



Official TCC Course Syllabus

Discipline Prefix: EDU	Course Number: 200	Course Title: Introduction to Teaching as a Profession	
	Course Section: O02C		
Credit Hours: 3	Lecture Hours: 2	Clinical Hours: 0	Lab Hours: 2
Contact Hours: 3	Studio Hours: 0	Semester: Fall	
Meeting Days/Time/Location: Online			

Instructor Information

Name: Michael Bryan
Office Location: Virtual
Office Hours: As mutually arranged
Contact Information: (757) 822-1073
Blackboard site: <http://learn.vccs.edu>
Instructor email address (college or VCCS): mbryan@tcc.edu

Course Description

Provides an orientation to the teaching profession in Virginia, including historical perspectives, current issues, and future trends in education on the national and state levels. The class emphasizes information about teacher licensure examinations, steps to certification, teacher preparation and introduction programs, and attention to critical shortage areas in Virginia. It also includes a REQUIRED supervised field placement of 40 clock hours in a K-12 school.

Prerequisites and/or Co-requisites

Prerequisite: Successful completion of 24 credits of transfer courses.
Co-requisite: None
Includes supervised field placement (recommended: 40 clock hours) in a K-12 school.

Required Course Texts and Supplementary Materials

Those Who Can, Teach 2013, 13th Edition, by Kevin Ryan and James M. Cooper, Wadsworth Cengage Learning. ISBN-13: 978-1-111-83028-1. ISBN-10: 1-111-83028-2.

Instructor's Summary

This course is designed as an introductory course for people considering careers as teachers. The information studied and the realities of teaching experienced through this course are designed to assist you in making an informed decision about whether teaching is the right career for you. This course is an overview of topics of both interest and need for potential teachers. The comprehensive array of topics covered in this course include the teaching profession, curriculum, instructional strategies, assessment, diverse learners, classroom management and discipline, special education issues, technology applications and reflective practice. This course is more breadth than depth in that the material prepares students for the more content-specific curriculum covered in teacher preparation programs. By the end of the course, students will be familiar with the important issues associated with teaching as a career choice and be able to examine schools from the perspective of a teacher rather than of a student.

Course Learning Outcomes

1. Observe instruction and evaluate techniques used in various class settings.
2. Discuss the major topics facing educators in schools today.
3. Discuss the ethics of teaching.
4. Develop a personal philosophy of education and teaching.
5. Paraphrase the history of education in the United States and its impact on current issues.

6. Paraphrase the impact of technology on instruction.

Topics Covered in the Course

1. Work place skills, attitudes and values
2. Curriculum development and child study
3. Teaching goals and competencies
4. Advocacy and professionalism
5. Professional standards and legal requirements for teaching
6. Resume writing
7. Employment interview skills and expectations
8. Additional paths for continuing educational development

Assessment of Learning Outcomes

See the course schedule for detailed information about assignments. A variety of study and learning materials will be made available to students. Graded activities include discussion board participation in Blackboard, field experience plan, and field experience final paper.

The first learning outcome (“Observe instruction and evaluate techniques used in various class settings.”) will be assessed via the field experience plan, regular updates on field experience activities, and a final paper on the experience.

The second learning outcome (“Discuss the major topics facing educators in schools today.”) will be assessed via discussion board postings throughout the semester. Every chapter covers various and assorted issues encountered by teachers.

The third learning outcome (“Discuss the ethics of teaching.”) will be assessed via discussion board postings throughout the semester because ethics impact every aspect of the teaching profession. However, chapter 8 will be of particular importance (“What are the ethical and legal issues facing teachers?” pages 230-282).

The fourth learning outcome (“Develop a personal philosophy of education and teaching.”) will be assessed via discussion board postings throughout the semester because a personal philosophy should be founded on a comprehensive understanding of the profession. Although every chapter contributes to forming a personal philosophy, chapter 9 is particularly important (“What are the philosophical foundations of American education?” pages 283-314). Elements of a personal philosophy will also be assessed in the field experience final paper.

The fifth learning outcome (“Paraphrase the history of education in the United States and its impact on current issues.”) will be assessed via discussion board postings throughout the semester. Each chapter develops and enhances a more complete picture of American education. For instance, chapter 10 covers the history of the struggle for equal opportunity while chapter 12 addresses the history of various reform movements.

The sixth learning outcomes (“Paraphrase the impact of technology on instruction.”) will be assessed via discussion board postings for chapter 7 (“What should teachers know about technology and its impact on schools” pages 193-229).

Course Schedule

The following course schedule may change due to the progression of the course. The course schedule may change at the discretion of the instructor; however, students will be notified in writing when any changes/additions are made to the schedule. Students will complete assignments by the specified due dates. Specific requirements for each assignment are listed in Blackboard. Some assignments and activities may not be graded; however, failure to complete ungraded assignments and review supplemental study materials may negatively impact the student’s performance on exams and, ultimately, the final grade. The instructor may open assignments early or extend due dates solely at the instructor’s discretion. The course is divided into weekly segments, with a week typically beginning at 12:00 AM on Mondays and ending at 11:59 PM on Sundays. Any exceptions to this schedule are noted in the course schedule detail. Assignments that are due during a week, unless otherwise specified, are due by 11:59 PM on Sundays Eastern Time (standard or daylight applies depending on season of the year). Students who reside in or are traveling in different time zones should be aware of the time difference and submit assignments accordingly.

Try to stay at least a week ahead of schedule because life has a way of unexpectedly getting in the way of our best intentions (e.g., illness, work deadlines, transportation issues, etc). It's been my practice to avoid weekly assignments because of the unexpected curveballs that life throws at us. So instead, I stagger the deadlines so that students have a week "off" to prepare (e.g., read the chapters, do field experience). And at the beginning of the semester, the first two weeks don't require the textbook because I'm allowing time for students to resolve issues such as "The textbook has yet to arrive in the mail." or some other technical difficulty. In week #1, we post our introductions and plan our field experience. In week #2, we finalize plans for our field experience and complete the required field experience request form. THEN in week #3, we finally begin discussion board postings based on the textbook (Chapters 1 and 2).

	Date	Material Covered	Graded/Required Assignments Due
Week 1	Thursday, 8/23 – Sunday, 8/26	Read syllabus; review Bb site; complete "Introduction" board posting; complete "field experience plan" posting.	Discussion board postings for Week #1 – "Introduction" and "Field Experience Plan" are due by 11:59 PM on Friday, 8/24.
Week 2	Monday, 8/27 – Sunday, 9/2	Read Chapter 1; continue discussion on your "field experience plan".	Professor's final approval for your "field experience plan" and completed observation request form (if required by school) are due by 11:59 PM on Friday, 8/31. The observation request form must be submitted to school (if required) by 11:59 PM on Friday 8/31.
August 30, 2012 – LAST DAY TO ADD OR CHANGE FOR A 16-WEEK COURSE			
Week 3	Monday, 9/3 Sunday, 9/9	Read Chapter 2.	Discussion board postings for Week #3 - Chapters 1 and 2 and Field Experience Update #1 are due by 11:59 PM on Thursday 9/6. Posting on Lessons Learned from Classmates due by 11:59 PM on Sunday 9/9.
September 3, 2012 – LABOR DAY (COLLEGE CLOSED)			
Week 4	Monday, 9/10 – Sunday, 9/16	Read Chapter 3.	
Week 5	Monday, 9/17 – Sunday, 9/23	Read Chapter 4.	
September 10, 2012 – LAST DAY TO DROP FOR TUITION REFUND FROM A 16-WEEK COURSE			
Week 6	Monday, 9/24 – Sunday, 9/30	Read Chapter 5.	Discussion board postings for Week #6 - Chapters 3-5 due by 11:59 PM on Thursday 9/27. Posting on Lessons Learned from Classmates due by 11:59 PM on Sunday 9/30.
Week 7	Monday, 10/1 – Sunday, 10/7	Read Chapter 6.	
Week 8	Monday, 10/8 – Sunday, 10/14	Read Chapter 7.	
Week 9	Monday, 10/15 – Sunday, 10/21	Read Chapter 8.	Discussion board postings for Week #9 - Chapters 6-8 due by 11:59 PM on Thursday 10/18. Posting on Lessons Learned from Classmates due by 11:59 PM on Sunday 10/21.
Week 10	Monday, 10/22 – Sunday, 10/28	Read Chapter 9.	
Week 11	Monday, 10/29 – Sunday, 11/4	Read Chapter 10.	
Week 12	Monday, 11/5 – Sunday, 11/11	Read Chapter 11.	Discussion board postings for Week #11 - Chapters 9-11 and Field Experience Update #2 are due by 11:59 PM on Thursday 11/8. Posting on Lessons Learned from Classmates due by 11:59 PM on Sunday 11/11.
November 1, 2012 – LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY FROM A 16-WEEK COURSE			
Week 13	Monday, 11/12 – Sunday, 11/18	Read Chapter 12.	
Week 14	Monday, 11/19 – Sunday, 11/25	Read Chapter 13.	
November 22-24, 2012 – THANKSGIVING HOLIDAY (COLLEGE CLOSED)			
Week 15	Monday, 11/26 – Sunday, 12/2	Read Chapter 14.	Discussion board postings for Week #15 - Chapters 12-14 due by 11:59 PM on Thursday 11/29. Posting on Lessons Learned from Classmates due by 11:59 PM on Sunday 12/2.

Week 16	Monday, 12/3 – Sunday, 12/9	Read Chapter 15; complete field experience final paper.	Discussion board postings for Week #16 - Chapter 15 and Field Experience Final Paper are due by 11:59 PM on Thursday 12/6.
----------------	--------------------------------	---	--

Grade Policy

Quick Summary of Major Activities			
Major Activities (Required)	Due Dates	Max Points	Notes
Introduction Posting	8/24	0	No points, but still REQUIRED.
Field Experience			
Post Tentative Plan Posting	8/24-8/31	5	Be very specific; requires professor's final approval.
Submit Observation Request Form	8/31	5	Complete request form specific to your selected school division. Some schools won't accept forms from students (require instructor to submit forms).
Update on Experience Postings	9/6, 11/8	10	Both updates are worth up to 5 point each. They serve as an opportunity to organize and develop your final paper.
Final Paper Posting	12/6	20	Points are awarded based on the paper's contents, substance, spelling, grammar, and punctuality.
Chapter Discussion			
Chapters 1-2	9/6	8	Discussions for each individual chapter are worth up to 4 points.
Chapters 3-5	9/27	12	
Chapters 6-8	10/18	12	
Chapters 9-11	11/8	12	
Chapters 12-14	11/29	12	
Chapters 15	12/6	4	
TOTAL		100	

This scale will also be used to determine the final course grade for each student.

A = 90 – 100

B = 80 – 89.99

C = 70 – 79.99

D = 60 – 69.99

F = 0 – 59.99

Final grades are made available to each student within the Student Information System (SIS) now web delivered via MyTCC or SIS. Based on the progression of the course, the grade distribution for each assignment may change. However, if changes are made, students will be notified in a timely manner and in writing.

Note that students are encouraged to work ahead of schedule and may complete the assignments before the stated deadline. The instructor reserves the right to require additional postings or other assignments which may be unannounced. Incomplete postings in Blackboard may be deleted by the instructor. The instructor reserves the right to submit incomplete graded activities in Blackboard, including instances in which the student partially completed an assignment and would otherwise have earned a zero on the assignment.

Field Experience

Students are required to complete a field experience. The official course outline states a 40 hour requirement. A field experience typically consists of observations, including shadowing and engaging in conversations with school staff. It's NOT to be confused with the "student teaching" experience in which you run a classroom under the supervision of a classroom teacher. For this field experience, you'll act more like the proverbial fly-on-the-wall.

Field Experience Plan

Your field experience plan MUST address ALL questions shown below:

(1) OBJECTIVES: What do you want to learn from a field experience? Many students engage in field experiences to answer questions and test assumptions (e.g., "Is teaching for me?" or "Do teachers get summers off?" or "Are today's kids out-of-control?"). Describe for me the issues and aspects of teaching you are interested in learning (via observations and interviews). I should mention that many students complete this

field experience with an even greater commitment to teaching, while a few students sometimes walk away realizing that teaching is not what they thought it would be.

(2) **INSIDERS:** Do you know of someone that can give you access to a classroom, such as a relative who works in a school system as a classroom teacher or administrator? Having an "insider" can help you access a classroom. Many former EDU 200 students were parents of children so they used their child's teacher and school principal as points-of-contact who helped them gain access. Some EDU students have parents and neighbors who are teachers and opened-up their classrooms. So, do you have friends or relatives that can help you gain access?

(3) **SCHOOL/SUBJECT:** Where do you want to do a field experience? Be as specific as you can. Do you have in mind a specific district, a specific school, specific grades/subjects, or even a specific teacher? FYI - You'll need to provide this information on the Field Placement Request form. If you don't have an "insider" to help get you access, then most former students select a school that is conveniently located to their home or work.

(4) **HOURS:** How many hours will you devote to this field experience? Which days are you available and at what times of the day? There are at least 2 major considerations: How many hours are required by the School of Education you intend to transfer to? AND How many hours can you accommodate considering your current schedule (work, college, family)? Those considerations (transfer requirement & personal schedule) should help you determine how many days and hours you'll want to spend observing, shadowing, and interviewing. Rule of Thumb - The MORE, The BETTER.

Field Experience Request Form

The next step is to complete the appropriate Field Experience Request Form (if necessary). Many of the local school divisions require a special form (i.e., VBCPS, CPS, SPS, PPS, NPS). Some of these divisions only accept requests submitted directly by the professor (i.e., VBCPS, CPS, SPS). If you want to do a field experience in VBCPS, CPS, or SPS...complete their form and EMAIL IT TO ME for review, approval and submission. All the other school divisions DO NOT require the professor to directly submit the form. Here are some of the contacts that I send your requests to:

Chesapeake Public Schools: Professor forwards CPS forms to Dr. Muriel Barefield

(Muriel.Barefield@cpschools.com, 757-547-0153/0107).

Suffolk Public School: Professor forwards SPS forms to Charlene Andrews (CharleneChristian-Andrews@spsk12.net, 757-925-6758).

Virginia Beach City Public Schools: Professor forwards VBCPS forms to Bernard Platt (bplatt@vbschools.com, 757-263-1021).

Norfolk Public Schools:

Portsmouth Public Schools:

Field Experience Updates

Periodically throughout the semester I will require students to post updates (at least 2 which are graded). While the main purpose for these updates is to make sure students are working on their field experience, they benefit from posting these updates because they serve as a way to help students organize and develop their final paper. Each update is basically an opportunity to share their working draft for their final paper.

Field Experience Final Paper

Most papers are typically organized into 6 or more paragraphs: introduction, the 4 major sections shown below, and a conclusion. Some respond to the 4th major section by writing it as if it were a conclusion. In any event, this is typically how the paper is organized. But the KEY is not the format or organization but the CONTENT and SUBSTANCE of what it written. Please include specifics and details. I'd like to see clear and detailed examples of observations and conversations that support your views. I'm looking for an open and honest, and well thought-out paper. If you look at the sample papers I provide, you'll see that students spent considerable time reflecting on their experiences and trying to make sense of it. I've made this paper worth up to 20 points because it's an important assessment of what you did and what you learned in your field experience. Not to be blunt, but not taking this paper seriously or procrastinating might be the difference between an excellent course grade and one that is lower than expected.

The final paper must address the following information:

- (1) Describe your field experience (include specifics such as which school, what grade level/subject, schedule followed, total number hours, types of experiences such as observation or interviews, etc...).
- (2) Describe your expectations/assumptions prior to the experience (what did you expect to see/hear, what did you expect to learn).
- (3) Describe what did you actually learn through the experience (lessons learned, pearls of wisdom, tested assumptions/preconceived notions, did anything become "crystal clear").
- (4) Describe your plans to enter the teaching profession (as a result, do you feel more or less motivated/encouraged to become a teacher).

Discussion Board Questions

Discussion questions for each chapter is required by the instructor. Postings completed AFTER the deadline will receive a ZERO. There is no makeup for missing or late postings. Scores earned for each forum will be entered into the Blackboard Gradebook. Students are expected to participate timely in discussion board activities. Grades are given for each forum. Students are expected to follow the instructions, write high quality postings, and adhere to discussion board protocol and Netiquette.

There will be several discussion board forums. This course will have a week #1 forum to post introductions. Another forum to post your plans for your field experience. Then you'll be required to complete forums for the textbook chapters. My habit is to group the chapters and stagger the deadlines so that students occasionally have week to just read without any required postings. Life has a funny way of throwing curveballs and unexpected issues that would make weekly postings very difficult. So I now stagger the deadlines. 99% of my former students haven't procrastinated and actually get the postings done well before the deadlines. And because of the staggered deadlines, I do NOT accept any late postings.

Postings for each chapter are worth up to 4 points.

Punctuality: Students earn ZERO points if all responses are not posted before the deadline. So if the chapter requires 4 threads/questions, then it is expected that all 4 questions are answered before the deadline. If just 1 question is NOT answered, the student earns ZERO points.

Spelling/Grammar: Good attention MUST be given to spelling and grammar. Use proper capitalization and punctuation. Spell-check your posts, and do not use chat-room style abbreviations. Maybe 1 or 2 tiny errors are allowed, as long as they do not detract from the overall readability of your post. Several misspellings, wrong words, and/or improper uses of punctuation/capitalization are an automatic 1 POINT DEDUCTION. If you are posting from a phone, my best advice is to slow down, because spelling and grammar count the same regardless of how you participate in this class.

Content/Substance: Posted responses should be original, well thought out and clearly demonstrate that the student has reviewed the relevant chapter materials, and has referenced them in the response. Thoughts should be fully developed, and critical thinking may also be evident. The posts should clearly address all of the questions presented in the thread's leading question.

Replies: Students are required to post responses to at least 2 other students' postings. Failure to post a reply or comment to 2 different students is an automatic 1 POINT DEDUCTION. Replies such as: "I agree with Jen." Or "You said it, Monique!" or "Theo has a good point." are NOT thoughtful replies, and generally result in a 1 POINT DEDUCTION. Your replies to classmates need to be specific and should ADD VALUE to the conversation (NOT just repeat or rephrase what your classmate wrote). Use "analysis words" regularly in your replies. They make it easier to reply to your classmates in a meaningful way, because they literally open up your sentences to let you pour your thoughts in. For example: "Theo has a good point because... moreover...." or "I respectfully disagree because... in particular...." or "I mostly agree with Jen except...and consequently..." Here are some Analysis Words: Although, Accordingly, As, As a result, Because, But, Consequently, Despite, Even if, Even though, Furthermore, Hence, however (should not be the first word in the sentence), In addition,

In particular, In spite of, Moreover, Nevertheless, Notwithstanding, Question, Rather, Reason, Regardless of, Since, So, The fact that, Therefore, Thus, While, Yet.

So how do you earn **ALL 4 POINTS** per chapter? Post a response to ALL questions. Post BEFORE the deadline. Post a reply to at least 2 different students that add value to what your classmates were talking about, extend their ideas, or introduce good counterpoints. Post responses that are linked to chapter materials, where applicable, or uses examples from everyday life, that shows excellent thought and organization, that clearly answers question(s) posed in the thread, and demonstrates your learning.

Blackboard and Course Communication

- **Discussion Board:** A discussion board forum will be opened in which students may post questions regarding the class material and requirements. This discussion board is not graded. Students who post a question Monday through Thursday on the discussion board that requires a response from the instructor can usually expect a response by midnight of the following day. Students who post a message Friday through Sunday that requires a response from the instructor can usually expect a response by midnight on Monday. **The preferred method of communication is the discussion board except for issues relating to grades and private student matters. Questions relating to grades or a private student matter should always be addressed privately to the professor by email.**
- **E-mail:** Students who e-mail Monday through Thursday can usually expect a response within 24 to 48 hours. Students who e-mail Friday through Sunday can usually expect a response by midnight on Monday. All e-mail correspondence is to be sent from within the Blackboard application or from the email.vccs.edu e-mail address. E-mail subject lines should identify the course number, section, and the student's last name. E-mails from e-mail addresses other than those with an email.vccs.edu extension may not be recognized or read and may be marked as spam. The professor will only respond to the student's official college e-mail address. Students should not expect responses to other e-mail addresses.
- **Voice Mail:** Students who leave a voice mail may expect a return call or e-mail response within 7 days.

Course Policies

1. **Attendance Policy:** All students are expected to be present and on time at all scheduled class and laboratory meetings. Instructors are not required to admit a student who arrives late to the classroom. A student who adds a class or registers after the first day of classes is counted absent from all class meetings missed. If a student is absent more than 15 percent of scheduled instructional time, attendance may be defined as unsatisfactory. This calculation includes absences occurring during the add/drop period. See also the Withdrawal Policy in this syllabus for more information. Per the college's attendance policy, faculty has the right to develop a more stringent policy as well. Students who do not attend or participate in class by the deadline to drop for tuition refund may be deleted from the course. Students enrolled in this course should continually monitor their learning, evaluate their own efforts, and actively seek help when needed in a timely manner. Students should participate, complete assignments on time, and adhere to the honor code of TCC. To successfully complete this course, you will need to assume an active role in the learning process by asking questions, completing assignments, and participating in discussion board and group chat sessions. Student participation is expected to be continuous throughout the course. Participation is represented by posting in discussion boards and submitting graded assignments such as the field experience plan and final paper. **Failure to submit assignments by the date due or not participating in a timely way in class may result in the student being withdrawn from the course.** Emergencies should be communicated and documented to the instructor as soon as possible. Waiting to contact the instructor after an assignment's due date has passed is not acceptable. Students are expected to read the assigned texts each week and to complete and submit postings in Blackboard on time as indicated in this document or in Blackboard. Active participation in the course will guide and assist students in learning the intended outcomes. Students are expected to check the class web site in Blackboard and their community college email daily or every other day. Students should refresh/reload their browser screen to help assure that the most recent information is displayed.
2. **Late Work/Make-up Exam Policy:** Online discussions and other required activities are due on specific dates. This is NOT a correspondence course to be completed when convenient. **No late work will be**

accepted and there is no makeup for graded activities that are missed. Discussion forums ordinarily will be available for completion online over several days, thereby providing ample time for students to complete assigned work. Students are cautioned not to wait until the last minute to attempt completion of graded activities. Technical difficulties (no internet access, computer malfunction, etc.) or other unanticipated life events are **not** acceptable excuses for not having completed the work in a timely manner. Students should be proactive in planning their time and completing work early to allow for any potential unforeseen conditions. When planning work, also be sure to consider the published turnaround times for instructor response to inquiries. For instance, communications sent on the weekend may not be answered until midnight on Monday. Due dates are typically 11:59 PM on Sundays, so plan to complete your work early.

3. **Statement on Classroom Behavior:** TCC is committed to maintaining a social and physical environment conducive to carrying out its education mission. Therefore, all members of the TCC community are expected to demonstrate standards for civility.
 - Be moderate in speaking. Loud, obscene, argumentative, or threatening speech is disruptive to teaching and learning and is offensive to others. It has no place in an academic setting.
 - Resolve any disagreements in a positive, non-combative manner. Request the assistance of college authorities if needed.
 - Show respect for the comfort of others in an educational setting by observing acceptable standards for personal cleanliness and dress.
4. **Electronic Devices Policy:** Cell phones, pagers, and other communication devices are prohibited from use in classrooms, laboratories, and libraries, unless authorized by the appropriate faculty or staff. Although soundless communication devices such as cell phones and pagers are permissible in classrooms, college offices, and/or meeting rooms, they must not be answered during class.
5. **Disposition of Classes for Emergency Shutdown of the College:** *In the event of an emergency shutdown of the college, the president and her executive staff may elect to conclude the term in session if eighty-five percent or more of that term has been completed. If the term in session is concluded, faculty shall compute final grades of students based on coursework completed at that point.*
6. **Computer and Internet Access:** This course is delivered solely in an online format. As a result, students must be able to meet the criteria listed below. **If you are unable to fulfill these requirements, another class delivery method is more appropriate for you.**
 - Students must have sufficient email and Internet access to complete all class activities on time. As the student, you are responsible for finding alternative resources when necessary. Libraries and commercial services offer Web access to the public. There are also computer labs at each of the TCC campuses that students may use. Contact the campus of interest for details. Technical issues or lack of computer resources are not acceptable excuses for not completing course assignments.
 - Students must be proficient in using Internet browsers and their basic and related features, including use of hyperlinks, using favorites, adjusting browser preferences, reloading/refreshing the screen, printing web pages, and using help features.
 - Students must be familiar with and able to navigate various web sites in support of course assignments and study.
 - Students must meet the system requirements as specified by the college at http://www.tcc.edu/students/DTLS/students/skills/hardware_test.htm.
 - Students must have access to and be proficient in the use of college-approved word processing and internet browser software.
7. **Writing and Communication Skills:** Students should possess a firm command of written communication skills, including appropriate mechanics of writing, grammar, punctuation, and spelling, the ability to organize thoughts, and the ability to demonstrate those skills in all written work. All communications are to be composed with fairness, honesty, and tact. What students write in an online course reflects their level of professionalism. Students should follow appropriate Netiquette as described at http://www.tcc.edu/students/DTLS/students/strategies_success/netique_success.htm on the TCC web site. Students are cautioned that all online postings, emails, chat responses, and other communications are to be polite, respectful, and professional at all times.

- 8. Browser and Navigation:** Students should refrain from using the “Back” button on browsers while using Blackboard or other online learning environments, especially during online assessments such as quizzes and exams. Students should use the navigation features provided by the online application.
- 9. Course Disclaimer:** Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the course; however, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester, depending, in part, on the progress, needs, and experiences of the students. The instructor reserves the right to make modifications as necessary throughout the course. Any modifications will be communicated in writing.

Academic Policies

Students are responsible for being aware of the policies, procedures, and student responsibilities contained within the current edition of the *TCC Catalog* and *Student Handbook*. Students should familiarize themselves with the college's policies regarding misconduct and inclement weather found in the *Student Handbook*.

Withdrawal Policy

Students who wish to withdraw without academic penalty should contact a counselor to determine the appropriate procedure. Withdrawals through completion of 60 percent of a session will result in a **W** grade. After 60 percent of a session is completed, a withdrawal will result in a grade of **F** in a credit course or a grade of **U** in a developmental course, except under mitigating circumstances that must be documented by the instructor and approved by the academic dean. Dynamic session classes have unique refund and withdrawal dates. Contact a campus Enrollment Services Office for more information, or visit <http://www.tcc.edu/students/calendar/academic/Dynamic.htm>.

A student who drops after the last day to withdraw does not receive a "W." He/she receives an "F," in which case there is both an academic and financial penalty. A student who withdraws by the deadline faces a financial penalty, but not an academic penalty.

September 10, 2012	Deadline to drop for tuition refund
November 1, 2012	Deadline to withdraw without academic penalty and to receive a grade of W for the course

Academic Integrity

TCC will expect students to demonstrate personal and academic integrity, to be open to new ideas, and to share in a community where individuals from diverse backgrounds and cultures help one another grow intellectually, socially, and personally. TCC expects students to achieve, not just to get by. And while many caring and talented faculty and staff are here to help, students must take responsibility for their own learning. Students should strive for a high level of academic performance and to be responsible, contributing citizens within the college and in outside communities. Above all, TCC wants students to develop a love of learning that will last a lifetime, along with a life-long interest in maintaining emotional and physical wellness.

Statement on Plagiarism and Academic Misconduct

Academic misconduct includes, but is not limited to, the following actions: cheating on an examination or quiz—either giving or receiving information; copying information from another person for graded assignments; using unauthorized materials during tests; collaboration during examinations; buying, selling or stealing examinations; arranging a substitute for oneself during examinations; substituting for another person, or arranging such a substitution; plagiarism—the intentional or accidental presentation of another’s words or ideas; collusion with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor. Faculty members who have reliable evidence of academic misconduct will (1) investigate the matter, and (2) review the facts of the matter and the proposed penalty with the appropriate academic dean. They may then take one or more of the following actions:

- Require the work to be accomplished again
- Give no credit for the test, paper, or exercise
- Assign a grade of **F**, **U**, or **W** for the course

- Refer the matter to the campus Dean for Student Services or designee for possible disciplinary sanction through the college's disciplinary procedure

If the faculty member chooses to refer the matter to the campus Dean for Student Services or designee for disposition, the Plenary Disciplinary Procedure shall be followed, and the student's dismissal from the college is a possibility. Students are responsible for determining the correct way to attribute and cite work from contributors and sources. The instructor may use a plagiarism detection software program for any work submitted by students.

Disability Services

Students who have documented, diagnosed disabilities, and who need special accommodations for tests, etc., are advised to see the Disabilities Services staff in Student Services so that the instructor may be notified of what accommodations are appropriate in each case. Requests for accommodations should be made to the designated campus disability services counselor at least 45 days before classes begin. Documentation must be provided to support the need for accommodations. For assistance with disabilities, contact the campus Disabilities Counselor/Provider or the Coordinator of Learning Disabilities Services: call 822-1213, visit Student Services/Development, or visit the Disability Services webpage at <http://www.tcc.edu/students/specialized/disabilityservices/index.htm>

Emergency Procedures

In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to a secure location within the building. Evacuation routes for movement to an external location or to a shelter within the building are posted at the front of the room. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If assistance is required during an evacuation, please let the instructor know at the end of the first class.

Tidewater Community College uses TCC Alerts to immediately contact and inform faculty, staff and students of a major crisis or emergency. TCC Alerts delivers important emergency alerts, notifications, and updates via:

- Email account (work, home, other)
- Cell phone
- Pager
- Smartphone/PDA (BlackBerry, Treo & other handhelds)

When an incident or emergency occurs, authorized senders will be instantly notified via TCC Alerts. TCC Alerts is a personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact, and other important information. New users may also register by sending a text message to **411911** keyword: **TIDEWATER**.

Student Success Resources

The following resources are available to TCC students. See the *Student Handbook* or visit <http://www.tcc.edu/forms/handbook/> for more information about student services and locations.

Learning Resource Centers

Each campus houses a library and media resources in a Learning Resources Center (LRC). A separate slide and print library is located at the Visual Arts Center. The Learning Resources Centers contain research materials in both print and electronic format to support the courses, curricula, and mission of the college. Library materials include books, newspapers, magazines, journals and an extensive collection of indexes, abstracts and full text databases. Media resources include videotapes, audiotapes, films, CD-ROM/DVD, computer files, and other audiovisual materials. Visit this site for more information: www.tcc.edu/lrc/

Academic Support Services

Each campus provides various kinds of academic assistance. One-on-one tutoring, math and computer labs, and other forms of individual and group assistance may be available. Students can also find free help for

writing, from short questions about commas and comma splices to a comprehensive review of research papers in progress, in the Writing Centers. For support services hours and assistance information, visit www.tcc.edu/lrc/ for detailed information.

Online Help Desk

Visit the following Distance Learning Resources for Students website for information about computer skills, technical support, library services for online students, and much more: <http://www.tcc.edu/students/dtls/>
Students are to request that the help desk copy the instructor on any resolutions provided to technical problems.

Important Websites

- College Website: www.tcc.edu
 - Blackboard and Student E-mail: <https://tcc.my.vccs.edu/jsp/home.jsp>
 - Student Handbook: <http://www.tcc.edu/forms/handbook/>
 - TCC *Catalog*: <http://www.tcc.edu/forms/catalog/>
 - Class Schedule: <http://www.tcc.edu/schedule/> (or log-in to SIS for current course offerings)
 - Academic Calendar: <http://www.tcc.edu/students/calendar/academic/index.htm>
 - Distance Learning Resources: <http://www.tcc.edu/students/dtls/>
-

I have read the syllabus and understand all policies and guidelines presented and explained to me.

Student Name (type)

Student Signature

Date

Instead of signing this form, students are required to complete a syllabus acknowledgement in Blackboard which serves the same purpose.