at BCC
- To prepare you for the grammar and reading sections of the ACT

Emphasis this year:

Literature:

- Model texts to demonstrate audience, exigence, tone, etc. of quality writing

Grammar:

- Ten lessons in preparation for ACT exam
- Correct grammar practices in all writing

Vocabulary:

- College preparatory vocabulary lessons

Writing: (may include any of the following)

- Expository themes
- Comparison / contrast paper
- Essay responses on tests
- Journal writing
- Emphasis on style (transitions, parallelism, complex sentence structure)
- Spontaneous timed writings
- Scholastic resume
- Letter of job application
- Technical writing
- Research paper

Additional Items

MATH 1828 College Algebra 11285 C2

FALL 2022 Section 1 3 Credits 08/18/2022 to 12/16/2022

Meeting Times

Contact Information

Mrs. Tina Hiss

620-617-4255 (cell, text only)

620-793-1521 ext 1118

tina.hiss@usd428.net

Course Description

A study of polynomial, rational, exponential, and logarithmic functions and their graphs; complex numbers, systems of equations and inequalities, and an introduction to matrices and determinants. Additional topics may include conic sections, partial fractions, sequence and series, discrete mathematics, probability, and the binomial theorem.

Prerequisite(s)

MATH 1824 Intermediate Algebra with a grade of C or better OR having passed Module 12 in College Preparatory Mathematics
OR appropriate placement score

Course As Viewed In The Total Curriculum

College Algebra fulfills the college-level math requirement for all associate degrees offered at Barton Community College. The purpose of the course is to familiarize students with algebraic principles and to prepare them for higher level mathematics courses.

College Algebra is a fundamental course and is an approved general education course at Barton Community College. This course is transferable to all Kansas Regents' Institutions and may be used to help fulfill program requirements. The transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. It is the student's responsibility to obtain relevant information from intended transfer institutions to ensure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

<http://bartonccc.edu/transfer/schools> (<http://bartonccc.edu/transfer/schools>)

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Outcomes & Competencies

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Course Outcomes, Competencies, and Supplemental Competencies:

- A. Identify characteristics and perform operations on functions.
1. Recognize and distinguish between functions and relations.

2. Use functional notation.
3. Determine the domain and range of a function.
4. Find the intercepts of a function.
5. Write the equation that describes a function.
6. Write the equation of a circle given its description.
7. Find arithmetic combinations and composites of functions.
8. Find the inverse of a function.
9. Use graphing transformations to sketch the graph of a function including linear, quadratic, absolute value, square root, and cubic.
10. Graph a piecewise-defined function.
11. Solve an equation involving radicals.
12. Determine if a function is symmetric around the y-axis or origin.

B. Identify characteristics and analyze polynomial functions.

1. Solve a formula for a variable.
2. Solve a linear equation in one variable.
3. Solve a linear inequality in one variable.
4. Solve an absolute value equation.
5. Solve an absolute value inequality.
6. Solve a quadratic equation using various methods.
7. Solve a polynomial equation.
8. Solve a polynomial inequality.
9. Find the slope between two points.
10. Write the equation of a line given parameters such as slope, points, and parallel/perpendicular lines.
11. Find the vertex of a quadratic function.
12. Graph a quadratic function using the vertex, intercepts and concavity.
13. Find the minimum/maximum of a quadratic function in the form of an application problem.
14. Find the zeros of a polynomial function and write a polynomial function as a product of linear factors.
15. Sketch the graph of a polynomial function using concepts of end behavior, zeros, and multiplicities of zeros.

C. Identify characteristics and analyze rational functions.

1. Solve rational equations in one variable.
2. Solve a rational inequality in one variable.
3. Sketch the graph of a rational function using asymptotes, intercepts and "holes" in the graph.

D. Identify characteristics and analyze exponential functions.

1. Solve an exponential equation in one variable.
2. Sketch the graph of an exponential function using intercepts and asymptotes.

E. Identify characteristics and analyze logarithmic functions.

1. Apply the properties of logarithms to simplify expressions.
2. Solve a logarithmic equation in one variable.
3. Sketch the graph of a logarithmic function using intercepts and asymptotes.
4. Evaluate logarithmic expressions using various methods including change-of-base to approximate.
5. Solve application problems including growth and decay and compounding interest.
6. Use models to make predictions.

F. Solve systems of equations and inequalities in two variables.

1. Solve a system of equations in two variables by various methods including graphing, substitution and addition (elimination).
2. Solve a system of inequalities in two variables by graphing.
3. Solve a system of equations in three variables using various methods including Gaussian Elimination and matrices.

Materials

College Algebra

Author: Blitzer, Robert

Publisher: Pearson

Edition: 6th

References

Other Algebra texts and online sites.

* Instructor Policies

Students are expected to show respect for the instructor and their fellow students by arriving to class on time and being attentive the entire class period. Visiting with other students during a lecture or using electronic devices in the classroom (cellular phones, pagers, CD players, etc.) is not appropriate.

All students are required to produce their own work. Evidence of cheating will result in at least a zero for that activity. In general, show all your work for homework assignments, quizzes and exams. It would be best to bring your own calculator to class. A classroom set of TI's will be used to demonstrate a variety of mathematical concepts but must remain in the classroom. You should be able to work problems on your own calculator. Students are expected to take notes in class, read the textbook, study the material and when difficulties arise, see a math tutor or the instructor.

Attendance Requirements

Regular attendance is important to student success. Absences due to verifiable illnesses, scheduled college events, death of a family member or close friend, and personal emergencies are excused. The instructor will make reasonable accommodations to help the student make up the work but the primary responsibility lies with the student. All other absences are unexcused and will result in a zero for classwork due. Students should schedule doctor appointments, dental appointments and other such appointments to avoid missing their scheduled classes. **DO NOT MISS EXAM DATES!!!**

✓ Grading Methods

Late papers will be accepted but **must be scored** before turning in.

Late assignments for any unit must be turned in **the day BEFORE the test.**

If student is absent that day due to an activity, the late papers will be accepted before school only on the day of the test.

Excessive late papers can result in NO late papers being accepted.

Extra credit – each student will have an opportunity at the end of the nine weeks to purchase extra credit points with tickets earned during my class period.

Test retake policy:

Students will earn the right to retake a test with completion of 70% of daily work.

Students may be required to complete additional practice problems.

Students may retake a test **during late night hours in the library or Monday through Thursday in PEP (7:00 a.m. or after school), NOT during advisory!**

Scoring on retake: 1st test 70% or higher can be replaced with a score up to 90%.

1st test 50% to 69% can be replaced with a score up to 20% higher

Below 50% can be replaced with a score up to 70%

Cheating will NOT be tolerated. Do not copy work or give someone your paper to copy. Two papers with identical work on even part of the assignment will both be given zeros and reported in accordance with the academic integrity policy.

Criteria

For each nine weeks grade, average of test grades is 75%, daily average is 25%.

For semester grade, one nine weeks is 40%, second nine weeks is 40%, semester exam is 20%

Grading Scale

100-99	A+	86-83	B	72-70	C-
99-93	A	82-80	B-	69-67	D+
92-90	A-	79-77	C+	66-63	D
89-87	B+	76-73	C	62-60	D-

Any grade below a 60% will receive an F or no credit.

Institutional Policies

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Course Outline

Chapters P-1	Review of Basic and Intermediate Algebra
Chapter 2	Functions and Their Graphs
Chapter 3-4	Polynomial Functions, Rational Functions
Chapter 5	Exponential and Logarithmic Functions
Chapter 6	Systems of Equations and Inequalities
Chapter 7	Matrices and Determinants

Additional Items

ENGL 1204 English Composition I 11296 C2

FALL 2022 Section 1 3 Credits 08/17/2022 to 12/20/2022

Meeting Times

Lecture

Monday, Tuesday, Wednesday, Friday, 9:44 AM to 10:33 AM, Otis-Bison High School

Contact Information

Instructor: Mrs. Sarah Hyatt

Email: hyatts@usd403.org

Office Hours

7:30 before school and until 4:30 after school

Course Description

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Prerequisite(s)

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 - 3. Revise paragraphs for logical presentation and complete development of ideas.
 - 4. Revise sentences for clarity, emphasis, economy and variety.
 - 5. Write in third person, when appropriate, following the rules for correct pronoun/antecedent agreement.
 - 6. Employ strategies that promote the use of active voice.
 - 7. Use conjunctions correctly, observing the conventions of parallel structure and correct punctuation.
 - 8. Demonstrate proficiency in proofreading and editing.

Materials

Patterns for College Writing

Author: Laurie G. Kirzner and Stephen R. Mandell

Publisher: Bedford/St. Martin's
Edition: Twelfth
ISBN: 9780312676841
Availability: Provided by the High School
Price: Free

* Instructor Policies

Expectations of Students

Students are to arrive to class on time. They should be prepared to participate in the day's activity, including having supplies like paper, pencils, and chromebooks, and they should have any required assignments (prewriting, drafts, written exercises) ready for the day's activities.

Students are encouraged to share their ideas and drafts with other students so that they can both give and receive feedback on their writing.

Late Policies

Students may turn in one essay assignment late in the semester. Students can also request an extension in case of an emergency.

Otherwise, the grade of a late essay will be reduced by 10%. Late essays are not accepted after 1 week past the due date.

Other class assignments will only be accepted on the date due.

Extra Credit Policy

No extra credit is awarded.

Attendance Policy

Students will follow the attendance policies of Otis-Bison High School.

Instructor Response Time and Grading Time

Expect the instructor to respond to email within 2 calendar days. The instructor should return graded essays within 1 week of student submission.

✓ Grading Methods

Criteria

Type	Weight
Short assignments, In-Class Participation	20%
Narrative Essay	10%
Essay #2	15%
Argumentative Essay	20%
Cause and Effect Essay	20%
Final Revision Project	15%

Grading Scale

Grade	Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

Institutional Policies

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Civil Rights Equity & Title IX

Barton Community College adheres to all federal and state civil rights laws, including Title IX, banning discrimination in public institutions of higher education. The College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of many protected categories. Please refer to the entire policy at the link below.

Title IX protects against discrimination on the basis of sex, gender, sexual orientation, gender identity, including discrimination due to all forms of sexual harassment and sexual misconduct.

Annually, all enrolled students are provided the opportunity to participate in online Title IX training. The training link is sent to the student's Barton issued email account generally within the first month of enrollment.

Barton's Civil Rights Equity Policy (Policy 1132) is found at: https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf (https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf)

Problem Resolution

The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. If a student disagrees with established rules of conduct, policies, practices, or if they feel their rights have been infringed upon, they can express their concern through the problem resolution procedure. No

student will be penalized for using the problem resolution procedure, or for voicing a complaint in a timely and business-like manner. Students are directed to the procedure linked below and are advised to pay attention to the limitations of the procedure and the strict adherence to timelines noted.

https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf (https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf)

Course Outline

Additional Items
