

COMMUNICATION
Student Learning Outcome Alignment Form

Course Prefix/Number: SPCH 1321

Course Title: Business and Professional Speaking

Core Objective	Course SLO	General Learning Activities	Assessment
<p>Critical Thinking Skills</p>	<ol style="list-style-type: none"> 1. Demonstrate communication competence and critical thinking through an understanding of the foundational communication models. 2. Demonstrate essential public speaking skills in professional presentations. 3. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership, and performance appraisals). 	<p>Collaborative groups will be formed to research, organize, and prepare a marketing presentation that applies to the related employment field as chosen by the group. Students will incorporate PowerPoint, video, or other technologies in the presentation to appeal to their chosen target audience.</p>	<p>Initial research proposal and marketing plan will be assigned and graded using preparation rubric.</p> <p align="center">Marketing Presentation Proposal</p> <p align="center">5 (superior), 4(excellent), 3(good), 2(fair), 1(poor)</p> <ol style="list-style-type: none"> 1. Topic is relevant to the target audience: 1 2 3 4 5 Comments 2. Rough draft of outline: 1 2 3 4 5 Comments 3. Research includes a variety of materials: 1 2 3 4 5 Comments 4. Storyboard of visual aids included: 1 2 3 4 5 Comments <p>Group members:</p>

	<ol style="list-style-type: none"> Apply essential dyadic and small group processes as they relate to the workplace. Utilize various technologies as they relate to competent communication. 		
Teamwork	<ol style="list-style-type: none"> Demonstrate communication competence and critical thinking through an understanding of the foundational communication models. Demonstrate essential public speaking skills in professional presentations. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership, and performance 	<p>Collaborative groups will be formed to research, organize, and prepare a marketing presentation that applies to the related employment field as chosen by the group. Students will incorporate PowerPoint, video, or other technologies in the presentation to appeal to their chosen target audience.</p>	<p>Final marketing presentation will be delivered and evaluated by instructor and members of each group. Evaluation rubric for presentation.</p> <p style="text-align: center;">Evaluation for Group Marketing Presentation</p> <p>Name_____</p> <p>Group_____</p> <p style="text-align: center;">5-exceeds expectations 4-above average 3-meets requirements 2-below average 1-needs improvement 0-not demonstrated</p> <p>1. Organization</p> <p>Introduction 0 1 2 3 4 5</p> <p> Attention getter</p> <p> Motivates audience to listen</p> <p> Established credibility</p> <p> States Thesis</p> <p>Body 0 1 2 3 4 5</p> <p> Organization easy to follow</p> <p> Smooth transitions</p> <p>Conclusion 0 1 2 3 4 5</p> <p> Summarizes main ideas</p>

- appraisals.
4. Apply essential dyadic and small group processes as they relate to the workplace.
 5. Utilize various technologies as they relate to competent communication.

Memorable ending

2. Content

Variety of Supporting Materials 0 1 2 3 4 5

Definitions

Examples

Statistical Evidence

Explanations

Comparisons

Illustrations

Expert Opinion

Sources cited appropriately

Sufficient Supporting Materials 0 1 2 3 4 5

3. Delivery

Extemporaneous delivery 0 1 2 3 4 5

Vocal Delivery 0 1 2 3 4 5

Physical Delivery 0 1 2 3 4 5

Time Limit 0 1 2 3 4 5

4. Outline 0 1 2 3 4 5

5. Visual Aids 0 1 2 3 4 5

			<p>Total Points from Instructor: _____</p> <p>Average of Points from Group Members: _____</p> <p>Final Marketing Presentation Grade: _____</p>
<p>Personal Responsibility</p>	<ol style="list-style-type: none"> 1. Demonstrate communication competence and critical thinking through an understanding of the foundational communication models. 2. Demonstrate essential public speaking skills in professional presentations. 3. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, 	<p>Collaborative groups will be formed to research, organize, and prepare a marketing presentation that applies to the related employment field as chosen by the group. Students will incorporate PowerPoint, video, or other technologies in the presentation to appeal to their chosen target audience.</p>	<p>Final marketing presentation will be delivered and evaluated by instructor and members of each group. Evaluation rubric for presentation.</p> <p>Evaluation for Group Marketing Presentation</p> <p>Name _____</p> <p>Group _____</p> <p>5-exceeds expectations 4-above average 3-meets requirements 2-below average 1-needs improvement 0-not demonstrated</p> <p>1. Organization</p> <p>Introduction _____ 0 1 2 3 4 5</p> <p>Attention getter</p> <p>Motivates audience to listen</p> <p>Established credibility</p> <p>States Thesis</p> <p>Body _____ 0 1 2 3 4 5</p> <p>Organization easy to follow</p> <p>Smooth transitions</p> <p>Conclusion _____ 0 1 2 3 4 5</p>

leadership, and performance appraisals.

4. Apply essential dyadic and small group processes as they relate to the workplace.
5. Utilize various technologies as they relate to competent communication.

Summarizes main ideas

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4. Outline 0 1 2 3 4 5

5. Visual Aids 0 1 2 3 4 5

Total Points from Instructor: _____

Average of Points from Group Members:

Final Marketing Presentation Grade: _____

Group Member Evaluation

Rate each group member according to the job he/she did for this project.

Give each group member anywhere from a 10 to a 1, with 10 being the best.

Group Member 1 _____ **Score** _____

Group Member 2 _____ **Score** _____

Group Member 3 _____ **Score** _____

Group Member 4 _____ **Score** _____

Respond to the following in detail about your group experience:

Description of who met and when:

			Critical analysis of roles and leadership style:
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CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Teamwork Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Teamwork is behaviors under the control of individual team members, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Contributes to Team Meetings	Does not collect any relevant information; no useful suggestions to address team's needs;	Shares ideas but does not advance the work of the group.	Offers new suggestions to advance the work of the group	Offers alternative solutions or courses of action that build on the ideas of others.	Helps the group move forward by articulating the merits of alternative ideas or proposals
Facilitates the Contributions of Team Members	Often argues with team mates; doesn't let anyone else talk; occasional personal attacks and "put-downs"; wants to have things done his way and does not listen to alternate approaches;	Engages group by taking turns and listening to others without interrupting.	Engages group by restating the views of other members and/or asking questions for clarification.	Engages group by constructively building upon or synthesizing the contributions of others..	Engages group by both constructively building upon and synthesizing the contributions of others as well as noticing when someone is not participating and inviting him/her to engage.
Individual Contributions Outside of Team Meetings	Completes no assigned tasks outside of team meetings.	Completes some assigned tasks by deadline.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline; work accomplished and is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.
Fosters Constructive Team Climate	Is argumentative and does not work with the team.	Supports a constructive group climate by treating other members respectfully.	Supports a constructive group climate by treating other members respectfully and conveying a positive attitude about the group and its work.	Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, and motivating other group members.	Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, motivating other group members, and providing assistance to group members.

Responds to Conflict	Is not present enough to engage in conflict.	Passively accepts alternate viewpoints/ideas/opinions.	Redirects focus toward common ground, toward task at hand (away from conflict)..	Identifies and acknowledges conflict and stays engaged with it.	Addresses conflict directly and helps to manage/resolve it in a way that strengthens overall group cohesiveness.
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Personal Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Inquiry	Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios.	Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios	Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios.
Connection	Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value.	Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made.	Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma.	Ability to use other resources to connect actions and choices.	Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma.
Response	Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision.	Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values.	Provides an ethical response. Is able to connect personal values to responses to ethical questions.	Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions	Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision.



Syllabus: Business and Professional Speaking 1321

Course Number: SPCH 1321

Semester & Year: Spring 2013

Instructor Information: Cindy Ramage

Professor Speech/English

Phone: (903) 823-3363

Office-Room 215, 2nd floor of Humanities Bldg.

e-mail: cynthia.ramage@texarkanacollege.edu

Office Hours: MW 7:30-8; 1:50-3

T 8:30-9:30; 1:30-3; 5:30-6

Th 8:30-9:30; 12:30-2

F 10-12

(I will be happy to make arrangements for additional office time with students).

Textbook Information: Beebe, Steven A. and Timothy P. Mottet (2013).

Business and Professional Communication: Principles and Skills for

Leadership. Boston: Pearson Education, Inc.

ISBN: 0-205-86550-X

You will need to register on MySearchLab also, since this is included with your text purchase. This website contains helpful information and templates that will be of great help to you. Please wait to do this because the class will have a Class ID, and I want to make sure everybody registers in the correctly. You will also be given a code for engrade that will allow you access to your grades and other information associated with the class.

Course Description:

Business and Professional Communication is organized around five fundamental principles of communication, providing a useful pedagogical framework for the student. These principles are applied to a variety of business and professional contexts, including workplace relationships, interviewing, group and team work, and giving presentations. Students will learn how to be aware of their communications, to use verbal and nonverbal messages and listen effectively and then to adapt their communication to others' needs and styles.

Student Learning Outcomes:

- 1. Demonstrate communication competence and critical thinking through an understanding of the foundational communication models.**
- 2. Demonstrate essential public speaking skills in professional presentations.**
- 3. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership and performance appraisals.)**
- 4. Apply essential dyadic and small group processes as they relate to the workplace.**
- 5. Utilize various technologies as they relate to competent communication.**
- 6. Demonstrate effective cross-cultural communication.**

Learning Objectives:

Upon successful completion of the course, the student will know how to:

- 1. Demonstrate communication competence and critical thinking through an understanding of the foundational communication models.**
- 2. Demonstrate essential public speaking skills in professional presentations.**
- 3. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership and performance appraisals.)**
- 4. Apply essential dyadic and small group processes as they relate to the workplace.**
- 5. Utilize various technologies as they relate to competent communication.**

6. Demonstrate effective cross-cultural communication.

The level of accomplishment of these goals will be assessed through written and oral examinations, including papers, presentations, and class activities.

Student Requirements for Completion of the Course and Student Assessment:

The semester is set up on a point system containing 1000 points. There may also be the possibility to earn extra points throughout the semester, as opportunities present themselves. The following point/grading system will be used:

1000-900 points=A

899-800 points=B

799-700 points=C

699-600 points=D

599 points and below=F

Here is the breakdown of assignments and the point values given for each:

Self-IntroductionSpeech.....50 points

LeadershipEvaluation.....50 points

Nonverbal Communication Evaluation.....50 points

Informative Speech.....100 points

Cultural Communication Presentation.....50 points

Interviewing Activity.....	50 points
Group Presentation.....	200 points
Mid-term Exam.....	100 points
Resume and Cover Letter.....	50 points
Quizzes over Chapters.....	100 points
Final Exam.....	100 points
Attendance and Class Participation.....	100 points

Total: 1000 points

Grading rubrics and specific details regarding each assignment will be given prior to each assignment.

During the semester, there may be opportunities to earn extra credit for attending special speaking events and/or writing a speech analysis or critique.

Basic Requirements for Written Work:

- 1. All outlines must be typed and double-spaced using 12 or 14 point Times New Roman in black ink. Computer emergencies can, and do,**

happen, but will not be an excuse for a late paper or speech.

2. When outlines are required, they must be submitted prior to speaking.

They will not be accepted after the fact, and you will not be allowed to give your speech without it.

3. Unless otherwise instructed, the cover (title) page should include the following:

1. Title of Speech
2. Student's Name
3. Course and Section number
4. Professor's Name
5. Date

Any assignment that is not delivered (such as a speech) or turned in during class on the assigned day will be penalized with a 20% reduction in points for each day it is late.

If you are scheduled to be gone with a group from Texarkana College (i.e. another class's field trip, choir, or other campus group), you will be responsible for making arrangements with me before you leave.

You are responsible for all reading assignments. The lectures will correspond with the reading assignments to some degree, but additional information will sometimes be included that is not in your text and everything in the chapter may not always be repeated during the class, but you will still be expected to know it. It is imperative that you read the assigned material so that you will be a more informed participant, have a better understanding of the subject matter, and can contribute positively to the learning environment of the class.

Class Schedule: Class calendars will be given on the first day of class. This calendar shows all of the due dates for speeches, exams, and some assignments. Some dates will be determined based on the needs of the class.

Attendance and Absentee Policy:

Students should attend all classes because we discuss concepts and go over assignments during class. You will also be required to participate in classroom activities, take quizzes and serve as evaluators for your classmates. It will be very difficult to pass this class if your attendance is

poor. In-class work may not be made up and it is your responsibility to find out what you missed when absent. Please take care of this before or after class and not during class time. A student may not miss more than two weeks (four classes in a day class or two in a night class). I reserve the right to withdraw you from the class when you have reached the maximum number of absences if you have not bothered to come and speak to me about your situation. It has been my experience that students will make time for that which is important to them. If this class and your success are important, then you will be in class. If you are not in attendance, I can only assume that you felt it was more important to be somewhere else (and sometimes it is). Whatever choices we make, we must be certain that we can live with them.

Please note that it is your responsibility to get any missed notes, handouts, or assignments given for any days you miss. Having a classmate as a contact might help, in addition to coming by my office. Not hearing about an assignment or extra credit opportunity is not a reason for failing to do it or for asking for an extension.

If you are absent on the day an exam is scheduled, you will take the make-up exam in the testing center within a week of the date it was missed. The make up exam will be a combination of short answer and essay questions.

Please see the official Texarkana College absentee policy located at the end of this syllabus.

Tardies:

Please make every effort to be on time. While an occasional late arrival does not pose a problem, students who frequently walk in late disrupt the class and detract from the learning environment. In addition, it is your responsibility to make sure you were marked present for the day if you walked in after the roll was taken. If a student walks in after I have started taking roll, he or she will be considered tardy up until the ten-minute mark. A student who arrives ten minutes after class or later will be considered absent, whether he or she remains for the class or not. A student who walks in late during a quiz will not be allowed to take the quiz. Leaving class early will result in the student being counted absent. Three tardies are equal to one absence.

Students who are late on their speaking days will automatically lose 10 points (if the student is not over 10 minutes late) and may lose the chance to give the speech, depending on the circumstances. Do NOT come in late to class on a day you are speaking, telling me you had computer problems and were printing your formal outline. You should print it several days in advance so you can practice with it and condense it to your delivery outline. Do NOT wait until the last minute to print it out.

Finally, students who are frequently late to classes will have their participation grades penalized.

Instructor's Absence:

I will try to let you know if I am going to miss class for any reason, but if I have an unexpected circumstance and must miss for any reason, I will either have someone else meet the class with instructions or post instructions for the next class. If a sign in sheet is left, be sure and sign in so that you will not be counted absent. Additionally, I will be communicating with you through the engrade site.

Classroom Etiquette:

You must be present for the entire class and give the class your full attention. Physical presence alone is not enough; you must come to work, not to just watch. Being an active participant in this class will allow you to learn so much more. Because each student is here to get the most he can from this class, any form of behavior that is disruptive will not be tolerated, which includes the use of vulgar language or rudeness to other students or the instructor. Part of what I consider to be rude behavior is the wearing of caps, hats, or any other head gear in the classroom. If you plan to be counted present in this class, you will follow this rule. If you have a special situation which requires you to wear something on your head, you will need to speak with me about it privately.

Since this is a public speaking class, you will spend a considerable amount of time being an audience member. Please be courteous and attentive when listening to other speeches. Do not do homework, try to learn your speech, or do anything else except listen during student speeches. You should have your formal outline and your brief speaking outline written a few days before your speech is due, so there is no excuse for working on speaking notes during class. Any student who does this will automatically lose 10 points off his/her speech grade. Do not walk in while a student is speaking. Wait until he has finished and you hear applause, and then walk in as unobtrusively as possible. You probably will want to make sure your face is seen in the window if you are close to that 10-minute mark.

Don't ask if it is "ok" for you to leave after delivering your speech or tell me you have an appointment and must leave. You will be counted absent.

Please turn off your cell phones! I mean OFF! I do not want you texting, talking, tweeting, or checking your e-mail or Facebook during my class. If someone has an emergency situation that necessitates keeping one's cell phone on vibrate, please discuss this with me prior to class. Don't bring food to eat during class. You may bring a drink if it has a lid and you are not disruptive with it. Discourteous audience behaviors will be reflected in a lowering of the participation grade.

Speech Etiquette:

I expect any student who is due to speak on a particular day to be dressed professionally. A speaker's appearance has as much to do with his speech as the speech itself. You should "dress for success", in other words. I will be showing examples of the dress expectations for your speeches. An automatic 20% point deduction will be made for students who have not dressed appropriately. Since you are not to come to class with anything on your head, it goes without saying that no student will be allowed to give a speech wearing a hat, cap, bandana, or other head attire unless he/she has previously convinced me of the relevance for doing so and been given special permission by me. Do not wear sunglasses on your face or on top of your head. Eat, drink and use the restroom before coming to class. Speaking with gum in your mouth is considered the ultimate faux pas. If you must arrive late due to some catastrophic event, please make sure that another student is not speaking when you enter the room. Wait until he or she has finished, and then enter quietly. Profanity and vulgarity are not to be part of anyone's speech. Make sure the subject of your speech is in good taste. Your speech should not offend anyone in the audience. I will always know your topics ahead of time, so anyone who is unsure about the suitability of his/her topic will have an opportunity to select another topic should a topic be deemed unsuitable..

Plagiarism:

One of the goals of this course is to teach students how to document sources appropriately. Any violation of the following principles in students' completed work constitutes plagiarism:

1. All written work submitted for credit is accepted as your own work. Another person may not, therefore, have composed it, wholly or partially, without sufficient credit given.
2. The wording of written work is taken as your own, therefore, you may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another person's paper or notebook, the Internet, or any other written, printed, or broadcast media source without proper citation. Another writer's phrases, sentences, or paragraphs may only be included if presented as quotations and the source acknowledged both verbally and in the properly formatted bibliography or works cited page.

3. The ideas expressed in a paper or report are accepted as originating with you, the writer. Written work that paraphrases any written, printed, or transmitted media material without acknowledgements may not be submitted for credit. Ideas from books and essays may be incorporated into your work as starting points, governing issues, illustrations, and the like, but in each case, the source must be cited.
4. Remember that any online materials you use in your speech, both written and visual, are also governed by rules about plagiarism, so you need to learn how to cite anything taken from any electronic source, as well as all other sources.

When you use any source for information in a speech, you must give credit for the information, both visual and textual, to the author or creator, both verbally and in the typewritten bibliography.

Traits of a Successful Speech Student:

- *attends class regularly and arrives on time.
- *reads the syllabus carefully and pays special attention to the instructor's policies regarding attendance, make up work, testing procedures, grading, extra credit, writing and speaking requirements, paper formats, office hours and methods of instructor contact.
- *reads carefully and follows all directions and assignments.
- *participates in class discussions without dominating the class.
- *ask questions.
- *stays awake and alert in class.
- *visits instructor during office hours
- *displays a courteous and inquisitive attitude
- *learns the instructor's name, title, and is able to spell the correctly
- *knows course name, number, and section
- *takes notes (paper and pen) of lecture information and assignments

- *turns in work at assigned time
- *learns the subject matter and college jargon
- *does own work avoids plagiarizing others work and ideas
- *cites sources of information in written and oral assignments

A Successful Speech Student Does NOT:

- *enter the classroom while a classmate is delivering an oral presentation.
- *tell the instructor “I cut class to study for another one.”
- *ask the instructor “if anything important was missed during my absence.”
- *study for one class while sitting in another one.
- *talk with fellow students while instructor or other speaker is talking.
- *disrupt class by leaving while class is in session.
- *use cell phone, audio player, or beeper during class.
- *attempt to get missed assignments during class.

Make-up Policy: Students will be allowed to make up speeches and outside assignments but will be penalized with a 20% reduction in points for each day it is late. The first exam may be made up in the testing center within one week and it is the student’s responsibility to arrange that with me. Missed quizzes cannot be made up. All assignments given must be turned in on their due dates or arrangements must be made with me prior to the student’s absence or before the next class meeting.

Academic Integrity Statement:

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an “F”.

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

Statement of Discrimination/Harassment:

Texarkana College and the Texas State Board of Education are committed to providing both educational and employment environments free of harassment and discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

Americans with Disabilities Act:

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to Texarkana College.

Financial Aid:

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

Because the successful completion of this course is important to both you and me, I will do my best to help you resolve any difficulties you may have. As your professor, I respect each of you as learners. I promise to answer your questions, be available to help you, and to treat you with respect. However, I also expect to be treated with respect. Disrupting the class by talking at inappropriate times, sleeping, and repeatedly coming to class late are signs of disrespect. Let's pledge to respect each other during the semester and treat one another the way we want to be treated. If you have any problems in this class, I will be more than happy to talk to you during my posted office hours or make arrangements to meet with you at another time. You may also e-mail me, phone me, or leave me a voice mail. Communication is important and it is that very subject on which we will be concentrating our efforts this semester. I look forward to making that journey with you. Let us make it a pleasant one because I sincerely want each and every one of you to do well in here.

IF YOU EVER CONSIDER DROPPING THIS CLASS, PLEASE COME AND TALK TO ME BEFORE MAKING YOUR DECISION. I WILL MAKE EVERY EFFORT TO WORK WITH YOUR SITUATION IF I CAN.

The following is the official absentee policy of Texarkana College:

ABSENTEE POLICY

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student's responsibility to check the syllabus for each instructor's tardy policy.

In some workforce/vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) **may** affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

EXCUSED ABSENCES

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty* or religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

**Students interested in Health Occupations should check with the division chair prior to entering the program.*

ONLINE/HYBRID COURSE ABSENCES

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 12th Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor); otherwise the professor **may** drop the student for not having attended.

Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

If a student is taking a hybrid course, and it does not meet during the first week of class, the student must also complete an Enrollment Verification activity within the first week of class; otherwise the student **may** be dropped for not having attended.

MAXIMUM ALLOWABLE ABSENCES

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

Academic Classes

A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8
	Three tardies count as one absence
A COURSE THAT MEETS FOR 14 WEEKS OF THE SEMESTER	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Twice a week (MW or TR classes)	4
	Three tardies count as one absence.

A COURSE THAT MEETS FOR 8 WEEKS OF THE SEMESTER (Fast-Track)	
<p>Class or Lab Meets:</p> <p>Four times a week (MTWR classes)</p>	<p>An instructor may withdraw a student from a course if absences exceed:</p> <p style="text-align: center;">4</p> <p style="text-align: center;">Three tardies count as one absence.</p>
A COURSE THAT MEETS FOR 5 WEEKS OF THE SEMESTER (Summer Sessions)	
<p>Class or Lab Meets:</p> <p>3 times a week (MTW) (evening classes)</p> <p>4 times a week (MTWR) (day classes)</p>	<p>An instructor may withdraw a student from a course if absences exceed:</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">Three tardies count as one absence.</p>

Workforce Classes (This does not include Health Occupations. See Health Occupations Handbook regarding absences for that program.)

Day Classes	Evening Classes
<p>Class meets:</p>	<p>Class Meets:</p>

5 days a week (MTWRF)

The instructor **may** withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester.

Three tardies count as one absence.

You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.

4 evenings a week (MTWR)

The instructor **may** withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester.

Three tardies count as one absence.

You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.