

*Replace this image as needed. It is just a placeholder*

**SYLLABUS**

**Course #**

**Physical Science I**

**Spring 2023**

# Course CRN: *School Specific*

# Current Catalog Description: *School Specific*

# Statewide Common Course Description:

**CPHY 1023: Physical Science I**: Survey of concepts in physics and chemistry.

Additional Description: This course introduces fundamental laws, modern theories, and principles of physical science. The emphasis will be concentrated on 1 & 2-D motion, Vectors, Newton’s Laws, Gravitation, Momentum, Work and energy, Thermodynamics, Waves, Electricity and Magnetism, Astronomy, and chemistry concepts in the areas of measurement, chemical and physical properties of matter, atomic and molecular structure, chemical equations and stoichiometry, reactions, energy relationships, periodicity, bonding, gas laws, and solutions. Integrated into the course are problem-solving and quantitative approaches. This course is intended for a non-science curriculum.

Prerequisites or Co-requisites: *School Specific*

# Course Goals:

**"Science is built up with facts, as a house is with stones. But a collection of facts is no more a science than a heap of stones is a house."** Henri Poincaré (1854-1912) *Science and Hypothesis*

There are several goals for this course. The first goal (Goal 1) is to give you a reasonable knowledge of the basic concepts of physical science. The second goal (Goal 2) is to introduce you to the systematic problem-solving techniques. The third goal (Goal 3) is to prepare you to use physical science in your own life and profession by providing interesting and relevant applications that are clearly understandable from physical principles. I will measure your ability to meet these goals using the outcomes listed below. The fourth goal (Goal 4) of this course is that you network with your peers.

Learning Outcomes**:** Upon completion of Physical Science I, the student will be able to achieve the following:

* (CLO1) Explain and apply the basic laws and principles governing the nature of matter, motion, work and energy forms, waves, electricity, magnetism, and special topics in astronomy.
* (CLO2) Use a basic scientific vocabulary that relates to course content.
(CLO3) Recognize and explain many physical phenomena observed in the physical environment.
* (CLO4) Use the scientific method in concert with the basic laws of physics to model, analyze, and interpret physical scenarios in the course materials to everyday life.
* (CLO5) Use simple mathematical skills to solve problems that pertain to the physical environment.
* (CLO6) Demonstrate a fundamental knowledge of chemistry concepts in the areas of measurement, chemical and physical properties of matter, atomic and molecular structure, chemical equations and stoichiometry, reactions, energy relationships, periodicity, bonding, gas laws, and solutions.
* (CLO7) Analyze and solve fundamental quantitative chemistry problems.
* (CLO8) Apply chemical principles to understanding natural phenomena, emerging chemistry-related technology, and materials encountered in everyday life.

# Assessment Measures:

Assessment of all learning outcomes will be measured using the following methods:

* Assignments & Activities will be graded.
* Discussions will be graded.
* A Midterm Exam will be graded
* A Final Exam will be graded
* Reports will be graded

# Course Materials:

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**Textbook:** Exploring the Physical World: Introductory Chemistry and Physics is licensed under a Creative Commons Attribution 4.0 International (CC BY) license.

# Instructor:

Name:

Email:

Phone:

# Office Hours: *Change as Needed*

I am also available via email. All emails or phone calls will receive a response within 24 hours.

**Office Location:** Online via *Web Conferencing Tool (i.e. Zoom)*

# Communication: *Change as Needed*

All course and college communication will be via phone, LMS, *Web Conferencing Tool (i.e. Zoom)*, and email. More information on *Web Conferencing Tool* (i.e. *Zoom)* is below. Always include your name so that I know who you are. All communications should use appropriate language, follow appropriate etiquette, be used in a professional way, and follow the guidelines regarding student conduct that are listed in the *Student Handbook*. If you call my office phone and wish to leave me a voice mail, please provide your name and telephone number; voicemail is used best if you leave a concise, but detailed message. Since I am not always in my office, an email will have a faster response than a voicemail.

# Announcements: *Change as Needed*

Announcements regarding assignments, logistics, exams, and other pertinent course information will be available on LMS. You should check the announcements daily. You should make sure the settings in LMS are set to send the Announcements to your email address. Not checking the emails from the Instructor or LMS announcements will not be accepted as an excuse for missing required tasks. Missed announcements and/or emails may affect your grade and are the responsibility of the student.

E-mail Policy: ***Change as Needed***

You are responsible for regularly checking your email. Make sure that the email address in LMS is one that

you check regularly. When contacting through email, always put identifying information in the subject line and

include the class you are currently enrolled in. When you email me anything, I reply. **If you don't get a reply within 24 hours, I didn't get your email**. All communication will be sent to the email address in LMS. You may verify your email address under Account/Settings.

# Course Schedule:

| **Module** | **Topics and Concepts**List and describe as necessary the topics and concepts covered in each weekly unit. | **Week of the Course** | **Corresponding Course Materials** Where relevant, indicate if the resource is a chapter(s) or section(s) of a larger resource. |
| --- | --- | --- | --- |
|  | Course Introduction | Week 1 |  |
| 1 |  Chapter 1: The Nature of Science | Weeks 2 | Chapter 1 *Exploring the Physical World* |
| 2 | Chapter 2: Linear Motion | Week 3 | Chapter 2 *Exploring the Physical World* |
| 3 | Chapter 3: Force, Work, and Power | Week 4 | Chapter 3 *Exploring the Physical World* |
| 4 | Chapter 4: Properties of Materials, Chemical Reactions, and Heat | Week 5 | Chapter 4 *Exploring the Physical World* |
| 5 | Chapter 5: Waves, Electromagnetic Radiation, and Sound | Week 6 | Chapter 5 *Exploring the Physical World* |
|  | Midterm Exam | Week 7 |  |
| 6 | Chapter 6: The Atom and Elements | Week 8-9 | Chapter 6 *Exploring the Physical World* |
| 7 | Chapter 7: Ionic and Molecular Compounds | Week 10-11 | Chapter 7 *Exploring the Physical World* e  |
| 8 | Chapter 8: Matter and Energy | Week 12-13 | Chapter 8 *Exploring the Physical World* |
| 9 | Chapter 9: Electricity | Week 14 | Chapter 9 *Exploring the Physical World* |
| 10 | Chapter 10: Magnetism | Week 14 | Chapter 10 *Exploring the Physical World* |
|  | Final Exam | Week 15 |  |

# About the Course: *Change as Needed*

**Delivery Method of the Course:** **This is a fully online course.** You will communicate and access assignments online via LMS. So, you will need to have access to the Internet and a browser (e.g. Firefox, Safari, or Chrome). While you do not need to be a computer wizard, you need to be able to get to a website. You will also be using videos from various sources ([Khan Academy](http://www.khanacademy.org), [YouTube](http://www.youtube.com)) (http://www.khanacademy.org/; http://www.youtube.com) for assignments and as reference materials for this course. No additional software is needed to use these videos. They will play in your browser. To access the handouts used in this course, you will need Adobe Reader. If your computer doesn’t already have this software and/or are prompted for this download, you can go to the Adobe website ([Download Adobe Reader](https://get.adobe.com/reader/)) to download this software. Instructions for submitting your assignments are provided in the **Assignment Submission Instructions** on LMS.

**Structure of the Course:** **This course is organized into modules/chapters, much like a face-to-face classroom course**. Each week you will have to Read and View learning materials and resources on a particular topic and then complete a set of related activities, and finally submit assignments related to the topic. You will be expected to keep up with assignments, to read comments on our site and to write to our site. As such, you are required to login to LMS regularly (I suggest 3 times a week at a minimum). A Course Schedule, which highlights the topics covered each week is included in this syllabus. Major due dates and weekly assignment due dates are announced on LMS.

You should follow the information provided in these sources in order to complete the course in a timely manner. You will typically have until **11:59pm** on the due date to turn in an item that is due. At **11:59pm** the window for any item that is due will close. After a deadline has passed, and the window has closed, you cannot turn in that particular item. I will work hard to make this course work well and you need to work hard, too.

# Expectations: *Change as needed*

# The Federal definition of a credit hour states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend a minimum of six hours outside of class each week working on assignments for this course. For more information see: link

# Instructor’s Emphasis: *Change as Needed*

Science is inherently an observational process... we observe phenomena that occur in nature ... and so we have to try to find the rules, patterns, principles and the concepts that control the phenomena. Understanding the patterns, the rules and concepts requires a high level of creative and critical thinking ... in this course I want you to experience these levels of thinking and develop a high degree of conceptual understanding. Learning to solve problems with a conceptual understanding is essential and so I aim to teach you not only the general principles, but also how to apply them in specific situations.

# Technology Requirements:

**Computer Access: *Change as needed***

You will need regular computer access, preferably a home computer with broadband Internet access. Your computer should have speakers, microphone, and video capabilities for utilizing video conferencing (*i.e. Zoom*). If your computer does not have speakers, microphone or video built in, a stand-alone camera and headset can be utilized. These items can be purchased at your local Wal-Mart or Office Max. Please do not wait until the last minute to complete assignments.  You should also have an alternative plan to complete online assignments in the event of computer or internet failure.

**Browser Recommendations: *Change as needed***

For security reasons, you should update your browser to the most recent version for your operating system.

The LMS works best with the latest version of Chrome or Firefox. Be sure to enable Cookies. Instructions for browser settings for are available here:[Firefox help](http://support.mozilla.org)[Chrome help](http://www.google.com/support/chrome/)

**Browser Troubleshooting: *Change as needed***

**1. Check supported browser versions.** Check to see if your problem is related to known issues with your browser version, above.

**2. Clear your browser's cache.** Clearing your browser's cache may help to resolve problems.

**3. Try a different browser and/or move to a different computer.** You may find it helpful to have more than one browser installed on your computer. If you run into problems using LMS, moving to another browser may resolve your issues. You can also try moving to a different computer to see if the problem persists. This may help to discern whether your issue was a problem with your browser or computer, or with LMS.

**4. Still having problems?** If the issue persists in different browsers, and on different computers, please use the information under Technical Support for help.

**Using Zoom: *Change to reflect the video-conferencing software being used***

Virtual office hours and tutoring sessions will be held using Zoom. *Instructor should supply a permanent link to Zoom*

**Steps to Complete Prior to the First Meeting:**

* [Download the Zoom](https://www.zoom.us/download#client_4meeting) desktop client for your computer.
* [Create a free Zoom account](https://www.zoom.us/signup). Please use the name that appears on your official registration form and not a nickname.
* Upload a picture of yourself or an image that represents you.
* Before the first meeting, click on the meeting link to ensure that you can access the meeting.
* Make sure that your pop-up blocker is off.

**Steps to Complete Prior to Each Meeting**:

* Click on the meeting link in LMS. (Hint: copy this link and put it in a document on your computer so you do not have to log in to LMS for each meeting.
* Wait in the waiting room until I let you in.
* Ensure that all materials are ready for the topic you would like to discuss.

**Technical Assistance for Zoom**:

* If you are having issues accessing Zoom, please contact your instructor.
* If you are having technical issues with Zoom, please click [Zoom](https://www.zoom.us/signup) and then click on "Resources" to access the Zoom help center.

**Technical Skills:**

You should be comfortable with the following:

* using a web browser- see browser recommendations above
* using email for communication
* sending an email attachment
* navigating the Internet
* using LMS
* saving a document to create a Word, pdf or g-doc file
* uploading saved documents to the LMS
* **using conferencing software *(i.e. Zoom*)- see information on Zoom above**

# Course Requirements:

1. Attendance: *Information provided should support the mode. (i.e.: Face-to-face, fully online, or hybrid)*
2. Assigned Readings
3. Participation in all Discussions
4. (Chapter, Video, Activity, & Report) Assignments
5. Midterm Exam
6. Final Exam

# Attendance: *Change as Needed*

{School name} regulations and policies regarding conduct and attendance will be enforced. As such, you are required to login to the LMS regularly (I suggest 3 times a week at a minimum). Accommodations will be made for excused absences, as defined in this {*link*. *Include any school-specific attendance policy information.}*

# Assigned Readings:

You are expected to read the relevant materials according to the Course Schedule. Additional learning materials and information such as reference materials, notes, and videos are intended to complement rather than represent the complete body of knowledge that you need for this course. Videos are available under the week’s schedule on the course’s LMS website. There are no points for completing the readings, but you are highly encouraged to do so because not doing so could adversely affect your performance in this course.

# Discussions:

**Please adhere to the following:** Discussions are intended to complement the readings and assignments and determine your ability to apply what you have learned. Discussions are to be completed after the Assignments. There will be *10* Discussions. Each discussion will be worth 10 points. The scoring rubric is provided below. I will provide scoring feedback and post solutions for each discussions *NLT one week* after the discussion session is closed.

You are expected to participate in Discussions according to the posted deadlines on LMS. I would like for our discussions to be a free give and take of ideas. For that to happen, people must participate. To ensure participation in our discussions, you are required to post on LMS at least 3 times for each discussion topic. Your initial posting is due on Monday by 11:59 pm CST. Your responses to 2 of your classmates are due on Saturday by 11:59 pm CST. Your initial posting should address the discussion topic requirements, while your other two postings should be replies to your classmates. Be sure to comment on at least two of your classmates' postings. Your response should be at least 5 sentences long. This includes responses to classmates' posts. Your replies must be more than a simple phrase like "I agree" or "I like your answers". Replies should reflect why you agree or like what has been posted. Your replies must reflect a genuine effort to engage your fellow classmates regarding the comments provided. Please think about the questions and your peers' responses and reply thoughtfully and courteously, according to netiquette rules. Use good English grammar, correct punctuation, and complete sentences. While the posts will mostly be judged by their thoughtfulness and completeness, I reserve the right to take off points for grammatical errors, especially if they interfere with the clarity of your post. **Unless specified in the directions, all Discussion postings and replies should be made in the discussion forum. Do not email me any Discussion postings unless the directions specifically direct you to do so.**

# Discussions will be graded as follows:

* **10-8 Points**: Posting and replies include evidence that the student understands and is able to transfer or relate course concepts to a personal or professional experience. The student addresses the main topic once and responds to a minimum of two other students.
* **7-5 Points**: Posting and replies indicate an understanding of course concepts. The student addresses the main topic once and responds to a minimum of one other student.
* **4-1 Points**: Posting and replies are not succinct or do not seem to capture the essence of course concepts.  The student does not respond to any other students.
* **0 Points**:  No posting or response to peers

**All postings including initial postings and replies to your classmates’ postings must be made on LMS on time. No postings or replies that are made after the deadline will be accepted. Late Discussion postings will not be accepted.**

**Chapter & Activity Assignments:**

**Basics and Requirements**: Chapter & Activity Assignments are practice opportunities. There will be *10* Chapter Assignments and 10 Activity Assignments. Both Chapter & Activity assignments are worth 10 points each. The scoring rubric is provided below. I will score each Chapter & Activity assignment *NLT one week* after the due date. Your Chapter & Activity assignments should be neat, clearly labeled with your name on the document. You must show your work to get credit for problems that require it. Credit will not be given for correct or incorrect answers if work is not shown. “Short answer” questions must be fully explained, and all relevant parts must be addressed to receive credit. Directions for submitting your Chapter & Activity assignments are provided on LMS. **Late Chapter & Activity** **assignments will not be accepted. Chapter & Activity assignments cannot be made up; makeup work will not be assigned in lieu of missing Chapter & Activity assignments.**

# Chapter & Activity Assignments will be graded on a scale from 0 to 10 as follows:

* 10 = Complete and excellent work
* 8 = Satisfactory, but with some minor errors
* 6 = Significant errors or omissions
* 4 = Very little correct or useful work
* 2 = Assignment handed in, but with minimal work
* 0 = Missed Assignment

# Exams:

My personal preference would be to avoid formal examinations and use informal and more personal methods of assessing your understanding and comprehension of physics. However, I am required to account to you and to {School Name} regarding your performance. Hence, I will give two formal exams (Midterm and Final). You will be challenged to understand and to apply the concepts. Sure, you will use equations and formulas, but they will serve to illustrate concepts rather than to test your mathematical skills.

**Midterm Exam is tentatively scheduled for TBA. The Final Exam is tentatively scheduled for TBA**

The Midterm Exam is worth a maximum of 100 points. The Final Exam is worth a maximum of 100 points. Additional exam information is available on the course’s LMS website. I will provide scoring feedback for your exam(s) NLT one week after the exam due date. **It is essential that you submit exams on time. Makeup examinations will NOT be given without legal documentation warranting absence (i.e. doctor’s excuse, obituary, judge’s orders, etc.).**

# Report Assignments:

Basics and Requirements: There will be *10* Report Assignments. Each Report Assignment is worth 10 points. The scoring rubric is provided below. Report Assignment due dates are available on the LMS under the week’s schedule. I will provide scoring feedback for each Report Assignment NLT one week after the lab report due date. Follow the information presented in the “What Goes in the Report Assignment” information that is on Moodle under the Module to help with writing each report. Your reports should be neat, clearly labeled with your name on the lab report document. Directions for submitting your Reports Assignments are provided on the LMS. **Late Report Assignments will not be accepted. Report Assignments cannot be made up; makeup work will not be assigned in lieu of missing Report Assignments.**

**Report Assignments will be graded on a scale from 0 to 10 as follows:**

10 = Complete and excellent work

8 = Satisfactory, but with some minor errors

6 = Significant errors or omissions

4 = Very little correct or useful work

2 = Report handed in, but with minimal work

0 = Missed report

**Unless otherwise directed, your report must include:**

* An abstract: This is a brief summary of the experiment that was performed. You should explain what data you will gather, the procedure for gathering the data, and the reason for gathering the data. The abstract is very specific.
* The data recorded during the lab with units arranged neatly on the page.
* Error analysis (may be omitted if directed to do so): In this section, you will identify the source of the error and state the effect of the error on the analysis and the conclusion. Was the error random (statistical) or systematic? Was it caused by the equipment or by the use of the equipment?
* A conclusion: This is a brief answer to the following question: "What did I learn from the experiment, from my data, and from my analysis?" You will not be required to prove the theory; in fact you must not even try to prove the theory. If the data that you collected and the subsequent error analysis do not support the physical theory, do not force it. The conclusion is very general.
* Video Watch Summary: See the Video Watch Summarize (VWS) information below.
* Tips: When writing a lab report, it will be helpful to imagine as your audience (1) another student with a science background who has not taken this class but who wants to understand what you have done. Include sufficient detail so that you will know why you did things and how you did them.

# Video Watch Summarize (VWS) Assignments:

During Video (VWS) assignments you will typically be asked to watch videos related to a concept related to the experiment about to be performed and briefly summarize your understanding of the video, For each Video (VWS) assignment, write a summary of the required video with at least 2 paragraphs of 5 sentences per paragraph. In paragraph #1, give an overview of the video. In paragraph #2, you will answer questions related to the objectives as listed in the Module/Chapter on the LMS. There will be *10* VWS Assignments. VWS Assignments are worth 10 points. The scoring rubric is provided below. I will score each Assignment *NLT one week* after the due date. Your Assignments should be neat, clearly labeled with your name on the document. You must show your work to get credit for problems that require it. Credit will not be given for correct or incorrect answers if work is not shown. “Short answer” questions must be fully explained, and all relevant parts must be addressed to receive credit. Directions for submitting your VWS Assignments are provided on LMS. **Late VWS Assignments will not be accepted. VWS Assignments cannot be made up; makeup work will not be assigned in lieu of missing VWS Assignments.**

**VWS Assignments will be graded on a scale from 0 to 10 as follows:**

10 = Complete and excellent work

8 = Satisfactory, but with some minor errors

6 = Significant errors or omissions

4 = Very little correct or useful work

2 = VWS handed in, but with minimal work

0 = Missed VWS

Evaluation of Student Performance:

In many ways, final grades in a course are a necessary evil. It is certainly one of my most unpleasant tasks each semester. However, it has to be done and I give the process a great deal of thought. The main goal is to use all the available information to summarize my judgment of your understanding of the material in as fair a manner as possible. Also, your performance in this course is important for success in subsequent courses in your major. In addition, realistic feedback on your level of understanding in this course will help you to make well-informed plans for the future.

1. In determining the course grade, the above requirements will be calculated as follows:

* Activity Assignments: *10* Activity Assignments @ 10 points each = 100 points
* VWS Assignments: *10* VWS Assignments @ 10 points each = 100 points
* Midterm Exam: 1 Midterm Exam @ 100 points = 100 points
* Discussions: *10* Discussions @ 10 points each = 100 points
* Final Exam: 1 Final Exam @ 100 points = 100 points
* Report Assignments: *10* Report Assignments@ 10 points each = 100 points
* **Total Points Possible = 600 points**

2. Due dates will be posted on LMS.

3. Grades will be assigned as follows:

**90% (540 points) starts A, 80% (480 points) starts B, 70% (420 points) starts C, 60% (360 points) starts D, below 60% (360 points) is F, no rounding on points or percentages.**

Incomplete grades will be issued only if you have gone through the proper process and have a reason beyond your control. The need for an incomplete must be made known via phone message or E-mail no later than the last official day of classes. Grades will not be changed to I after grades are sent on to be processed.

I will be happy to discuss your status in the course anytime, but I am legally prohibited from sharing your actual grades over the phone. Please visit with me during office hours or contact me by secured email (preferably through LMS using your {SCHOOL NAME} email) if you need to know your actual grade.

Also, I cannot share any of your information pertaining to this course with anyone else without your written permission. All communications regarding grades and all other aspects of this course will always be handled according to FERPA Policy.

# Classroom Etiquette: *Change as Needed*

No student may create disturbances to the learning environment. Students may be warned, asked to leave class and/or referred to the Vice-Chancellor for Academic Affairs or designee for disciplinary action depending on the frequency or severity of the disturbance. Entering and leaving the classroom during class time is a distraction to other students and the instructor and should be avoided. A student’s need to be in constant contact with the outside world through electronic devices does not supersede basic classroom etiquette, and these devices may be considered a disturbance by the instructor. Only those persons enrolled in the class should be present in class. Students in online and hybrid classes should maintain an atmosphere of respect and civility in online interactions as expected in face to face interactions. Additional information on Netiquette is available on LMS.

# Netiquette: *Change as Needed*

#### **The Core Rules of Netiquette taken from the book**[Netiquette](http://www.albion.com/netiquette/corerules.html)**by Virginia Shea.**

***(http://www.albion.com/netiquette/corerules.html****)*

#### **#1: Remember the human:**

When you communicate electronically, all you see is a computer screen. You don't
have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words -- lonely written words -- are all you've got. And that goes for your correspondent as well. Computer networks bring people together who'd otherwise never meet. But the impersonality of the medium changes that meeting to something less -- well, less personal.

#### **#2: Adhere to the same standards of behavior**

In real life, most people are fairly law-abiding, either by disposition or because we're afraid of getting caught. And, perhaps because people sometimes forget that there's a human being on the other side of the computer, some people think that a lower standard of ethics or personal behavior is acceptable in cyberspace. Be ethical: Don't believe anyone who says, "The only ethics out there are what you can get away with." if you encounter an ethical dilemma in cyberspace, consult the code you follow in real life. Breaking the law is bad Netiquette: If you're tempted to do something that's illegal in cyberspace, chances are it's also bad Netiquette.

#### **#3: You are not the center of cyberspace**

When you're working hard on a project and deeply involved in it, it's easy to forget that other people have concerns other than yours. You're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted. Don't expect instant responses to all your questions. Don't assume that all readers will agree with, or care about, your passionate arguments.

#### **#4: Make yourself look good, Share expert knowledge**

Don't flame, or post flame-bait. Be courteous! You may not be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing. You will, however, be judged by the quality of your writing. Use proper spelling and grammar. Pay attention to the content of your writing. Be sure you know what you're talking about; bad information propagates like wildfire on the net. In addition, make sure your writing is clear and logical. It's perfectly possible to write a paragraph that contains no errors in grammar or spelling, but still makes no sense whatsoever.

#### **#5: Be forgiving of other people's mistakes; Never be arrogant or self-righteous**

When someone makes a mistake -- whether it's a spelling error, a silly question or an unnecessarily long answer -- be kind about it. If you feel strongly about it, think twice before reacting. If you do decide to inform someone of a mistake, point it out politely, and preferably by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better

Plagiarism and Cheating: ***Change as Needed***

Cheating/plagiarizing is a serious offense. Webster defines plagiarism as the act of “taking and using as one’s own the ideas or writings of another.” Depending on the frequency or severity of a student’s cheating/plagiarizing the instructor may lower the student’s grade or recommend the student to the appropriate dean for disciplinary action.

# Student Withdrawal from Course: *Change as Needed*

You are responsible for withdrawing from this course on or before the withdrawal deadline as listed in the {*School Name*}Academic Calendar.

# Americans with Disabilities Act: *Change as Needed*

# In keeping with its responsibilities as an educational institution, {School Name} is committed to a policy of affording equal opportunity to all of its employees, students, applicants for employment and applicants for admission without regard to race, religion, color, national origin, age, sex, sexual orientation, gender identity, height, weight, genetic information, or marital status. {*School Name*} is also committed to a policy of educating and employing disabled individuals and veterans without discrimination. Contact the Title IX Coordinator {*Name and email*}, with any questions or concerns about equal opportunity at {School Name}. For assistance with ADA accommodations or questions about disability services, contact {School Name} Disability Services Counselor, {*Name, phone, email*};{*School’s ADA Website*}.

# Title IX Policy Statement: *Change as Needed*

{School Name} adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. {School Name} does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex/gender. As a recipient of federal financial assistance for education activities, {School Name} is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status.

{School Name} also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under {Title IX policy}.

Any member of the school community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the College community on the basis of sex is in violation of {School Name} {Policy # Equal} Opportunity, Harassment & Non-Discrimination. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator below. A report may be made at any time via the communication methods listed above.

# Academic Support: *TBA*

# Library/Learning Resources: *TBA*

Disclaimer: This syllabus (where the due dates, content, and number/type of assignments are concerned) is **tentative,** and subject to change according to the needs and interest of the class.