TO: The College Community

FROM: Patricia Toney
Vice President of Academic Affairs

SUBJECT: ACADEMIC MATTERS

DATE: March 23, 2015

Final approval has been given to the academic matters acted upon at the March 10, 2015 meeting of the Learning Council.

School of Humanities and Education

Course Revision: ENG 095 Basic Writing, effective Fall 2016

- Change course description
- Course Description (as it will appear in catalog)

ENG 095 Basic Writing 3 credits
This course helps students develop competence in written communication by practicing writing clear sentences and paragraphs. Students learn how to recognize and use basic sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion. Students complete a variety of writing assignments and develop the skills needed for ENG 096, Intermediate Writing. Taking the departmental final examination is a requirement of the course. The minimum passing grade for developmental English courses is a “C”.
Prerequisite: Appropriate placement score. F/S/SU
This developmental English course cannot be used to satisfy degree or certificate requirements.

Course Revision: ENG 096 Intermediate Writing

- Change prerequisite for ENG 096
- Change course description
- Course Description (as it will appear in catalog)

ENG 096 Intermediate Writing 3 credits
This course helps students develop writing competence by practicing writing paragraphs and essays. Students learn to write unified, supported, coherent essays using grammatically sound sentences. Assignments focus on writing a variety of paragraphs and essays in order to prepare for college-level writing courses. Taking the departmental final examination is a requirement of the course. The minimal passing grade for developmental English courses is a “C”.
Prerequisite: A grade of “C” or better in ENG 095 or appropriate placement score. F/S/SU
This developmental English course cannot be used to satisfy degree or certificate requirements.
New Course: ENG 105 Technical Writing, effective Fall 2016

- Course Description (as it will appear in catalog)
  **ENG 105 Technical Writing** 3 credits
  This course focuses on writing letters, memos, resumes, lab reports, instructions/processes and technical descriptions, and design visual aids. Instructional emphasis is placed on clarity, correctness, conciseness, audience, precision, accuracy, organization, and document design in writing technical documents.
  **Prerequisites:** ENG 101

School of Math and Science- Dr. Leslie Bolinger Horton

Course Revision: MAT 098 Math Skills for Allied Health Careers, effective Fall 2016

- Change course description
- Course Description (as it will appear in catalog)
  **MAT 098 Math Skills for Allied Health Careers** 3 credits
  This course focuses on practical and useful applications of mathematics for students intending to enter the health science fields. Students examine mathematical topics as they relate to health application. Topics include: basic arithmetic computations in health applications; review of algebra; systems of measurement; medication labels; prescriptions, and syringe computations; modeling health applications with ratios and proportions; dosage calculations; and, basics of statistics.
  **Prerequisite:** MAT 095 with a 'C' or better on the MAT 095 departmental final exam or appropriate placement score. F/S
  This developmental mathematics course cannot be used to satisfy degree or certificate requirements.
2014-2015
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name (current) : ENG 095 Basic Writing

2. Originator: Betsy Zuegg Date: 2/18/15

3. School Dean: Chip Ates Date: 2/18/15

4. The requested change (motion) for governance consideration is as follows:
   Change in course description

5. Effective Date: September, 2016

6. Recommended by the Humanities & Education School Comments: Approved Date: 2/19/15

7. AA Leadership Team: Date: 3/3/15
   Recommended: ______ Not Recommended: ______
   Comments: 

8. VP/Academic Affairs: Date: 3/3/15
   Recommended: ______ Not Recommended: ______
   Comments: 

9. Learning Council: Date: 3/10/15
   Recommended: ______ Not Recommended: ______
   Comments: 

10. VP/Academic Affairs: Date: 3/12/15
    Approved: ______ Not Approved: ______
    Comments: 

# COURSE REVISION PROPOSAL

| Type of Revision: |  
| X Description | Prerequisite | Corequisite | Number | Name | #credits |  
| __Elective Type | __ other (explain) |  

| Course Discipline or Department: Dev. English | School: Humanities and Education |  
| Current Course Number: ENG 095 |  
| Current Course Name: Basic Writing |  

Current Course Description (as it appears in the college catalog):
This course helps students develop competence in written communication by practicing writing clear sentences and paragraphs. Students learn how to recognize and use basic sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion. Students complete a variety of writing assignments and develop the skills needed for ENG 096, Intermediate Writing. To continue to the next level of English courses, students must pass the departmental final exit examination (or appropriate placement on the placement exam). Prerequisite: Appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S/SU

Proposed Description (include all proposed changes):
This course helps students develop competence in written communication by practicing writing clear sentences and paragraphs. Students learn how to recognize and use basic sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion. Students complete a variety of writing assignments and develop the skills needed for ENG 096, Intermediate Writing. Taking the departmental final examination is a requirement of the course. The minimum passing grade for developmental English courses is a “C”. Prerequisite: Appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S/SU

Rationale for the change: To remove the departmental final exam as a high stakes exam and to not have the exam as the sole prerequisite to enter into the next level. This change will also bring consistency in course descriptions to the developmental reading and writing courses, which will now all have C or better as the minimum passing grade.

Provide a description of any change in course content.
No change in course content, but the departmental exam will be worth 30% of the course grade.

Does the course revision affect another department? Please confer with the coordinator of the affected department. No

Affected department(s) __________________________________________

Is this course required for a program? If yes, submit a separate DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here.

Please submit a syllabus to your dean with all of the revisions included.
ENG 095 Basic Writing Skills

Section

Instructor:

Phone:

Email:

Mailbox

Office

Office Hours:

Course description:

This course helps students develop competence in written communication by practicing writing clear sentences and paragraphs. Students learn how to recognize and use basic sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion. Students complete a variety of writing assignments and develop the skills needed for ENG 096, Intermediate Writing. Taking the departmental final examination is a requirement of the course. The minimum passing grade for developmental English courses is a “C”.

Prerequisite: Appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S, SU

Required text: *Wordsmith A guide to paragraphs and short essays, 5th edition*

Author: Pamela Arlov

Publisher: Pearson Publishing, 2012

Unbound edition with MyWritingLab access

Instructional objectives:

- **Goal:** Understand the pre-writing process
  - Outcomes: to examine different audiences and purposes
    - Identify and practice idea generation strategies
    - Develop effective, focused topic sentences
Goal: Develop effective sentences

Outcomes: to identify and correctly use subjects and verbs
- To recognize and write a complete sentence
- To effectively use capital letters
- To effectively use quotation marks and end punctuation

- Goal: Write a paragraph
  Outcomes: To stay on point with the topic sentence (unity)
- To generate sentence that support the topic sentence (support)
- To link support sentences using order
- To link support sentences with transitions (coherence)

- Goal: Identify patterns of development in paragraphs
  Outcomes: to produce at least two different types of paragraphs

- Goal: Begin to develop the ability to revise one’s own work
  Outcomes: to recognize unified paragraphs
- To recognize paragraphs with support
- To recognize coherence in paragraphs
- To identify one’s own writing challenges

- Goal: Write a minimum of four paragraphs
- Goal: Develop an effective system of record keeping and academic organizational strategies

Accommodations: Every effort will be made to meet the individual needs and various learning styles of the students in this course. It is of the utmost importance that you inform me at the beginning of the semester of your particular needs. If you have concerns about this course, please make an appointment with me. If your concerns are about a learning disability or another specific need, please make an appointment with the Disabilities Office in room 246A. All information is confidential.

Attendance: Students are expected to attend all classes. If there are extenuating circumstances, please contact me immediately to get work that was missed. You will receive an attendance grade, and it is worth 10% of your final grade. If you have no more than two absences, your attendance grade will be A, and 10% of that A will be added to the final grade. If you have more than two absences, you will not get credit for attendance. The attendance portion (10%) of the final grade will be zero.

All assignments must be submitted when they are due and are collected at the beginning of each class. No late assignments will be accepted. If a student misses a class, any homework must be submitted when the student returns to class. Make-ups for work, if permitted by the instructor, must be done within one week of the original date.
Course requirements: The student will:

- Meet weekly at the designated class time to learn and practice writing strategies
- Write paragraphs with unity, support, coherence and sentence skills
- Develop an ability to use correct sentence structure
- Develop writing plans
- Write an introduction, main point, development and conclusion in a paragraph
- Seek help from writing center tutors as necessary
- Collaborate with other students as directed by the instructor
- Display willingness to work cooperatively with the instructor and with other students in class.
- Be responsible and punctual
- Discuss concerns immediately with the instructor.
- Be respectful of others in the class. No student has the right to interfere with the learning of others in the room. Any student who disrupts the class may be referred to the Associate Dean of Students for disciplinary action and may be removed from the class.

Teaching Procedures/Methodology:

Class procedures include mini lectures and demonstrations, assessments through regular quizzes and writing exercises, and cooperative learning activities. Students will write individually and in writing groups. Students may engage in peer review. Most graded writing will be done in class and on computers. Assignments, which are required, will be given at the end of each class.

Academic Honesty and Plagiarism: please refer to the Student Handbook for the college policy on plagiarism.

Basis for student grading/method of evaluation:

Writing assignments, both in class and outside of class, will be graded as they are completed. In addition, in-class quizzes and tests will be administered on the work covered in class, and some will be unannounced. At the end of the term, all writing assignment grades and test/quiz grades will be averaged and will count for % of the final grade. A participation grade will be assigned based on the criteria below, and this grade will count for % of the final grade. Satisfactory attendance (not more than three absences) will count for % of the final grade.

Procedure for evaluating student performance:

Writing assignments (grade will be based on evidence of unity, coherence, support and mechanics, as explained in class) and quizzes (grammar units and the writing process)..............%

Participation (promptness, attentiveness, engagement in class activities, and timely completion of assignments)............%

Attendance (no absences beyond the 2 allowed)...........................................% 

Departmental final examination............................................................30%
Course Topics/Tentative Schedule (this schedule may change at the discretion of the instructor):

Week One: Introductions; syllabus review; writing assessment, Chapter 1

Week Two: Ch. 2 Prewriting; MyWritingLab; P.O.W.E.R.

Week Three: Chapter 3 Topic sentence

Week Four: Chapter 4 Support

Week Five: Unity, Coherence, paragraph due.

Week Six: Chapter 6 Revising; Chapter 12 verbs and subjects

Week Seven: Verbs and Subjects; test; Chapter 13 Agreement

Week Eight: Chapter 7 Illustration; paragraph due

Week Nine: Finish paragraph; revision

Week Ten: Chapter 16 Run-Ons

Week Eleven: Test on Run-ons; Chapter 17 Fragments

Week Twelve: Fragments; test on fragments

Week Thirteen: Writing assignment; paragraph due

Week Fourteen: Revision; how to take a test

Week Fifteen: Final review and assessment
2014-2015
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name (current) : ENG 096 Intermediate Writing

2. Originator: Betsy Zuegg Date: 2-4-15

3. School Dean: Chip Ates Date: 2-4-15

4. The requested change (motion) for governance consideration is as follows:

(1) Change in prerequisite for ENG 096
(2) Change in course description for ENG 096

5. Effective Date: September, 2016

6. Recommended by the Humanities & Education School Comments: Approved. Date: 2-19-15

7. AA Leadership Team: Date: 3/3/15
Recommended: Not Recommended: Comments:

8. VP/Academic Affairs: Date: 3/3/15
Recommended: Not Recommended: Comments:

9. Learning Council: Date: 3/10/15
Recommended: Not Recommended: Comments:

10. VP/Academic Affairs: Date: 3/10/15
Approved: Not Approved: Comments:
COURSE REVISION PROPOSAL

| Type of Revision: |  
|------------------|------------------|
| _X_ Description  | _X_ Prerequisite  |
| ___ Elective Type | ___ Corequisite  |
| ___ Number       | ___ Name         |
| ___ #credits     |  

Course Discipline or Department: Dev. English  
School: Humanities and Education

Current Course Number: ENG 096
Current Course Name: Intermediate Writing

Current Course Description (as it appears in the college catalog):

This course helps students develop writing competence by practicing writing paragraphs and essays. Students learn to write unified, supported, coherent essays using grammatically sound sentences. Assignments focus on writing a variety of paragraphs and essays in order to prepare for college-level writing courses. To continue to the next level of English courses, students must pass the departmental final exit examination (or appropriate placement on the placement exam).

**Prerequisite:** Passing the ENG 095 departmental writing final examination or appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S/SU

Proposed Description (include all proposed changes):

This course helps students develop writing competence by practicing writing paragraphs and essays. Students learn to write unified, supported, coherent essays using grammatically sound sentences. Assignments focus on writing a variety of paragraphs and essays in order to prepare for college-level writing courses. Taking the departmental final examination is a requirement of the course. The minimal passing grade for developmental English courses is a “C”.

**Prerequisite:** A grade of “C” or better in ENG 095 or appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S/SU

Rationale for the change:

To remove the departmental final exam as a high stakes exam and to not have the exam as the sole prerequisite to enter into the next level. This change will also bring consistency in course descriptions to the developmental reading and writing courses, which will now all have C or better as the passing grade.

Provide a description of any change in course content.
No change to course content, but the departmental exam will be worth 30% of the course grade.

Does the course revision affect another department? Please confer with the coordinator of the affected department. No

Affected department(s)  

Is this course required for a program? If yes, submit a separate DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here. None

Please submit a syllabus to your dean with all of the revisions included.
ENG 096: Intermediate Writing Skills

Instructor: 
Email: 
Voice mail: 

ENG 096 Intermediate Writing Skills  
3 credits

This course helps students develop writing competence by practicing writing paragraphs and essays. Students learn to write unified, supported, coherent essays using grammatically sound sentences. Assignments focus on writing a variety of paragraphs and essays in order to prepare for college-level writing courses. Taking the departmental final examination is a requirement of this course. The minimal passing grade for developmental English courses is a “C”. Prerequisite: A grade of “C” or better in ENG 095 or appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S/SU

Course goals and outcomes

GOAL: Introduce and Review the Pre-Writing Process
• Outcome: student examines different audiences and purposes for writing
• Outcome: student practices idea generation strategies
• Outcome: student prepares a writing plan or outline for each assignment

GOAL: Improve and refine sentence structure and language usage
• Outcome: student correctly uses subject and verb forms
• Outcome: student recognizes and writes complete sentences (including compound and complex sentences), avoiding fragments and run-ons
• Outcome: student effectively uses punctuation as needed

GOAL: Write essays displaying unity, support, coherence, and appropriate sentence structure
• Outcome: student creates unity by developing a main point or thesis (unity)
• Outcome: student writes sentences and paragraphs that support the thesis with facts, details and examples (support)
• Outcome: student develops appropriate order (time, space, importance) to connect ideas (coherence)
• Outcome: student links sentences and paragraphs together using transitions (coherence)

GOAL: Identify patterns of development in essays (types of essays)
• Outcome: student produces at least two different types of essays (for example, narration, description, illustration)
GOAL: Improve the ability to revise one's own work

- Outcome: student recognizes and creates unified paragraphs and essays
- Outcome: student recognizes and provides adequate support in essays
- Outcome: student recognizes and produces coherence in essays
- Outcome: student identifies individual writing challenges and develops strategies to address those challenges (lab with tutor, grammar log, revision checklist, etc)

GOAL: Write a minimum of four graded assignments, including at least two essays

- Outcome: student writes a minimum of four graded assignments, including at least two essays

GOAL: Maintain effective system of record keeping/academic organizational strategies

- Outcome: student organizes class materials (syllabus, handouts, written work)
- Outcome: student tracks own progress through self-assessment for some assignments

Accommodations

Every effort will be made to meet the individual needs and various learning styles of the students in this course. It is of the utmost importance that you inform me at the beginning of the semester of your particular needs. If you have concerns about this course, please make an appointment with me. If your concerns are about a learning disability or another specific need, please make an appointment with a learning specialist at Disability Services, Room 246A. All information is strictly confidential.

Attendance Policy

(Determined by individual instructors. The following is one possibility for your consideration)

Students are expected to attend all classes. If there are extenuating circumstances, please contact the instructor immediately.

A student’s average will be reduced by one letter grade if a student misses more than

- 3 classes for MWF sections
- 2 classes for TR sections
- 1 class for sections which meet once a week
Course Requirements *(Specified by instructor: Sample below)*

The student will

- meet weekly at all designated class times with the instructor to learn and practice strategies for improving writing skills
- allow up to six hours per week of preparation outside of class
- use a variety of sentence structures in a comprehensive essay
- develop writing plans for each assignment
- show evidence of audience awareness in all assignments
- demonstrate a clear purpose for each assignment
- write an appropriate introduction, thesis, development, and conclusion in a comprehensive essay
- generate thoughtful questions about assignments and bring questions to class
- collaborate with other students as directed by the instructor, such as to clarify assignment information, give feedback on assignments, or discuss reading assignments
- display willingness to work cooperatively with other students from different educational, cultural and social backgrounds
- exhibit a high level of responsibility and punctuality
- discuss any concerns, problems, questions that pertain to your progress in the course immediately with the instructor

Methodology

*Suggested texts: (Chosen by instructor – 2 possibilities listed below)*

**Evergreen**
Authors: Fawcett & Sandberg
Publisher: Houghton Mifflin

**Real Writing, 2nd edition**
Author: Anker
Publisher: Bedford St. Martin's

Author: Arlor
Publisher: Pearson
*This comes with MyWritingLab access code

Class procedures include *(Specified by instructor: sample below)*

- Mini-lectures and demonstrations
- Assessment through regular quizzes, tests and writing exercises
• Cooperative learning activities

Academic Honesty and Plagiarism

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and don’t know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Plagiarism means taking someone else’s ideas or words and presenting them as one’s own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since the cheating sabotages a student’s learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate college services.

Basis for student grading: Specify what criteria will be used in the computation of the grade.

Method of Evaluation (sample below)

The final grade reflects

- Participation..................................XX%
- Writing assignments..........................XX%
- Quizzes........................................XX%
- Departmental final examination...........30%

Course Outline (specified by each instructor)
NEW COURSE PROPOSAL

1. Course Number and Name: ENG 105, Technical Writing

2. Originator: Steve Rayshick

3. School Dean: Dr. Clarence Ates

4. The requested change (motion) for governance consideration is as follows:
   1. English 105 be adopted as a new course.
   2. Effective Date: Fall 2016

3. Recommended by the Humanities & Education School
   Comments: Approved with amendment to change course title.
   Change title from ENG 105, Technical And Workplace Writing 1, to ENG 105, Technical Writing.

4. AA Leadership Team: Date: 2/24/15
   Recommended: Not Recommended:
   Comments:

5. VP/Academic Affairs: Date: 2/24/15
   Recommended: Not Recommended:
   Comments:

6. Learning Council: Date: 3/10/15
   Recommended: Not Recommended:
   Comments:

7. VP/Academic Affairs: Date: 3/10/15
   Approved: Not Approved:
   Comments:
### NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>Course Discipline/Department: English</th>
<th>School: Humanities and Education</th>
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<tr>
<td>Course Number: ENG 105</td>
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<tr>
<td>Course Name: Technical Writing</td>
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<tr>
<td>Prerequisites and/or corequisites (confer with affected department coordinator): Pre-req ENG 101, computer literacy</td>
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<tr>
<td>CIP code (check with IRaP Office):</td>
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<td>Effective Term/year: Fall 2016</td>
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Give a rationale for the new course. Be sure to indicate whether this course replaces another course.

This course is designed to serve as the English Composition II course for students in designated technical majors. It was created at the request of faculty in those majors who felt a literature-based Comp. II course did not meet the communication needs of their students. Those faculty were interviewed individually about the skills their students needed to develop and the types of assignments most appropriate to those classes. The designated assignments are ones that relate directly to the relevant majors. The goal of the course is to help students develop better written communication skills by focusing on specific skills needed within their majors.

Is the course content similar to other courses now offered? Yes X No____
If yes, attach a statement for the coordinator of the department offering the similar course.

The course shares some overlap in skills and assignments with ENG 205, but ENG 105 would focus more on the less complex assignments and more basic skills typically taught in technical writing courses. The course would not replace ENG 205. The distinction between courses was discussed with the English Dept. coordinator and the English Department as a whole.

Please indicate if this course will serve as any of the following types of electives- No
- Elective
- Discipline specific (name the discipline)
- Program specific (name the program)
- Multiple perspective (confer with the Liberal Arts Coordinator)
Is this course required for a program? If yes, submit a separate DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here.

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<th>Expected enrollment per term: TBD</th>
<th>Expected enrollment per year: TBD</th>
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<td>Will any of the following be required: no</td>
<td>Add. staff</td>
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<td>Provide a rationale for any needs indicated above and include approximate cost of equipment.</td>
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Library print and non-print resources in support of this course: $500

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**Course Materials**

**Course number:**
ENG 105

**Course name:** Technical Writing

**Credits:** 3

| Lecture Hours: 3 | Lab hours: | Clinic Hours: |

**General course description and prerequisites (as it will appear in the catalog):**

This course focuses on writing letters, memos, resumes, lab reports, instructions processes and technical descriptions, and design visual aids. Instructional emphasis is placed on clarity, correctness, conciseness, audience, precision, accuracy, organization, and document design in writing technical documents. Prerequisites: ENG 101.

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**All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):**

Instructional Objectives (list): The successful student will

1. Write effective technical documents including letters, memos, a resume, lab reports, instructions/processes, and descriptions.

2. Employ visual aids and elements of document design to clearly convey information and improve readability.

3. Participate in class discussion activities.

4. Determine audience and choose vocabulary and details to meet the needs of varying audiences.

5. Write with clarity, conciseness, accuracy, and precision.

6. Organize documents effectively based on purpose, message, and audience.

7. Employ appropriate elements of style including the use of Plain English.

8. Write effective persuasive and informative documents.

9. Write with correctness and professionalism.

10. Support general ideas with specific details.

Teaching procedures: (provide suggested teaching methodology): Lecture, class discussion, peer work.

Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):

**Assignments:**

Letter to Customer, Resume and Cover Letter, Description, Memo/Lab Report, Instructions or Process, Visual Aids

Other information:

- Suggested basis for student grading and criteria for evaluating student performance

  Class Participation-10%
  Letter to Customer-10%
  Resume and Cover Letter-15%
  3 Visual Aids-15%
  Instructions/Processes-20%
Lab Report-15%
Description-15%

- Suggested attendance policy
- Attending class is important to success in college. Any student missing more than 8 classes will lose a letter grade from his or her final grade.
- Suggested plagiarism statement: From *The Student Handbook*

“Cheating, plagiarism, submitting another person’s work as your own, or doing work for which another person will receive academic credit constitutes academic dishonesty. This includes, but is not limited to the following:

- Unauthorized use of books, notebooks, or any other sources in order to secure or give help during examinations;
- Unauthorized copying or possession of examinations, assignments, reports, or term papers;
- Presentation of other’s assignments, reports, or term papers as one’s own work; and
- Presentation of unacknowledged material, in whole or in part, as one’s own work.

Any case of plagiarism will be considered a very serious violation of the College’s academic regulations. Instructors will report instances of plagiarism to appropriate College officials.”

- Suggested assessment methodologies

Please attach a syllabus for this new course. See attached

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Education Outcomes Assessment Handbook* that is available on the QCC’s Intranet under Frequently Used Forms (Academic Governance Forms).

<p>| COURSE STUDENT LEARNING OUTCOMES FOR (insert course number and name) Technical Writing, ENG 105 |
| Upon completion of the course, students will be able to: |
| 1 | Write effective technical documents including letters, memos, a resume, lab reports, instructions/processes, and descriptions. |
| 2 | Employ visual aids and elements of document design to clearly convey information and improve |</p>
<table>
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<tr>
<td>3</td>
<td>Determine audience and choose vocabulary and details to meet the needs of varying audiences.</td>
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<tr>
<td>4</td>
<td>Write with clarity, conciseness, accuracy, and precision.</td>
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<tr>
<td>5</td>
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<td>9</td>
<td>Support general ideas with specific details.</td>
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<tr>
<td>10</td>
<td>Participate in class discussion activities.</td>
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</tbody>
</table>

How does the course support general education? Using the chart below, indicate the degree or level of connection between the course and outcome as indicated here.

I – Introductory/Background – There is an indirect relationship between the course and the outcome. The outcome itself is not the focus of the course but at least one element of the course serves as a building block to the achievement of the final outcome. For example, course elements may provide the knowledge, skills or attitudes necessary for the ultimate achievement of the outcome.

M – Intermediate/Transitional - There is more of a direct relationship between the course and the outcome than Introductory. A mixture of course elements supports the final achievement of the outcome, but the final integration of knowledge, skills and attitudes necessary for its achievement is not accomplished in this course. For example, knowledge, skills and/or attitudes (at least 2 of the 3) required for achievement of the outcome may be the focus of the course or course element, but the integration of all three is not.
E – Emphasized – There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the outcome.

| CONNECTION OF (insert course number and name) TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES | I,M,E |
| Communication Skills: Students will write and speak effectively. | E |
| Information Literacy: Students will locate, evaluate and apply reliable and appropriate information. | E |
| Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems. | I |
| Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge. | I |
| Technical Literacy: Students will utilize computer and emerging technologies effectively. | M |
| Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts. | I |
| Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures. | I |
| Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence. | I |
| Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment. | I |
| Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship. | I |

If the course is required in a program or it is an elective in a program, please indicate how the course contributes to the Program Student Learning Outcomes. List the Program Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.
Quinsigamond Community College
Syllabus ENG 105 Technical Writing
Fall 2016
Professor-
Office and Office Hours

Course Description- This course focuses on writing letters, memos, resumes, lab reports, instructions processes and technical descriptions, and design visual aids. Instructional emphasis is placed on clarity, correctness, conciseness, audience, precision, accuracy, organization, and document design in writing technical documents. Prerequisites: ENG 101


Major Instructional Objectives- The successful student will

1. Write effective technical documents including letters, memos, a resume, lab reports, instructions/processes, and descriptions.

2. Employ visual aids and elements of document design to clearly convey information and improve readability.

3. Participate in class discussion activities.

4. Determine audience and choose vocabulary and details to meet the needs of varying audiences.

5. Write with clarity, conciseness, accuracy, and precision.

6. Organize documents effectively based on purpose, message, and audience.

7. Employ appropriate elements of style including the use of Plain English.

8. Write effective persuasive and informative documents.

9. Write with correctness and professionalism.

10. Support general ideas with specific details.

11. Employ proper mechanics.

Teaching Procedures- Lecture, class discussion, peer work.

Method of Evaluation-

Class Participation-10%
Letter to Customer-10%
Resume and Cover Letter-15%
3 Visual Aids-15%
Instructions/Processes-20%
Lab Report-15%
Description-15%

**Assignment Due Dates**

Letter to Customer-**October 12**

Resume and Cover Letter-**October 26**

Description-**Nov. 9**

Lab Report-**Nov. 23**

Instructions/Processes-**Dec. 7**

Visual Aids need to be developed and incorporated into the last 3 assignments. **This means that you need to use visual aids in 3 different assignments, not that you can get full credit for using 3 visual aids in 1 assignment** (although you can use more than 1 visual aid in an assignment).

The standard Quinsigamond Community College grading system (see *The Student Handbook*) will be used. Students must earn 60% to pass.

**Class Participation**—Class participation grade will be based on oral class participation. Students who do not wish to be graded orally may arrange with me a written substitute. Grading standards for both methods will be explained in class.

**Late Work**—All assignments are due at the beginning of class on the due date. Any assignment submitted more than one week late will receive an automatic zero. Late work will be downgraded as follows:

1st late= Minus 3% for the course (e.g. 88% course grade becomes 85%)

2nd late= F for the assignment

3rd late= F for course

**NOTE**—Although late assignments may be excused (penalties waived) in cases of emergencies (which you can prove in writing), you can only do this ONCE! In other words, don't ask for a penalty waiver the 2nd time. **If a student has had one late assignment then submits a 2nd late assignment, the penalty will be an F (zero points) for the assignment regardless of whether the first late was excused or not.** If you skip an assignment and then submit a 2nd assignment late, the penalty for both assignments is a zero.

**Attendance Policy**—Attending class is important to success in college. Any student missing more than 8 classes will lose a letter grade from his or her final grade.
**Paper Format**—All written assignments must (obviously) be word processed and proofread or they will be returned as incomplete and assigned a late grade. ENG 105 is a college course and should be viewed as a stepping stone to your future profession. Professionals do not submit work that is not proofread.

**Student Discipline Policy**—See The Student Handbook

**Special Needs**—Every effort will be made to meet the individual needs and various learning styles of students in this course. It is of the utmost importance that you inform me at the beginning of the semester of your particular needs. If you have concerns about this course, please make an appointment with me. If your concerns are about a learning disability or another specific need, please make an appointment with me or with a learning specialist at the Learning Assistance Center, Room 246A. All information is strictly confidential.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING ASSIGNMENT</th>
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<tbody>
<tr>
<td>1- Begins 9-9</td>
<td>Chapter 1</td>
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<tr>
<td>2- Begins 9-14</td>
<td>Chapter 2, 3</td>
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<tr>
<td>3- Begins 9-21</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>4 Begins 9-28</td>
<td>Chapter 7</td>
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<tr>
<td>5 Begins 10-5</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>6 Begins 10-14 College Closed 10-12</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>7 Begins 10-19</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>8 Begins 10-26</td>
<td>Chapter 10, 11</td>
</tr>
<tr>
<td>9 Begins 11-2</td>
<td>Chapter 13</td>
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<tr>
<td>10 Begins 11-9</td>
<td>Chapter 16</td>
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<td>11 Begins 11-16</td>
<td>Chapter 16</td>
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<tr>
<td>12 Begins 11-23</td>
<td>Chapter 14</td>
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<tr>
<td>13 Begins 11-30</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>14 Begins 12-7</td>
<td>Chapter 14</td>
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</table>

**Plagiarism**—from The Student Handbook

“Cheating, plagiarism, submitting another person’s work as your own, or doing work for which another person will receive academic credit constitutes academic dishonesty. This includes, but is not limited to the following:

- Unauthorized use of books, notebooks, or any other sources in order to secure or give help during examinations;
- Unauthorized copying or possession of examinations, assignments, reports, or term papers;
- Presentation of other’s assignments, reports, or term papers as one’s own work; and
- Presentation of unacknowledged material, in whole or in part, as one’s own work.

Any case of plagiarism will be considered a very serious violation of the College’s academic regulations. Instructors will report instances of plagiarism to appropriate College officials.”
2014-2015
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name (current): MAT 098, Math Skills for Allied Health Careers

2. Originator: Maureen Woolhouse Date: February 10, 2015

3. School Dean: Dr. Leslie Horton Date: February 12, 2015

4. The requested change (motion) for governance consideration is as follows:
   To eliminate "pH, ionic solutions and logarithms" from the course content and description.

5. Effective Date: Fall 2016

6. Recommended by the School of Math and Science
   Comments: Date: February 19, 2015

7. AA Leadership Team: Date: 2/24/15
   Recommended: V Not Recommended: 
   Comments:

8. VP/Academic Affairs: Date: 2/24/15
   Recommended: Not Recommended: 
   Comments:

9. Learning Council: Date: 3/10/15
   Recommended: V Not Recommended: 
   Comments:

10. VP/Academic Affairs: Date: 3/18/15
    Approved: V Not Approved: 
    Comments:
# COURSE REVISION PROPOSAL

<table>
<thead>
<tr>
<th>Type of Revision:</th>
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<tbody>
<tr>
<td><strong>X</strong> Description</td>
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<tr>
<td>Prerequisite</td>
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<td>Corequisite</td>
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<tr>
<th>Course Discipline or Department: Mathematics</th>
<th>School: Math &amp; Science</th>
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<tbody>
<tr>
<td>Current Course Number: MAT 098</td>
<td></td>
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<tr>
<td>Current Course Name: Math Skills for Allied Health Careers</td>
<td></td>
</tr>
<tr>
<td>Current Course Description (as it appears in the college catalog):</td>
<td></td>
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</tbody>
</table>

This course focuses on practical and useful applications of mathematics for students intending to enter the health science fields. Students examine mathematical topics as they relate to health application. Topics include: basic arithmetic computations in health applications; review of algebra; systems of measurement; medication labels; prescriptions, and syringe computations; modeling health applications with ratios and proportions; dosage calculations; basics of statistics; and logarithms, ionic solutions and pH.

Prerequisite: MAT 095 with a 'C' or better on the MAT 095 departmental final exam or appropriate placement score. F/S This developmental mathematics course cannot be used to satisfy degree or certificate requirements.

<table>
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<tr>
<th>Proposed Description (include all proposed changes):</th>
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This course focuses on practical and useful applications of mathematics for students intending to enter the health science fields. Students examine mathematical topics as they relate to health application. Topics include: basic arithmetic computations in health applications; review of algebra; systems of measurement; medication labels; prescriptions, and syringe computations; modeling health applications with ratios and proportions; dosage calculations; and, basics of statistics.

Prerequisite: MAT 095 with a 'C' or better on the MAT 095 departmental final exam or appropriate placement score. F/S This developmental mathematics course cannot be used to satisfy degree or certificate requirements.

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<tr>
<th>Rationale for the change:</th>
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As indicated by a health coordinator survey, the only curriculum for which the topics: pH, ionic solutions and logarithms are considered applicable is Respiratory Care. The coordinator of the Respiratory Care program has approved the withdrawal these topics from MAT 098 as they are covered in the admission requirements to this program: CHM 090 or a high school chemistry class. The Math Department felt that these three topics would be better covered by a science faculty member.

<table>
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<tr>
<th>Provide a description of any change in course content.</th>
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The course description will remain largely the same with the exception of the deletion of the following topics: pH, ionic solutions and logarithms.

<table>
<thead>
<tr>
<th>Does the course revision affect another department? Please confer with the coordinator of the affected department.</th>
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</thead>
</table>

Affected department(s)  Respiratory Care program
Quinsigamond Community College

Professor:
Office:
Email:
Phone:

MAT 098- Math Skills for Allied Health Careers

Sample Syllabus

Course Description*
The course focuses on practical and useful applications of mathematics for students intending to enter the health science fields. Students examine mathematical topics as they relate to health applications. Topics include: basic arithmetic computations in health applications; review of algebra; systems of measurement; medication labels, prescriptions, and syringe calculations; modeling health applications with ratios and proportions; dosage calculations and basics of statistics. 3 credits

Prerequisite: MAT 095 with a “C” or better on the MAT 095 department final exam or placement by the Computerized Placement Test.

*Please Note: MAT 098 is designed to meet an admission requirement for students who are planning to enter a health career program. It will not be considered equivalent to MAT 099.

Course Goal
This course is designed for those students who are pursuing a degree or certificate in a health-related field. The goal of the course is to provide students with a good working knowledge of the math skills necessary to enter and be successful in an allied health career program.

Course Objectives (See attached sheets.)

Required textbook: ********

Instructional Methodology: The classes will be a combination of lectures, discussions, cooperative learning, computer and writing activities.

Method of Evaluation: Students’ evaluation will be based on tests, homework assignments, a final exam and overall class participation and effort.

Basis of Evaluation: Students’ evaluation will be based on the following weights:
Average of seven in-class chapter tests – 65%
Average of collected and scored homework assignments – 10%
Final exam – 20%
Attendance/effort/class participation – 5%
Course Outline: See attached sheet

Attendance Policy:*********

Plagiarism Statement: Plagiarism is a serious offense. The instructor will assign a zero to the assignment of which
the student has plagiarized. All consequences determined by Quinsigamond Community College plagiarism
policy will also be applied

Assessment Plan: See attached sheets.

MAT 098 – Course Objectives
At the conclusion of the course, the student should be able to do the following:

Desired Student Outcomes/Instructional Objectives:

Upon completion of this course, students should be able to:

1. Review arithmetic operations of fractions, decimals and percents.
2. Perform conversions among fractions, decimals and percents.
3. Review operations on signed numbers and order of operations.
4. Examine the procedure for solving linear equations.
5. Review the concepts of ratios and proportions.
7. Use formulas to solve for unknown variables.
8. Apply math modeling to medical applications.
9. Review measurement fundamentals.
10. Examine the definition, operations and conversions of numbers in scientific notation.
11. Explore the concepts of significant digits and rounding.
12. Study the various systems of measurement including the metric and SI systems, household measurement units
and the Apothecary system.
13. Investigate procedures for conversions between measurement systems.
14. Read and understand medication labels and inserts.
15. Summarize abbreviations used on prescriptions and medical orders.
16. Read and interpret prescriptions and medical orders.
17. Perform syringe calculations.
18. Apply ratio and proportion concepts in dosage calculations.
19. Understand and perform multi-step dosage calculations using ratios, proportions, formulas and dimensional
analysis.
20. Use ratios and proportions in X-ray applications.
21. Use ratios and proportions in applications related to Respiratory Care.
22. Apply angle measurements to Physical Therapy problems.
23. Look at an introduction to IV fluids.
25. Examine calculations of infusion times.
26. Look at an introduction to statistical concepts.
27. Construct and interpret statistical graphs.
28. Compute and analyze the measures of central tendency.
29. Compute and analyze the measures of variation.
30. Learn the definition and applications of the normal distribution