

American Samoa Community College

Sample Course Syllabi
Spring & Summer 2008

**AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM**

Course Alpha/Number: _____ Semester / Year: _____
Section: _____ Course Days _____
Course Title: _____ Course Time: _____
Instructor: _____ Department: _____
Office Hours & Location: _____ Classroom: _____
Email Address: _____ Contact Phone: _____

Required Textbook: _____

(specify Author, ISBN, Publisher, and Edition)

Additional Supplement: _____

I. Course Description (*Paragraph Description from Catalog*): _____

II. Course Rationale (*Brief statement on how students may use this course, i.e. transfer, degree requirements, elective, pre-requisite...*): _____

III. Learning Objectives: (*Identify the "content" or "subject-matter" objectives students will learn from this course*):

IV. Student Learning Outcomes (SLO): (*Identify learning outcomes (knowledge, skills, attitudes) students will develop at the end of the course beyond the content or subject matter. (see degree and certificate SLO's)*): _____

V. Course Requirements: *Learning activities/assignments required for the course.*

VI. Methods of Instruction: *Paragraph description on how the course will be taught, indicating, lecture, lecture/lab, group discussions or other primary forms of instruction; frequency activities; field-trips* _____

VII. Grading:

1. Clarify whether you will use a letter grade system or a point system. If you will use a point system, explain final point and letter grade equivalents.
2. Explain the weighting of course components:
 - a. Component 1 (e.g., exercises), weight (% or points)
 - b. Component 2 (e.g. quizzes), weight
 - c. Component 3 (e.g., interim exams), weight
 - d. Component 4 (e.g., participation), weight
 - e. Component 5 (e.g., attendance), weight
 - f. Component 6 (e.g., final exam), weightOr, in competency-based courses, explain the level at which each competency must be mastered in order to complete the course.
3. Explain how difficult-to-quantify things such as effort, improvement, and participation will be graded, if graded.

VIII. Last day to completely withdraw from the course. See "2006-2008 ASCC Academic Calendar" in the catalog. _____

IX. Attendance Policy: See *Catalog "Academic Policies & Procedures"* section

Tentative Course Topical Outline:

MEETING SESSION DATE

ASSIGNMENTS/PROJECTS

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Week 13

Week 14

Week 15

GROUP PRESENTATION

Evaluating Student Presentations

Standardized Format

Student Names: _____ Date: _____

SLO Domain: COMMUNICATION Time-frame for _____ (mins) Instructor's Name: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covered all aspects of the objectives.	
Presentation: How well was the presentation given.	Three or more of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor	Two of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	One of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	All of the following elements were covered: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriately for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according for their presentation accept for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

COMMENTS:

INDIVIDUAL PRESENTATION RUBRIC
Evaluating Student Presentation

Standardized Format

Student Name: _____ Date _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____ (mins.)

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in a logical, and interesting sequence which audience can follow.	
Subject Knowledge	Student does not grasp the information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Using Other Methods of presenting	Student uses unrelated graphics, or no graphics or no use of other modes of presenting.	Student occasionally uses graphics or other modes that rarely supports the text and presentation.	Student's graphics or other modes of presenting related to text and presentation.	Student's graphics and/or other modes of presenting explain and reinforce text and presentation.	
Mechanics	Student's presentation has four (4) or more spelling errors and/or grammatical errors.	Presentation has three (3) misspellings and/or grammatical errors.	Presentation has no more than two (2) misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, and seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Some audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Total Points: _____

COMMENTS:

RESEARCH PAPER RUBRIC
Evaluating Student Research Paper

Standardized Format

Student Name: _____ Date _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions.	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it.	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors.	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient.	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Total Points: _____

COMMENTS:

SPRING

2008

RECEIVED

1-28-08

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM

Course Alpha & Section: AGR- 100 II (01)	Semester/Year: Spring 2008
Course Title: Practical Job Experience	Days/ Time: (MW) 10:30 – 11:50 pm
Instructor: Tavita Elisara	Dept Chair: Tavita Elisara
Office Hours & Location: 8 am – 10 am MWF	Department: Agriculture Community and Natural Resources
Email Address: elisartav@yahoo.com	Classroom: CNR (Land Grant)
Phone No. : 699-1394/1575	(worksite) : CNR Land Grant

Varys Good!
Use the Rubric

Prerequisites: None
Required Textbook: No textbook
Handouts, brochures, publications, newsletters will be provided by Presenters

Other Material(s): Students may include a notebook and pen/pencil. Each student needs a good binder or folder to keep all daily handouts and record of activities of the week.

I. Description: The course is primarily designed to provide students with needed practical skills in an agricultural setting in the following two options:
(A) Land Grant Research Station
(B) On-Farm Work

II. Rationale:
The skills and knowledge gained by this experience are usually passed on from generation to generation. While much of this knowledge is useful, some practices are productively inefficient or detrimental to the long-term sustainability of the farm. By working with trained agricultural professionals, students will learn the latest strategies and techniques to get the most from their farms while protecting the natural resources that sustain their farming enterprises. Students will also be exposed to the diverse job experiences in agricultural, natural resources, food, and life science. It is hoped that the student will gain a better appreciation of particular facets of these topics, as they apply to American Samoa, and will be better able to make decisions about eventual careers after successful completion of this course.

III. Learning Objectives: Students will be able to:

1. Give an example of one way in which professionals in each of the disciplines contribute to community through their daily work. (SLOs: a, b)
2. Articulate an appreciation of agriculture, natural resources, agribusiness, and family and consumer science while working under the supervision of an agriculture professional. (SLOs: a, b, d)
3. Describe the career opportunities available in agricultural, natural resources, agribusiness, food, and life sciences, both in the territory and beyond. (SLOs: a, b, d)
4. Better understand the multi-faceted aspects of successful sustainable agriculture in American Samoa with regards to scientific, social and economic principles related to their

- program of study. (SLOs: a, b, d)
5. Appreciate the major agricultural and natural systems in the territory as they are related to the United States and other countries. (SLOs: a, b, c)
 6. Demonstrate effective communication skills in presenting of work experience and written portfolios. (SLO: c, d, e)
 7. Demonstrate proper use of lab equipment and the ability to function responsibly in their work environments. (SLOs: c, d)
 8. Display safety working behaviors, guidelines while performing their assigned tasks indoors and outdoors. (SLOs: c, d, e, f)

IV. Student Learning Outcomes: Students who successfully complete this course will:

Job Skills:

- (a) describe different career opportunities in Agriculture Community and Natural Resources.
- (b) explain the importance of Agriculture Community and Natural Resources to Samoan culture and the environment of American Samoa
- (c) make use of proper tools and technology of their degree program

Life Skills:

- (b) explain the importance of Agriculture Community and Natural Resources to Samoan culture and the environment of American Samoa
- (c) make use of proper tools and technology of their degree program
- (d) apply the scientific, social and economic principles related to their degree program

Communication Skills:

- (e) demonstrate college-level written and oral communication skills
- (f) follow precise directions and procedures in developing and implementing their individual work assignments

- V. Course Requirements:** Students are encouraged to attend all practical experience worksites. Grading criteria has been set and will be sent to the individual agricultural professional according to the six main areas; attendance 50 points, participation in work assignments 50 points, portfolio of weekly activities/accomplishments 50 points, sharing of work experience (project oral presentation) 50 points, project 100 points. Performance of job duties assigned will weigh heavily in evaluation, meaning that participation and attendance are necessary. Completion of duties as assigned in your original form with your supervisor in addition to the listed criteria below will be used to determine your grade. Two points will be deducted from (1) late work and, (2) two points for each incomplete work assignment. Two points to be taken away for each unexcused absence. Your work will be closely monitored weekly during the assigned days to keep you on track.

Attendance: Students will be strictly held to the attendance policy described by ASCC. However, students may arrange make-up activities with the agricultural professional if more than three days of absence due to unforeseen circumstances (illness, family funeral, car accidents, serious injuries).

VI. Methods of Instruction:

This course will be taught by one or more agricultural professionals affiliated with the

American Samoa Community College Department of Community and Natural Resources. The students' interests will be discussed during the orientation and indoor sessions, then assign an appropriate agricultural professional to work with a student or group of students throughout the Fall semester. The agriculture professional may utilize a combination of techniques such as *traditional lectures and hands-on training, individual and or group project*. Students will take a *tour of worksites* to orient and get the feel of appreciation of agricultural careers. *Group discussions*, if applicable, will be used as follow-up to lecture. Mainly, though, students will be involved in job shadowing and performing tasks assigned by the agricultural professional within their areas of interest. Students and their assigned supervisors may fill out a sheet detailing work expectations, meeting times and method of evaluation that will be used to determine your grade, and a copy of this form will be returned to Tavita

VII. Grading & Evaluation: (Points = PTS)

- Class Attendance (presence) 50 PTS
 - Participation (Job duties) 50 PTS
 - Work Experience Oral Presentation 50 PTS (Attached Rubric assessment form will be used. Use the form as your guide in preparation for your oral presentation)
 - Portfolio 50 PTS (Attached Rubric assessment form will be used. Use the form as your guide in preparation for your portfolio)
 - Project 100 PTS (Attached Rubric assessment form will be used. Use the form as your guide while executing your project or work)
- Total: 300 PTS**

Grading	
95 – 100%	A
90 – 94%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
67 – 69%	D+
63 – 66%	D
60 – 62%	D-
< 60%	F

VIII. Attendance policy: Please refer to ASCC Catalog

All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped. A student cannot exceed six (6) absences for Monday, Wednesday, Friday classes and four (4) for Tuesday, Thursday classes. Students with excessive absences in accordance to this policy will receive a lower or failing grade for the semester.

A student can be excused from classes at the discretion or upon verification of the instructor for the following reasons: medical reasons, family emergency, special curricular activities, military obligation, jury duty, and related official College sponsored activities. It is the responsibilities of the student to make arrangements with his/her instructor for work to be made up for absences due to legitimate reasons. Students are required to in writing justifications or provide appropriate documentation justifying absences to the Dean of Academic Affairs for approval

TOPICAL OUTLINE

spring 2008

AGR 100 (II): "Practical Job Experience"

Jan 15, 2006 Introduction to Practical Job Experience
Course Expectations & Requirements, Grading & Evaluation
Worksite Options, Work Ethics
Health and Safety in the Workplace

Jan 21 HOLIDAY: Martin Luther King (NO CLASS)

WORKSITES AND PROJECT OPTIONS

(1) Greenhouse: Propagation of Trees, House Plants and Ornamentals,
Soil Sieving & Sterilization, Water Irrigation, Health Check, Pest
Management, Manage Mineral Deficiencies, Potting of Plants,
Labeling, Recordkeeping

OR

(2) Medicinal Garden: Replacement of dead species, collection of
Local Species, Replanting, Labeling of plants, Study their uses,
Inventory of plot, Analysis of missing species, Identify invasive
species, Recordkeeping etc

OR

(3) Fruit Tree Grafting: Collection of breadfruits/mangoes/plumeria/
hibiscus/citrus etc, grow in potted bags, label trees, graft your
choice of fruit tree, label trees, water the trees, observe for pests and
diseases, study benefits of grafting, recordkeeping

OR

(4) Family and Consumer Science Division: Involve in nutrition
education program, develop and combine brochures/publications for
community use, demonstrate cooking healthy meals, assist in
nutrition community outreach, involve in obesity project in schools.

Feb 18 PRESIDENTS DAY (NO CLASS)

Mar 3 - 7 MIDTERM (NONE FOR THIS CLASS)
Continue with your project

Mar 21 HOLIDAY: GOOD FRIDAY (NO CLASS)

Apr 7 – May 2 Priority Registration
Apr 14 – 18 SPRING BREAK

May 2 Instruction Ends
Wrap-up your project for final oral presentation and portfolio submission.

May 5 – 8 Sharing of Work Experiences (Oral presentation)
Work Experience Portfolio due (May 5, 2008)

GROUP PRESENTATION
Evaluating Student Presentations

Students Names: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____ (mins.)

Addressing Program SLO(s): _____

<i>Rating Scale and Performance Indicators :</i>	<i>Beginning (0 – 1 point)</i>	<i>Developing (2 points.)</i>	<i>Accomplished (3 points)</i>	<i>Exemplary (4 points)</i>	<i>*Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covers all aspects of the objectives.	0
Presentation: How well was the presentation given.	- Three or more of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- Two of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- One of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- All of the following elements were covered: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriate for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according for their presentation except for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

Comments: _____

RECEIVED
1-28-08

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM

Course Alpha & Section: MSC/AGR 197 (01)	Semester/Year: Spring 2008
Course Title: Polynesian Cultural and Natural Resources Learning Project	Days/ Time: (MW) 2:00 – 3:20 pm
Instructor: Tavita Elisara	Dept Chair: Tavita Elisara
Office Hours & Location: 9 am – 11pm MWF Or by appointment	Department: Agriculture Community and Natural Resources
Email Address: elisartav@yahoo.com	Classroom: CNR (Land Grant)
Phone No. : 699-1394/1575	

Very Good!
Use the Rubric

Prerequisite(s): A 4-credit Biology Course

Textbook: none required
Materials: peer reviewed materials, etc

Course Description: This course is designed to provide the necessary background information for participation in an inter-institutional service-learning program with Hawaii Community College (HCC). It covers the natural resources of American Samoa and their cultural use. Students will be provided information about the listed topics and have the opportunity to conduct further research. They will also learn about the resources and culture of Hawaii and make comparisons between the two systems.

Course Rationale:

To familiarize students with the natural resources and their use in a culture context for both American Samoa and Hawaii, and strengthen inter-cultural understanding.

Learning Objectives:

By the end of the course, students will be able to:

1. Discuss the natural environment of American Samoa and Hawaii including the similarities and differences between them. (SLOs a, b, e & f)
2. Describe the relevant flora and fauna of American Samoa and Hawaii. (SLOs a, b, e & f)
3. Compare and contrast the cultural uses and natural resources both American Samoa and Hawaii. (SLOs a, b, e & f)
4. Apply acquired knowledge and skills to develop, execute and complete assigned projects (SLOs a, b, c, e & f)

5. Demonstrate ability of conceptual, analytical, and critical modes of thinking for problem solving in workplace. (SLOs b, c & d)
6. Develop insights into human experience, and apply them to personal, occupation and social relationships. (SLOs b, d & f)
7. Distinguish between Invasive and Endangered Species (SLOs: b, f)

Student Learning Outcomes: Students who successfully complete this course will:

Job Skills:

- (a) Describe different career opportunities in Agriculture Community and Natural Resources
- (b) Explain the importance of Agriculture Community and Natural Resources
- (c) Make use of proper tools and technology of their degree and program

Life Skills:

- (b) Explain the importance of Agriculture Community and Natural Resources
- (c) Make use of proper tools and technology of their degree and program
- (d) Apply the scientific, social and economic principles related to their degree program

Communication Skills:

- (e) Express college level written and oral communication skills
- (f) Demonstrate active responsiveness to presenting issues and situational analysis

Methods of Teaching: The course is designed to be highly interactive and will involve a combination of lectures, group discussions, oral and video presentations, written assignments, the internet, and Portfolio compilation.

Attendance: Students are expected to attend all classes in order to remain enrolled in the course and receive a final grade. Students are expected to be present and prompt for every class. Tardiness may constitute an absence. The amount of tardiness, in minutes, which will result in an absence, is 10 minutes for this course. Your absences will be excused if you provide valid documentation (e.g., doctor's note) to support it. If a student accumulates more than 2 unexcused absences throughout the Semester, that student will fail the course.

Attendance policy: Please refer to ASCC Catalog

All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped. A student cannot exceed six (6) absences for Monday, Wednesday, Friday classes and four (4) for Tuesday, Thursday classes. Students with excessive absences in accordance to this policy will receive a lower or failing grade for the semester.

A student can be excused from classes at the discretion or upon verification of the instructor for the following reasons: medical reasons, family emergency, special curricular activities, military obligation, jury duty, and related official College sponsored activities. It is the responsibilities of the student to make arrangements with his/her instructor for work to be made up for absences due to legitimate reasons. Students are required to in writing justifications or provide appropriate documentation justifying absences to the Dean of Academic Affairs for approval

Grading & Evaluation: Students will be evaluated on the following criteria. Students Learning Outcomes will be assessed by Rubric Evaluation forms provided to you as a guide to assist you along

50 pts	Service Learning journal/portfolio	- using rubric assessment (attached)
50 pts	Group Presentation	- using rubric assessment (attached)
10 pts	Attendance	
10 pts	Participation in class discussions	
30 pts	Research Paper	- using rubric assessment (attached)
50 pts	Group Project final product	
<hr/>		
200	Points	

Course Requirements:

- Attendance will be taken throughout the semester and accounts for 5% of the total grade while 5% is for participation in class discussions
- Service Learning Journal/portfolio makes up 25% of the total course work
- Research paper is 15% of your grade while the successful completeness of your projects accounts for 25%
- Group presentation is 25%. Every member of the group is encouraged to play an active role in this team effort
- The group project (s) should be planned, developed, analyzed, executed, documented everyone throughout the semester and before the last week of instruction
- Students are required to submit at least two content based questions to the class and contribute significantly to discussions of possible solutions on every Wednesday for twelve weeks
- Students will be required to choose a topic to research and produce a paper on one topic of interest. The format of this paper will come from peer reviewed journals/publications. I would encourage all of you to begin practicing either MLA or APA format style you are comfortable with. If you need help on these two formats then I will provide examples of MLA/APA research papers for guidance. Plagiarism is unacceptable. The topics include;
 - Impacts of global warming in the Pacific Ocean
 - Impacts of global warming on Agro-forestry (agriculture and forestry)
 - Implication of Pesticides in local food crops
 - Farm pollution in streams and ocean
 - Effects of volcano on Hawaii's ecology
 - Invasive species in either Samoa or Hawaii
 - Threatening species in either Hawaii or Samoa or both
 - American Samoa's marine environment at risk
 - Traditional use of terrestrial plants
 - Impacts of traditional fishing techniques
 - Preserving the last rainforest in American Samoa

Grading Scale: The following grading scale will be used to determine your final course grade.

Grading	
95 – 100%	A
90 – 94%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
67 – 69%	D+
63 – 66%	D
60 – 62%	D-
< 60%	D

Instructor Expectation

The Following is a list of expectations that I have for my students:

1. One group will be formed since the class is usually less than ten students. If more students are enrolled then several teams will be formed.
2. Rubric forms are attached to track group assessment criteria for everyone's convenience
3. Documentation of your project is yours and you definitely need to obtain an individual binder to log in your activities
4. If you need materials, tools or special equipment (camera, color printer, colored construction papers etc.), please see me now and don't wait until the last week of instruction
5. The field project including other areas to be evaluated would be a team effort and every team member should work together on the same base to earn points
6. Eventhough the rubric assessment form will be explained in class but everyone needs to thoroughly take time to familiarize with the grading criteria
7. I will monitor your group project progress right from the beginning until the end
8. I will provide a form listing all criteria to be used to assess the outcome of your projects
9. You are responsible for your own note taking. You are required to insert all your note takings of guest speaker and fieldtrip presentations into you portfolios. I will compare notes from everyone to insure you are not copying someone else's notes
10. Please use the attached rubric forms for research paper to further guide you.

Course Topical Outline

MSC/AGR 197

SPRING SEMESTER 2008

Meeting

Dates

TOPICS

WEEK ONE: Jan 14 & 16	Introduction to American Samoa's Natural Resources Students are given a service learning project to work on in a group
WEEK TWO: Jan 21 & 23	Medicinal Purposes (<i>Jan 21, Monday: Martin Luther King – Holiday - No Class</i>)
WEEK THREE: Jan 28 & 30	Medicinal Uses of Terrestrial Plants (Guest speaker: Malala M Misa Forestry Program Manager)
WEEK FOUR: Feb 4 & 6	Invasive species
WEEK FIVE: Feb 11 & 13	Threatening Species
WEEK SIX: Feb 18 & 20	American Samoa's Terrestrial Environment (<i>Feb 21, Monday: Presidents Day – No Class</i>) (fieldtrip to Haleck's rainforest in Tafuna)
WEEK SEVEN: Feb 25 & 27	Tapa Making (Guest speaker from Museum/TAOA)
WEEK EIGHT: Mar 03 & 05	American Samoa's Marine Environment (Guest speaker from DMWR)
WEEK NINE: Mar 10 & 12	Traditional fishing techniques
WEEK TEN: Mar 17 & 19	“What Limiting Factors” “Bye Bye, Biome”
WEEK ELEVEN: Mar 24 & 26	Siapo (tapa) Making
WEEK TWELVE: Mar 31/Apr 02	Handicrafts from Natural Resources (fieldtrip to Museum)
WEEK THIRTEEN: Apr 07 & 09	Restoring Systems and Species

WEEK FOURTEEN: Spring Break
April 14 – 18

WEEK FIFTEEN: Urban Community Forestry & Coastal Stabilization
Apr 21 & 23 (Guest speaker: Malala M Misa Forestry Program Manager)

WEEK SIXTEEN: Group presentation of projects
Apr 28 & 30 Final visit to sites and evaluation of projects

WEEK SEVENTEEN:
May 5 – 8 Research papers due
Journals/portfolios due

GROUP PRESENTATION Evaluating Student Presentations

Students Names: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____ (mins.)

Addressing Program SLO(s): _____

<i>Rating Scale and Performance Indicators :</i>	<i>Beginning (0 - 1 point)</i>	<i>Developing (2 points.)</i>	<i>Accomplished (3 points)</i>	<i>Exemplary (4 points)</i>	<i>*Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covers all aspects of the objectives.	
Presentation: How well was the presentation given.	- Three or more of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- Two of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- One of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- All of the following elements were covered: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriate for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according for their presentation except for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

Comments: _____

RESEARCH PAPER RUBRIC

Evaluating Student Research Paper

Student Name: _____ Date: _____ Instructor Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

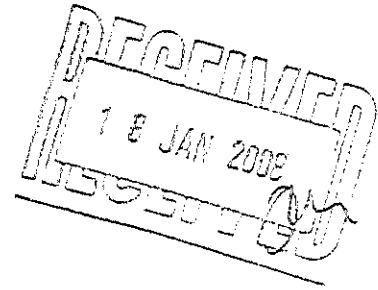
Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic of thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors..	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient .	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in the reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Total Points: _____

Comments: _____

American Samoa Community College
Social Science Department
Course Syllabus
Spring 2008



Course Alpha/Number: ANT 154
Course Title: Cultural Anthropology
Department: Social Science
Semester: Spring 2008
Course Credits: 03
Room #: 9
Instructor: To'aiva T. Fiame-Tago – M.Ed
Class Sessions: Tuesdays & Thursdays
Class Time: 8:00 – 9:20 am
Office Hours: MWF: 10:00 – 11:00 am/1:00 – 2:00 pm; TR: 10:00 – 11:00 am/1:00 – 1:45 pm
Office Location: 2nd floor (Administration Building)
Office Phone: 699-9155 ext. 399
Email Address: ttago@webmail.doe.as; cleanatago@yahoo.com

Course Prerequisite:

Student must have completed ENG 151 OR with the instructor's permission.

Course Textbook:

Cultural Anthropology; Haviland, William A. (11th edition)

Course Supplementary Materials

As needed.

Course Description:

This course emphasizes the scientific methods and theories of cultural anthropology as a vehicle for understanding and explaining the diversity of socio-cultural systems around the world.

Course Rationale:

ANT 154 is transferable and satisfies ASCC's requirements for Social Science credits and College Electives for graduation.

1. Student Learning Objectives (SLO's): After completing this course, the student should be able to meet the following:

I. **COMMUNICATION SKILLS**

*Speaking and Writing

- Speak and write clearly to a variety of audiences
- Use oral and written skills to organize, deliver and evaluate
- Use interpretation and evaluation of information received through different media

-Illustrate, compose, edit and justify sources.

*Reading

- Comprehend, interpret and evaluate information received through different media
- Understand and appreciate the meaning of literary expression.

*Listening

- Follow instructions, procedures and guidelines effectively.
- Provide and express meaningful and productive feedback.
- Demonstrate active responsiveness to presenting issues and situations.

II. LIFE SKILLS

*Respect and Diversity

- Recognize and respect the perspective of others.
- Value cooperation/collaboration
- Demonstrate responsibility in being an active and contributing citizen of American Samoa, the Pacific Region and the world.

*Problem Solving

- Know and apply the importance of persistence, amount of work and time allocated in addressing tasks.

*Using Technology

- Utilize electronic media to communicate, locate and retrieve information.
- Apply technology to locate, interpret, organize and present information.

2. Program Student Learning Outcomes (PSLO's): At the end of the course the student will be able to:

- I. Explain the general concepts, theories, models and ideas of Cultural Anthropology (Aligned to Degree/Cert SLO: Communication Skills).
- II. Build on basic skills in critical thinking, researching, sifting and presenting information orally or written, and understand and build on social skills such as team work, community service, and Interpersonal Communications: (Aligned to Degree/Cert SLO: Communication Skills & Life Skills).
- III. Write, speak and present information: (Aligned to Degree/Cert SLO: Communication Skills & Life Skills).
- IV. Conduct research, process information, and present appropriate findings: (Aligned to Degree/Cert SLO: Communication Skills & Life Skills).
- V. Understand and appreciate the development of societies, cultures, and human histories: (Aligned to Degree/Cert SLO: Communication Skills & Life Skills).

3. Learning Outcomes: at the end of this course, students should be able to:

1. Describe and understand their own culture first, before exploring and understanding other cultures (Aligned to Degree/Cert SLO's Communication Skills & Reading Skills; PSLO's II & III)

- II. Compare and contrast the different studied cultural realms of various countries (Aligned to Degree/Cert SLO's Communication Skills & Life Skills; PSLO's IV & V; LO's I, II, III, IV & V).
- III. Evaluate the role of cultural anthropology and how it links our world together (Aligned to Degree/Cert SLO's Communication Skills & Life Skills; PSLO's I, II, III, IV & V).
- IV. Conduct research and compile information into a biography of an anthropologist. (Aligned to Degree/Cert SLO's Communication Skills & Life Skills; PSLO's I, II, III, IV & V; LO's II, III & IV).
- V. Utilize technology to enhance and reinforce performances and presentations (Aligned to Degree/Cert SLO's Communication Skills & Life Skills; PSLO's II, III & IV).

4. Course Requirements: All course work outlined below must be fulfilled before a final grade will be issued.

I. Exams – 2 x 50 & Final Exam (100 pts.) 200 pts.
 (Assessing SLO's Communication Skills & Life Skills; PSLO's 1, 2, 3, 4 & 5; LO's I & VII).

II. Online Cyber Road Trip Exercise – 3 x 50 150 pts.
 At the end of each chapter in your textbook a Cyber Road Trip Website is included with at least two websites. You are to choose any two from the book, visit those two websites, read the information provided and write a summary of what you have read. Please **DO NOT** copy or plagiarize, this should be your opinions about what you have read and how it is relevant to the chapter. See the topical outline for due dates. (Assessing SLO's Communication Skills & Life Skills; PSLO's 1, 2, 3 & 4; LO's 4 & 5).

III. Biography of an Anthropologist (Past or Present) 100 pts.
 Select an Anthropologist from the textbook or one that you are familiar with, and write a biography on that person. Biography must be in the form of a report, typed (12 size font) and double-spaced. See the topical outline for the due date. (Assessing SLO's Communication Skills & Life Skills; PSLO's III & IV; LO's III, IV & V).

IV. Class Activities: 200 pts.
 Your participation in class activities is crucial when calculating your final grade, so be in class to gain the needed points, otherwise you will get a zero. Class activities will include but is not limited to group/class discussions, group work, workbook activities, writing assignments and presentations. (Assessing SLO's Communication Skills & Life Skills; PSLO's 1, II, III, IV & V; LO's I, II, III, IV & V).

V. Power Point Presentation (With a partner) 150 pts.
 With a partner you are to design a power point promoting 5 key aspects of your culture OR another culture that you would like to share with others. It must be presented as a power point presentation, and you should be able to state clearly why you chose those certain components. Also state the importance as to why you want others to know about these certain components. Your power point must have all of the components of a

successful presentation. See topical outline for due date. (Assessing SLO's Communication Skills & Life Skills; PSLO's I, II, III, IV & V; LO's I, II, III, IV & V).

Total Points:

800 pts.

5. Methods of Instruction:

This course will use lecture, group discussions/work, Internet and library research, workbook activities, and presentations to achieve the goals of the course. (Reinforcing SLO's Communication Skills & Life Skills; PSLO's I, II, III, IV & V; LO's I, II, III, IV & V).

6. Assignments and Late Assignment Policy:

All assignments must be typed and double spaced. Any written work submitted will be discarded. You have up to one week to submit any late work. After the one week is up, you will receive a zero for that certain assignment.

7. Grading Your final letter grade is the calculated percent of the total points you earned from completing the course requirements. For example if you earned 600 pts, you divide that by 700 (total pts.) and multiply by 100 = 86% which is a B+.

LETTER GRADE

A = 95%	A- = 90%	B+ = 87%	B = 85%
B- = 80%	C+ = 77%	C = 75%	C- = 70%
D+ = 67%	D = 65%	D- = 60%	F = 59%

8. Attendance Policy: See Student Handbook under Attendance Policy for more information.

Attendance is **ABSOLUTELY MANDATORY!** The ASCC attendance policy will be strictly enforced. You are required to attend class as scheduled and students with excessive absences (4 maximum) will be automatically dropped from the course. Tardiness is very disruptive and will not be tolerated. Three times tardy will be considered an absence. If for some reason you absolutely, positively CANNOT make it to class, please have the courtesy to call *ahead* of time, not after the class. Thank you.

9. Cell Phone Policy: All cell phones must be set to silent/vibrate, and you may take your call(s) at your discretion. But, if it becomes a problem I will ask you to switch your phone off.

***Important Dates:**

Jan. 16 – Feb. 1	Administrative Drop Period
Feb. 4 – March 14	Withdrawal Period to Receive a W
Feb. 22	2008 Spring Semester Graduation Application Deadline
Mar. 3 – Mar. 7	Midterm Exams
Mar. 17 – Apr. 3	Withdrawal Period to Receive a W/F or W/NP

10. Tentative Course Topical Outline:

MEETING SESSION DATES
COURSE SCHEDULE

ASSIGNMENT/PROJECTS

Tuesday: January 15, 2008	Course Overview, Syllabus, Teacher and Student Expectations.
Thursday: January 17, 2008	Chapter 1 The Nature of Anthropology, pg's. 5 – 20 (Workbook Activity)
Tuesday: January 22, 2008	Chapter 1 cont., pg's. 20 – 30 (Group Discussion/Work).
Thursday: January 24, 2008	Chapter 2 The Nature of Culture, pg's. 34 - 44
Tuesday: January 29, 2008	Chapter 2 cont., pg's. 47 – 53; Review for Exam I.
Thursday: January 31, 2008	Exam I
Tuesday: February 5, 2008	Chapter 3 The Beginnings of Human Culture, pg's. 56 – 69 (Whole Class Discussion; Worksheet)
Thursday: February 7, 2008	Chapter 3 concluded, pg's. 69 – 83 (Workbook Activity) *Online Cyber Road Trip # 1 Due
Tuesday: February 12, 2008	Chapter 4 Language and Communication, pg's. 92 – 102 (Activity).
Thursday: February 14, 2008	Chapter 4 concluded, pg's. 103 – 115. (Group Discussion)
Tuesday: February 19, 2008	Chapter 5 Growing up Human, pg's. 120 - 135
Thursday: February 21, 2008	Chapter 5 concluded, pg's. 135 – 147
Tuesday: February 26, 2008	Chapter 6 Patterns of Subsistence, pg's. 150 – 163 *Biography of an Anthropologist due today.
Thursday: February 28, 2008	Chapter 6 concluded, pg's. 164 – 177 (Workbook Activity)
Tuesday: March 4, 2008	Review for Midterm Exam
Thursday: March 6, 2008	Midterm Exam (Exam II)
Tuesday: March 11, 2008	Chapter 7 Economic Systems, pg's. 182 – 194 (Whole Class Discussion)
Thursday: March 13, 2008	Chapter 7 cont., pg's. 194 – 206 *Online Cyber Road Trip # 2 Due
Tuesday: March 18, 2008	Chapter 8 Sex and Marriage, pg's. 214 – 226 Workbook Activity & Interview Questions
Thursday: March 20, 2008	Chapter 8 concluded, pg's. 226 – 229 (Group Work)
Tuesday: March 25, 2008	Chapter 9 Family & Household, pg's. 244 – 254 (Writing Assignment)
Thursday: March 27, 2008	Chapter 9 concluded, pg's. 254 – 265.

Tuesday: April 1, 2008	Chapter 12 Political Organization & Social Control, pg's. 326 – 346 (Whole Class Discussion).
Thursday: April 3, 2008	Chapter 12 concluded, pg's. 346 – 356 (Workbook Activity)
Tuesday: April 8, 2008	Chapter 15 Cultural Change, 420 – 437 (Activity – Summary of Chapter)
Thursday: April 10, 2008	Chapter 15 concluded, pg's. 437 – 449 *Online Cyber Road Trip # 3 Due
April 14 – April 18 2008	SPRING BREAK
Tuesday: April 22, 2008	Chapter 16 Anthropology and the Future, pg's. 454 – 483.
Thursday: April 24, 2008	Power Point Presentations
Tuesday: April 29, 2008	Power Point Presentations
Thursday: May 1, 2008	Review for Final Exam
May 5 – May 8 2008	Final Exam Week

**** YOU ARE RESPONSIBLE FOR ALL READINGS! THERE WILL BE MATERIAL COVERED ON EXAMS THAT WILL NOT BE COVERED IN CLASS.**

Disclaimer: THIS SYLLABUS IS SUBJECT TO CHANGE IN THE EVENT THAT UNEXPECTED CIRCUMSTANCES ARISE.

**GROUP PRESENTATION
EVALUATING STUDENT PRESENTATIONS**

Student's Name: _____ Date: _____ Instructor's Name: _____

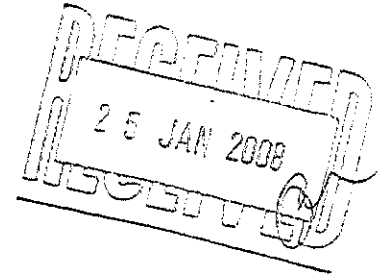
Course Alpha: _____ Course Title: _____ Section: 01

SLO Domain Assessing: Communication Program SLO's Assessing: 1, 2, 3, 4 & 5.

Criteria and Skills	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Points Earned
Content or Objective: (how well is the content in relation to what the book is covering.)	Presentation missed more than four items from the objectives.	Presentation covers aspects of the objectives, except for two items.	Presentation covers all aspects of the objectives except for one item.	Presentation covers all aspects of the objectives.	
Group Work: (how well the students used class time).	Group took longer than 10 minutes to get organized and to begin presentation.	Group took longer than 5 minutes to get organized and to begin presentation.	Group started on time and stayed on time the entire allotted time for the presentation.	Group started on time, stayed on time the entire allotted time, and displayed strong evidence of group collaboration.	
Time Management: (Did everyone in the group keep to the time management guidelines?)	Not everyone in the group presented.	Each person in the group presented; two members of the group presented less.	Each person in the group presented; one person presented less.	Each person in the group presented; each member presented equally; group used allotted time efficiently.	
Appearance: (Were the presenters dressed appropriately? Was it detracting or did it add to their presentation?)	All members were dressed inappropriately for the presentation.	Attire worn by some group members was inappropriate.	All members except for one were dressed appropriately and according to their presentation.	All members dressed appropriately and their attire served to enhance their presentation.	
Eye Contact	Members read strictly from notes; no eye contact with the audience.	Members occasionally glanced up from their notes.	Members would glance occasionally at their notes.	Members made eye contact with the audience throughout the presentation.	

Delivery, Tone and Elocution (Did members speak loud and clear enough to be understood?)	Some members hid behind their notes; were barely audible and mumbled during most of the presentation.	Member(s) paused too many times during the presentation; tone and elocution tends to fluctuate.	Tone and elocution were clear and concise, but member(s) tend to fidget.	Members were confident in their delivery; tone and elocution were used well.	
					Total Pts.

BIOLOGY 150-02
COURSE SYLLABUS
SPRING SEMESTER 2008



Course Alpha: Bio 150-02
Course Title: Introduction to Biological Science
Credits: 3 Lecture; 1 Lab
Dates/Time: T & Th Lecture 8:00 – 9:20
Tues Lab 2:00 – 4:50
Pre-requisites: Math 80 & Eng 90
Instructor: Dr. Kenneth Belle
Department: Science
Office Hours: Mon/Wed/Fri 10:00 – 1:00
Tuesday/Thursday 12:30 – 2:00
Telephone: (684) 699-9155 Ext. 387
Email address: Kenneth_Belle_DPM@Yahoo.com or k.belle@amsamoa.edu

REQUIRED TEXTBOOK

Concepts in Biology by Eldon D. Enger, Frederick C. Ross and David B. Bailey, 11th Edition, 2005. McGraw Hill.

REQUIRED LAB. MANUAL

Concepts in Biology by Eldon D. Enger and Frederick C Ross, 11th Edition, Delta College, 2005 McGraw Hill.

ADDITIONAL SUPPLEMENTS:

<http://www.sirnet.net/~jgjohnso/biology1.html>

<http://www.mhhe.com/enger11>

COURSE DESCRIPTION

This course deals with the nature of science and scientific inquiry and the historical development of biological concepts and principles. Laboratory experiments and projects illustrate and emphasize the use of biological principles and reinforce the lecture material.

COURSE RATIONALE

This course serves to meet program requirements for students requiring Science as an elective. It also serves to provide basic introductory information for students that aim to have careers in science and applied science.

LEARNING OBJECTIVES

Upon completion of the course students will be able to:

- 1) Recognize those characteristics that differentiate a true science
From a pseudo-science or a non-science.
- 2) Explain the significance of the different steps of the scientific
method.
- 3) Understand the Characteristics of Life and how they apply to the world they live in
- 4) Produce a logical and meaningful research outline or procedure.
- 5) Organize a given set of observational data and infer logical conclusions.

- 6) Identify the intricate problems involved in the survival of the various life forms.
- 7) Describe how the chemical compositions of the biological structures influences the development of organisms.
- 8) Explain the natural processes utilized by organisms to acquire, use and release energy.
- 9) Identify and understand the value of Biology in people's lives.
- 10) Know the problems facing the study of Biology and the solutions to these problems.

STUDENT LEARNING OUTCOMES

Upon completion of science requirements, students will be able to:

- (1) Comprehend, interpret and evaluate information received through different media.
- (2) Learn to follow instructions, procedures and guidelines effectively.
- (3) Demonstrate the ability of conceptual, analytical and critical modes of thinking for problem solving in the work place
- (4) Analyze patterns and functional relationships to solve problems and determine cause
- (5) Develop and awareness of diverse attitudes, values and beliefs.
- (6) Understand the applications of technological systems
- (7) Learn to apply scientific information to evaluate and understand the world they live in and to promote good health choices and practices.
- (8) Recognize the relevance of career choices to life long learning.

COURSE REQUIREMENTS

Active Classroom and Lab participation are the basic requirements for this class. Work sheets from the web site, though not mandatory, are encouraged to be completed. Vocabulary sheets will be distributed throughout the semester for a study guideline by completing the definitions either on notecards or on the vocabulary sheets. The completion of assigned chapters in the lab manual reinforce the lecture material and are the basis for the laboratory grade.

Good behavior and a mature, enthusiastic attitude to learning is expected in class and labs.

Cell phones, if needed, must have the ringer on "silent" mode. Disruptions to the class to answer phone calls is discouraged.

All students should have the required textbook and lab manual by the end of the first week of classes.

METHODS OF INSTRUCTION

Multiple methods of instruction will be utilized in this class. Lecture will comprise a majority of instructional time. The students will be encouraged to utilize the website associated with the textbook for outlines of lecture material and practice test questions. Power Point and DVD presentations will supplement classroom lectures to provide additional informational detail not included in the textbook and provide the student with relevant real life applications of the didactic information. The student is responsible for all material from the textbook, lecture material and lab work and audio-visual presentations.

ATTENDANCE POLICY

Attendance is mandatory for all lectures and laboratory sessions. It has been my experience that lack of attendance in lecture and lab classes produce poor results on exams. Non-attendance of more than 50% of the lecture and lab classes before the end of the Administrative Drop period, Feb 1st, will result in being dropped from the class. Lecture WILL begin at the appointed time. Those late will miss any review and lecture.

Good attendance and behavior helps to gain extra points to move borderline grades upward to the next grade level. The last day to Withdraw from class is March 14th.

March 25 th	15	Community Interactions
March 27 th	16	Population ecology
April 1 st		Review in Class, 4 th Exam in Lab -Not April Fool's Joke
April 3 rd	18	Materials Exchange in the Body
April 8 th	18	Materials Exchange in the Body
April 10 th	19 & 20	Nutrition: Food and Diet / Body's Control Mechanisms
April 14 th - April 18 th		SPRING BREAK
April 22 nd	20	Nervous, Endocrine and Muscular systems
April 24 th	20	Nervous, Endocrine and Muscular systems
April 29 th	21	Human Reproduction, Sex and Sexuality
May 1 st	22	Bacteria, Origin of Life and Evolution of Cells & Review.
May 5 th - May 9 th		FINAL EXAM WEEK

BIOLOGY 150 LAB SCHEDULE

Week 1	Chapter 2: Atoms and Molecules
Week 2	Chapter 4 & 5: Organic Molecules
Week 3	EXAM
Week 4	Using the Microscope / Cell structure
Week 5	Cellular Metabolism / Handout and Video
Week 6	EXAM
Week 7	Chapter 14 and Pea Monohybrid Cross
Week 8	DNA/RNA Modeling Replication, Translation and Transcription
Week 9	EXAM
Week 10	Taxonomy and Species Identification
Week 11	Species Diversity and Biomes (DVD)
Week 12	EXAM
Week 13	Anatomy/ Incredible Human Body (DVD)
Week 14	Bacteria under the microscope
Week 15	Putting it all together (DVD)

Student Presentation Rubric

Bio 150-02

During the section on Genetics each student will be given a question involving a Di-hybrid cross problem. They will each be given one week to solve the problem and apply the principles presented in class. The following week each student will present their problem and solution to the class, using the information from the textbook, lab book and lecture material to explain the concepts and procedure they used to arrive at their solution. The point system evaluation identified on the Oral Presentation Rubric for Evaluating Student Presentation will be utilized to assess the overall score for each student. The cumulative score will be added to their exam grade that covers the material on genetics.

Oral Presentation Rubric
Evaluating Student Presentations

Student Name: _____

Date: _____

Course Alpha/Title/Section: _____ Instructor Name: _____

Addressing Program SLO: _____

<i>Criteria and Skills:</i>	<i>Beginning 0-1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Organization	Audience cannot understand presentation because there is no sequence of information. *No evidence of teamwork	Audience has difficulty following presentation because student jumps around. *Some evidence of teamwork	Student presents information in logical sequence which audience can follow. *Evidence of teamwork	Student presents information in logical, interesting sequence which audience can follow. *Exemplary teamwork evident	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Using Other Modes of presenting	Student uses superfluous graphics, no graphics or use of other modes of presenting.	Student occasionally uses graphics or other modes that rarely support text and presentation.	Student's graphics or other modes of presenting relate to text and presentation.	Student's graphics and/or other modes of presenting explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Comments: _____

Total Points: _____

594 E. U.S.A. 1/23/08
30A 1/18/08

American Samoa Community College
Teacher Education & Training Department
Spring Semester 2008
Course Syllabus

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Course Alpha/Number: ED 157/ED 157P (Section-01)
Course Title: Intro. To Elementary Curriculum & Instruction
Instructor: Sonny J. Leomiti, MA Ed.
Office Hours: 8:00-10:00am (TR)
Email: s.leomiti@amsamoa.edu

Semester/Year: Spring 2008
Days/Time: TR 11:00-12:20pm / TR 2:00-3:20pm
Department: School of Education
Classroom: ED 157 Rm. 10 / ED 157P Rm. 10
Contact Phone: 699-9155 ext. 394

Required Textbook: Supplementary materials will be provided by the instructor.

Additional supplement: (portfolio binders, sheet protectors, printing colored paper)
Ryan K., & Cooper, J. M. (2007). Kaleidoscope: Reading in education. Boston: Houghton Mifflin.
Ryan K., & Cooper, J. M. (2007). Those who can teach. Boston: Houghton Mifflin.

I. Course Description:

This introductory course will bring together students to the fundamental elements to preparing and presenting effective classroom instruction. Students will examine the skills of designing lesson plans for their classroom and will demonstrate their ability by preparing a class presentation. Students will identify research that shows and demonstrates how children learn, how to keep their motivation, and how to prepare exciting and motivating activities in class. This course is designed to assist teachers in developing daily, weekly, and unit lesson plan for the elementary classrooms.

II. Course Rationale:

The purpose of this course is to engage students into the developing theories of curriculum and instruction. Students will be able to identify the stages of lesson planning based on standards and benchmarks in accordance to the American Samoa Department of Education (ASDOE). This course is a program requirement for Teacher Education.

III. Learning Objectives: Students will be able to:

- a) Identify Instructional Strategies that can be used to enhance the academic performance of students in American Samoa.
- b) Collaborate with peers in the identification of resources for the instruction of Major Content Areas (i.e., Math, Science, Social Studies, Literacy, Samoan, Physical Education, Health, Music, Art, & Technology Integration).
- c) Identify, explain and support the Theoretical Perspectives, Instructional Strategies, Curricular Materials, Assessment Protocols, and Behavioral Management Techniques that students will use in their instruction.
- d) Design, develop, and present Standard Based Instructional Lessons that simultaneously addresses student learning abilities.

IV. **Student Learning Outcomes (SLO):**

Upon completion of course requirements, students will be able to:

- a) Recognize and understand the theories and concepts placed in teaching from a research based approach. (Education SLO: #2 [Identify the important role effective teachers play in students' future]; Aligned to Degree/Cert. SLO: Communication Skills- Standard 2: Indicator #1 [Comprehend, interpret, and evaluate information received through different media] Standard 3: Indicator #2 [Provide and express meaningful and productive feedback]; Indicator #3 [Demonstrate active responsiveness to presenting issues and situations]. Job Skills- Standard 2: Indicator #2 [Develop insights into human experience and apply to personal occupational and social relationships]. Life Skills- Standard 1: Indicator #2 [Develop a positive self-concept]; Indicator #3 Understand a sense of responsibility]; Indicator #4 [Understand and value life-long learning].)
- b) Identify the important roles effective teachers' play in the student's learning ability. (Education SLO: #1 [Recognize and understand that education begins at home]; #2 [Identify the important role effective teachers play in students' future]; #5 [Demonstrate knowledge of students applying critical thinking and problem solving skills]; #7 [Value technology and recognize how it is a tool to stimulate instruction and student learning]; #10 [Promote children's questioning, exploring skills in order to develop life skills]; Aligned to Degree Cert. SLO: Communication Skills- Standard 1: Indicator #1 [Speak and write clearly to a variety of audiences]; #2 [Use oral and written skills to organize, deliver and evaluate]; Indicator #3 [Use interpretation and evaluation of information received through different media]; Standard 2: Indicator #1 [Comprehend, interpret, and evaluate information received through different media]; Standard 3: Indicator #2 [Provide and express meaningful and productive feedback]. Job Skills- Standard 1: Indicator #1 [Apply acquired knowledge and skills to assigned job or tasks]; Standard 2: Indicator #2 [Develop insights into human experience and apply to personal occupational and social relationships]; Standard 3: Indicator #1 [Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently]; Indicator #2 [Apply acquired knowledge and skills to real work situations]. Life Skills- Standard 1: Indicator #1 [Develop and apply ethical decision making in real life situations]; Indicator #2 [Develop a positive self-concept]; Indicator #3 [Understand a sense of responsibility]; Indicator #4 [Understand and value life-long learning]; Standard 2: Indicator #1 [Recognize and respect the perspective of others]; Indicator #2 [Contribute to the solution of interpersonal problems, issues or concerns]; Indicator #3 [Value cooperation/collaboration]; Standard 3: Indicator #1 [Know and apply the importance of persistence, amount of work and time allocated in addressing tasks]; Indicator #2 [Identify and assess real or potential problems and formulate effective solutions or options]; Indicator #3 [Formulate strategies and ideas and accept and use the ideas of others in solving problems]; Indicator #4 [Select, organize, and effectively utilize appropriate resources].)
- c) Recognize student diversity and identify teaching strategies to meet diversity. (Education SLO: #9 [Identify children's developmental needs and provide appropriate teaching materials and strategies]; Aligned to Degree Cert. SLO: Communication Skills- Standard 1: Indicator #1 [Speak and write clearly to a variety of audiences]; Indicator #2 [Use oral and written skills to organize, deliver, and evaluate]; Indicator #4 [Illustrate, compose, edit and justify sources]; Standard 3: Indicator #2 [Provide and express meaningful and productive feedback]; Indicator #3 [Demonstrate active responsiveness to presenting issues and situations]; Life Skills- Standard 2: Indicator #4 [Develop an awareness of diverse attitudes, values, and beliefs]; Standard 3: Indicator #4 [Select, organize, and effectively utilize appropriate resources].)
- d) Develop a standard/content-based lesson plan, weekly plan, and unit plan to enhance student academic interest and achievements. (Education SLO: #3 [Understand basic knowledge about cultural differences to motivate student learning and enhance the learning environment]; #4 [Perform and analyze management styles that promote student learning]; #6 [Value importance of quality and equitable education for all students, including those with special needs and language barriers]; #8 [Value the use and integration of fine arts into curriculum and instruction]; #9 [Identify children's developmental needs and provide appropriate teaching materials and strategies]; #10 [Promote Children's questioning, exploring skills in order to develop life skills]; Aligned to Degree Cert. SLO: Communication Skills- Standard 1: Indicator #1 [Speak and write clearly to a variety of audiences]; Indicator #2 [Use oral and written skills to organize, deliver, and evaluate]; Indicator #4 [Illustrate, compose,

edit and justify sources]; Standard 3: Indicator #2[Provide and express meaningful and productive feedback]; Indicator #3[Demonstrate active responsiveness to presenting issues and situations]; Job Skills- Standard 1: Indicator #1[Apply acquired knowledge and skills to assigned job or tasks]; Standard 2: Indicator #2[Develop insights into human experience and apply to personal occupational and social relationships]; Standard 3: Indicator #1[Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently]; Life Skills- Standard 2: Indicator #4[Develop an awareness of diverse attitudes, values, and beliefs]; Standard 3: Indicator #4[Select, organize, and effectively utilize appropriate resources].

V. **Course Requirements:**

- a. Vision Statement: A Vision Statement is a brief description of a desired outcome that inspires, energizes, and helps you to create a mental image of the goals you wish to achieve. Your task is to select three (3) of your favorite content subjects and create a vision statement consisting of learning outcomes/content goals you want your students to achieve. Each vision statement should be no more than 150 words, typewritten, single-spaced, Font-(12) Times New Roman. (Assessing Learning Objectives a, b, c, & d; Student Learning Outcomes d)
- b. Daily Lesson Plan: Teachers develop lesson plans to break curriculum into units for each class session. To develop a lesson plan, a teacher must review subject matter, prepare learning activities, and plan special projects. Your task is to select one subject as listed- (3rd Grade Math, 4th Grade Science, 5th Grade Literacy), and design a one day lesson using one of the formats provided by your instructor. Lesson plans should be aligned to the standards and benchmarks of the American Samoa Department of Education. All lesson plans should include contingencies for diverse learners and students with special needs. A checklist will be provided for guidance. (Assessing Learning Objectives a, b, c, & d; Student Learning Outcomes b, c, & d)
- c. Weekly Lesson Plan: (Peer Planning) Work with a colleague to design a sequential weekly lesson based on one of the following subjects- (Social Studies/History, Samoan Language, Art, Music, Physical Education, or Health). Please inform your instructor who you will be working with. Please refer to the requirements listed under section (b). The transition between lessons should flow smoothly and in chronological order. (Assessing Learning Objectives a, b, c, & d; Student Learning Outcomes b, c, & d)
- d. Group Integrated Lesson Plan: An Integrated Lesson Plan incorporates the inclusion of two (2) to three (3) subjects in one lesson. Teachers occasionally design integrated lessons by theme, also identified as thematic lesson planning. In the process of thematic planning, there is no barrier between content. Each of the core content areas are tied together sequentially focusing on one essential understanding or purpose of the lesson. As a group, you will select two (2) to three (3) subjects to integrate into one lesson. Before you write your lesson, you must have a theme (i.e. World of Celebrities), followed by an essential understanding (i.e. Collaboration, Determination, and Commitment are the keys to Success)

or purpose of your groups lesson. Once you specified your theme and essential understanding, you may continue to design your lessons using broad objectives and ASDOE standards as your content focus. (Assessing Learning Objectives a, b, c, & d; Student Learning Outcomes b, c, & d)

- e. Individual Presentation: Each participant will perform a presentation based on a specific topic provided by the instructor. All presentations should be lesson plan formatted, typewritten, and submitted to the instructor two days before presentation. Each presenter should assure that 20% of his/her presentation time is lecture, while 80% of the time fosters cooperative learning. (Assessing Learning Objectives a, c, & d; Student Learning Outcomes a, b, & d)

- f. Weekly Reflections: Each student will submit a weekly reaction paper. Reaction papers should focus on the content taught and how it may impact your teaching practices. Reaction papers should be typewritten, double-space, Times New Roman Font- Size 12, and limited to 500 words. Reaction Papers are due every Wednesday. A total of 15 reaction papers should be submitted throughout the course. (Assessing Learning Objectives a, & c; Student Learning Outcomes a, b, & c)

- g. Learning Portfolio: Each student is required to compile a learning portfolio based on Course Competencies/Student Learning Outcomes (SLO). Your Portfolio will be divided into six (6) sections:
 - Section 1: Autobiographical Sketch
 - Section 2: Vision Statement
 - Section 3: Standards of Accomplished Teachers
 - 1. Student Learning Outcome Indicators with Samples
 - a. Lesson Plan
 - b. Weekly Lesson Plans
 - c. Integrated Unit Plan
 - d. Weekly Reflections
 - Section 4: Goals (1st Draft)
 - Section 5: Recommendations
 - Section 6: Achievements & Certificates

Your Portfolio is a compliment to your educational growth in the teaching profession. Your Portfolio will address the completion of Course Objectives and Student Learning Outcomes described in your degree/certificate program. A bonus of (15pts) will be added to your of overall score if you provide a synopsis for each portfolio entry. (Assessing Learning Objectives a, b, c, d, e, f, & g; Student Learning Outcomes a, b, & c)

VI. *Methods of Instruction:*

- a. Lecture (Reinforcing Student Learning Outcomes a, b, c, & d)
- b. Class Discussions (Reinforcing Student Learning Outcomes a, b, c, & d)
- c. Group Presentations (Reinforcing Learning Objectives a, b, c, & d)

VII. Grading:

a. All course requirements consist of points that will determine your final grade based on the weight of each assignment.

b. Assignments:

- Vision Statement	100 points	10% of grade
- Lesson Plan	100 points	10% of grade
- Weekly Lesson Plan	125 points	10% of grade
- Group Integrated Lesson Plan	150 points	15% of grade
- Individual Presentation	175 points	15% of grade
- Weekly Reflections	150 points	10% of grade
- Portfolio	200 points	20% of grade
- Attendance	50 points	5% of grade
- Class Participation	<u>50 points</u>	<u>5% of grade</u>
	900 points	100%

c. Grading Scale:

A+	98-100	A	94-97	A-	90-93
B+	88-89	B	84-87	B-	80-83
C+	78-79	C	74-77	C-	70-73
D+	68-69	D	64-67	D-	60-63

d. Important Dates:

- January 28-29, 2008 (Add/Drop Period)
- January 16 – February 1, 2008 (Administrative Drop Period)
- March 10-21, 2008 (Withdrawal Period to Receive a “W/F” or “W/NP”)

e. Attendance Policy:

- All students are to adhere to the Attendance Policy of the American Samoa Community College (ASCC) stated in page 30 of the Catalog.
- All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two (2) weeks of instruction will be administratively dropped. A student cannot exceed six (6) absences for Monday, Wednesday, and Friday classes; four (4) for Tuesday and Thursday classes. Students with excessive absences, in accordance to this policy will receive a lower or failing grade for the semester or session.
- A student can be excused from classes at the discretion or upon verification of the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made-up for absences due to legitimate reasons. Students are required to submit in writing justifications or provide appropriate

documentation justifying absences to the Dean of Academic Affairs for approval.

- Veteran students are to refer to the Student Services Veterans Educational Benefit sections for additional requirements.”

Course Topical Outline

01/14/08 – 05/02/08

Dates	Topics/Assignments/Activities	Deadlines
01/15/08 ED 157 & 157P Tuesday	Introduction/Course Orientation/Course Syllabi	
01/17/08 ED 157 Thursday	<p style="text-align: center;">What is Curriculum?</p> <ul style="list-style-type: none"> • <i>Standard-Based Reform Movement</i> 	
01/17/08 ED 157P Thursday	<p>American Samoa Department of Education (ASDOE) Standards & Benchmarks: <i>Why Standards? How is it assessed locally? Would it affect Teachers?</i></p> <ul style="list-style-type: none"> • How does it Work? • Teacher as the Decision Maker 	
01/22/08 ED 157 Tuesday	<p style="text-align: center;">What is the Present Curriculum?</p> <ul style="list-style-type: none"> • <i>Language Arts</i> • <i>Mathematics</i> 	
01/22/08 ED 157P Tuesday	<p><u>Instructional Outcomes: <i>The outcome of a lesson determines the success and failure of a lesson.</i></u></p> <ul style="list-style-type: none"> • Why is it Important? <p><u>Instructional Designs: <i>To plan, is to Succeed! No matter what format you use, the success of a lesson is determined through the planning process.</i></u></p> <ul style="list-style-type: none"> • Lesson Plan Formats: <ul style="list-style-type: none"> ○ ASDOE Lesson Plan ○ Orlich Lesson Plan <p>5 E's Lesson Plan</p>	
01/24/08 ED 157 Thursday	<p style="text-align: center;"><u>Continuation: What is the Present Curriculum?</u></p> <ul style="list-style-type: none"> • Science • Social Studies • Samoan Language <p style="text-align: center;"><u>Continuation: What is the Present Curriculum?</u></p> <ul style="list-style-type: none"> • The Arts • Physical Education & Health • Technology 	Reflection #1
01/24/08 ED 157P Thursday	<p style="text-align: center;"><u>Lesson Plan Criteria:</u></p> <ul style="list-style-type: none"> • Objective, Rationale, Standard, Lesson Materials, Focusing Event, Instructional Procedures & Activities, Closure, Assessment, Evaluation, Homework, Management Strategies, Reflection. <p style="text-align: center;"><u>Launching of Vision Statements</u></p> <ul style="list-style-type: none"> • <i>Refer to Course Requirements</i> 	
01/29/08 ED 157 Tuesday	<p style="text-align: center;"><u>Assessing Student Academic Performance</u></p> <ul style="list-style-type: none"> • National Assessment of Education Progress • International Comparisons <p style="text-align: center;"><u>Additional Influences on Curriculum</u></p> <ul style="list-style-type: none"> • Innovative Instructional Practices • Voices from the Classroom <ul style="list-style-type: none"> ○ Triumphs & Setbacks ○ Current Curriculum Controversies 	Continuation of Vision Statements
01/29/08 ED 157P Tuesday	<p style="text-align: center;"><u>Lesson Planning Writing Practices: (Orlich Format)</u></p> <p style="text-align: center;"><i>8th Grade – Reading & Social Studies</i></p> <p style="text-align: center;">Launching of Lesson Plan</p>	

	<i>Refer to Course Requirements</i>	
01/31/08 ED 157 Thursday	Is the Existing Curriculum Relevant to Today's Society? • A Final Word	Reflection #2
01/31/08 ED 157P Thursday	Lesson Plan Writing Practices: (ASDOE Format) <i>5th Grade - Samoan Language & Health</i>	Continuation of Lesson Plan & Vision Statements
02/05/08 ED 157 Tuesday	Curriculum Matters: • A Personal Perspective • No Clarity, No Consequences	
02/05/08 ED 157P Tuesday	<u>Launching of Weekly Lesson Plan:</u> <i>Refer to Course Requirements</i> Bonus Assignment (15 points) Gather a list of Helpful Teaching Resources (Websites) with Annotations & Citations Criteria-handout will be provided	Vision Statement Due Date
02/07/08 ED 157 Thursday	Continuation: Curriculum Matters • No Child Left Behind (NCLB) • Too Many Targets	Reflection #3 Continue with Daily Lesson Plan and Weekly Lesson Plan Assignment
02/07/08 ED 157P Thursday	Distribution of Presentation Topics Library (Teacher Resource Center)	
02/12/08 ED 157 Tuesday	The Authentic Standards Movement and its Evil Twin: • A Rationale for Authentic Standard-Based Reform • The Theory in Action	
02/12/08 ED 157P Tuesday	Launching of Integrated Lesson Plan/Thematic Unit Library (Teacher Resource Center) Knowledgebox.com <u>Library/Teacher Resource Center</u> Bonus Assignment: (50 points) Select any article on Curriculum & Instruction and write a reaction paper no more than 300 words. Be sure to attach the article to your reaction paper.	Continuation of Daily Lesson Plan, Weekly Lesson Plan, & Teaching Resources Daily Lesson Plan Due Date
02/14/08 ED 157 Thursday	Rediscovering the Essence of Education: • The Essentials of Basic Schooling • The Future of our Free Institutions	Reflection #4
02/14/08 ED 157P Thursday	Library (Teacher Resource Center) Continue with your Weekly Lesson Plan, Integrated Lesson Plan, & Reaction Paper	
02/19/08 ED 157 Tuesday	The Quality School Curriculum: • What are the Qualities of a School Curriculum? ○ Advantages ○ Disadvantages	
02/19/08 ED 157P Tuesday	<u>Thematic Unit Planning Overview:</u> <i>Making the Connections Work</i> <u>Continuation of Thematic Unit Planning:</u> <i>Connecting all Disciplinary Core Content Areas</i>	Teaching Resources Due Date
02/21/08 ED 157 Thursday	Teaching What we Hold to be Scared: • Our Moral Ecology • The Role of Schools • Beyond Social Cast	Reflection #5
02/21/08 ED 157P	Library (Teacher Research Center) Visit Educational Websites on Thematic Units	

<i>Thursday</i>		
02/26/08 <i>ED 157</i> <i>Tuesday</i>	The Relevance of Religion to the Curriculum: <ul style="list-style-type: none"> • Should Public Schools Teach Religion? 	
02/26/08 <i>ED 157P</i> <i>Tuesday</i>	Library (Teacher Research Center) Visit Educational Websites on Thematic Units	Bonus Writing Assignment Due
02/28/08 <i>ED 157</i> <i>Thursday</i>	Teaching Themes of Care: <ul style="list-style-type: none"> • Why Teach Caring? • Choosing & Organizing Themes of Care 	Reflection #6
02/28/08 <i>ED 157P</i> <i>Thursday</i>	Library (Teacher Research Center) Visit Educational Websites on Thematic Units	
03/04/08 <i>ED 157</i> <i>Tuesday</i>	Closing the Achievement Gap: <ul style="list-style-type: none"> • Understanding Achievement Patterns • Standards are the Key 	
03/04/08 <i>ED 157P</i> <i>Tuesday</i>	Library (Teacher Research Center) Visit Educational Websites on Thematic Units	Weekly Lesson Plan Due Date
03/06/08 <i>ED 157</i> <i>Thursday</i>	The Key to Classroom Management: <ul style="list-style-type: none"> • Establish Clear Expectations & Consequences • Establish Clear Learning Goals • Appropriate Levels of Cooperation • Provide Flexible Learning Goals • Take Personal Interest in Students • Use Equitable & Positive Classroom Behaviors 	Reflection #7
03/06/08 <i>ED 157P</i> <i>Thursday</i>	Library (Teacher Research Center) Visit Educational Websites on Thematic Units	
03/11/08 <i>ED 157</i> <i>Tuesday</i>	<i>Engaging Students: What I learned along the way:</i> <ul style="list-style-type: none"> • From the Students Perspective • Getting Students to Open Up • How to Personalize Assignments • Reflection is the Key 	
03/11/08 <i>ED 157P</i> <i>Tuesday</i>	Presentation #1 <i>(Organizing Instruction)</i> Presentation #2 <i>(Creating an Effective Learning Environment)</i>	
03/13/08 <i>ED 157</i> <i>Thursday</i>	Students Need Challenge, Not Easy Success: <ul style="list-style-type: none"> • External Constraints Erode Motivation and Performance • Prompt, Specific Feedback Enhances Learning • Using Risk can Ensure Success 	Reflection #8
03/13/08 <i>ED 157P</i> <i>Thursday</i>	Presentation #3 <i>(Questioning Techniques)</i>	
03/18/08 <i>ED 157</i> <i>Tuesday</i>	You can Teach for Meaning: <ul style="list-style-type: none"> • Misconception #1: We Have to Teach to the Test. • Misconception #2: We Have too Much Content to Cover 	
03/18/08 <i>ED 157P</i> <i>Tuesday</i>	Presentation #4 <i>(Collaborative Learning)</i> Presentation #5 <i>(Student Diversity)</i>	

03/20/08 ED 157 Thursday	The Many Faces of Constructivism: <ul style="list-style-type: none"> • Why and Why Not Constructivism? • Pragmatic Constructivism 	Reflection #9
03/20/08 ED 157P Thursday	Presentation #6 (Assessment)	
03/25/08 ED 157 Tuesday	Making the Grade: What Benefits Students? <ul style="list-style-type: none"> • Points of Agreement • Learning Criteria <ul style="list-style-type: none"> ○ Product Criteria ○ Process Criteria ○ Progress Criteria 	
03/25/08 ED 157P Tuesday	Presentation #7 (Classroom Management) <u>Bonus Assignment</u> (25points) Design a Lesson Plan that incorporates the Differentiating of Instruction. This lesson should focus on student learning abilities and how your lesson is designed to accommodate each learner.	Integrated Lesson Plan Due Date
03/27/08 ED 157 Thursday	Making Cooperative Learning Work: <ul style="list-style-type: none"> • What Is and Is Not a Cooperative Effort • Types of Cooperative Learning <ul style="list-style-type: none"> ○ Formal Cooperative Learning ○ Informal Cooperative Learning 	Reflection #10
03/27/08 ED 157P Thursday	<i>Continuation: Making Cooperative Learning Work</i> <ul style="list-style-type: none"> • Basic Elements of Cooperation <ul style="list-style-type: none"> ○ Positive Interdependence ○ Individual Accountability ○ Face-to-face Promotive Interaction ○ Social Skills Group Processing 	
04/01/08 ED 157 Tuesday	Launching of Portfolio Requirements <i>Refer to Course Requirements</i>	
04/01/08 ED 157P Tuesday	<u>Mapping a Route Toward Differentiated Instruction:</u> <ul style="list-style-type: none"> • Looking inside Two Classrooms • An Alternative Approach • Looking inside the Third Classroom <u>Foundations: The Educated Person</u> <ul style="list-style-type: none"> • Values • Beliefs • Connections <u>Foundation: The Ethics of Teaching</u> <ul style="list-style-type: none"> • Nature of Ethical Issues • Ethical Reasoning 	
04/03/08 ED 157 Thursday	Foundation: Personal Thoughts on Teaching & Learning <ul style="list-style-type: none"> • Inconsequential Learning • Self-Discovered Learning 	Reflection #11
04/03/08 ED 157P Thursday	Presentation #9 (Project Based Learning)	
04/08/08 ED 157 Tuesday	Presentation #10 (Differentiating Instruction)	
04/10/08	Presentation #11	Reflection #12

<i>ED 157 Thursday</i>	<i>(Curriculum Integration)</i>	
<i>04/15 & 17 ED 157 Tuesday & Thursday</i>	<i>SPRING BREAK (CONTINUE WORKING ON COURSE PROJECTS)</i>	
<i>04/22/08 ED 157 Tuesday</i>	<i>Presentation #12 (Performance Assessment)</i>	
<i>04/22/08 ED 157P Tuesday</i>	<i>Presentation #13 (Multiple Intelligences)</i>	
<i>04/24/08 ED 157 Thursday</i>	<i>Presentation #14 (School Culture)</i>	
<i>04/24/08 ED 157P Thursday</i>	<i>Presentation #15 (Constructivism)</i>	<i>Reflection #13</i>
<i>04/29/08 ED 157 Tuesday</i>	<i>Portfolio Sharing (Portfolios' should be submitted for reviewing and grading. Portfolios' will be released on the 2nd of April 2008) Portfolios 1-10</i>	<i>Portfolio Due Date:</i>
<i>04/29/08 ED 157P Tuesday</i>	<i>Portfolio Sharing (Portfolios' should be submitted for reviewing and grading. Portfolios' will be released on the 2nd of April 2008) Portfolios 11-20</i>	<i>Portfolio Due Date:</i>
<i>05/02/08 ED 157 Thursday</i>	<i>Last Day for Instruction: All assignments upon agreement with your instructor should be submitted for your final grade. A penalty of points will be applied to all late assignments, based on the quality of the assignment.</i>	<i>Final Reflection #14 (Inserted in Portfolio)</i>

Disclaimer: Subject to change to accommodate circumstances beyond the control of the instructor.

AMERICAN SAMOA COMMUNITY COLLEGE
GROUP PRESENTATION RUBRIC
 Evaluating Student Presentations

Student Name: _____

Course Alpha: ED 157 – Intro. Curriculum & Instruction – Section 1

Date: _____

Instructor: Sonny J. Leomiti

Criteria and Skills:	Beginning	Developing	Accomplished	Exemplary	Total Points
Content/Objectives: How well the content flows in relation to what the book is covering or objectives discussed?	<i>1-5 points</i> Presentation missed more than four items from the objectives	<i>6-10 points</i> Presentation covers aspects of the objectives, except for two items.	<i>11-15 points</i> Presentation covers all aspects of the objectives, except for one item.	<i>16-20 points</i> Presentation covers all aspects of the objectives.	
Presentation: How well was the presentation given?	<i>1-5 points</i> - Four of the following elements were missed: a) Everyone in the group was introduced; b) Why is this important? Has been explained; c) Visual/audio or other modes used; d) Group members were able to answer all questions posed by the other students or instructor.	<i>6-10 points</i> - Two of the following elements were missed: a) Everyone in the group was introduced; b) Why is this important? Has been explained; c) Visual/audio or other modes used; d) Group members were able to answer all questions posed by the other students or instructor.	<i>11-15 points</i> One of the following elements was missed: a) Everyone in the group was introduced; b) Why is this important? Has been explained; c) Visual/audio or other modes used; d) Group members were able to answer all questions posed by the other students or instructor.	<i>16-20 points</i> All of the following elements were covered: a) Everyone in the group was introduced; b) Why is this important? Has been explained; c) Visual/audio or other modes used; d) Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time?	<i>1-3 points</i> Group took longer than 10 minutes to organize their work and start group work.	<i>4-7 points</i> Group took longer than five minutes to organize and start group work	<i>8-11 points</i> Group started on time and stayed on task the entire allotted time for the project.	<i>12-15 points</i> Group started on time, stayed on task the entire allotted time, strong evidence of	

Addressing Student Learning Outcomes:

Content or Objectives: (Learning Objective(s) a, b, c, & d; Education SLO- 2, 5, & 9; Aligned to Degree Cert. SLO- [L/S]; Standard 2-[1 & 3])
Presentation: (Learning Objective(s) c & d; Education SLO- 4 & 6; Aligned to Degree Cert. SLO- [C/S]; Standard 2-[4] | Standard 3-[2&3])
Group Work: Education SLO- 8; Aligned to Degree Cert. SLO- [C/S]; Standard 3-[3]; [L/S]; Standard 2-[4]; Standard 3-[4])

Addressing Student Learning Outcomes:

Organization: (Learning Objective(s) a, b, c, & d; Education SLO- 2, 5, & 9; Aligned to Degree Cert. SLO- [L/S]; Standard 2-[1 & 3])
Subject Knowledge: (Learning Objective(s) a, b, c, & d; Education SLO- 2, 5, & 9; Aligned to Degree Cert. SLO- [L/S]; Standard 2-[1 & 3])
Graphics and Using Modes of Presenting: (Learning Objective b; Education SLO- 1, 2, 7, & 10; Aligned to Degree Cert. SLO- [J/S]; Standard 1-[2])

				group collaboration.	
Organization:	<i>1-5 points</i> Audience cannot understand presentation because there is not sequence of information. No evidence of teamwork	<i>6-10 points</i> Audience has difficulty following presentation because coherence in no evident in presentation.	<i>11-15 points</i> Student presents information in logical sequence which the audience can follow. Evidence of teamwork.	<i>16-20 points</i> Student presents information in logical, interesting sequence which the audience can follow. Exemplary teamwork evident.	
Subject Knowledge:	<i>1-5 points</i> Student does not grasp of information; student cannot answer questions about subject.	<i>6-10 points</i> Student uncomfortable with information and is able to answer only rudimentary (basic) questions.	<i>11-15 points</i> Student is at ease with expected answers to all questions, but fails to elaborate.	<i>16-20 points</i> Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaborations.	
Graphics and Using other Modes of presenting:	<i>1-3 points</i> Students use superfluous (unnecessary) graphics, graphics or use of other modes of presenting.	<i>4-7 points</i> Student occasionally uses graphics or other modes that rarely support text and presentation.	<i>8-11 points</i> Student's graphics or other modes of presenting relate to the text and presentation.	<i>12-15 points</i> Student's graphics and/or other modes of presenting explain and reinforce screen text and presentation.	
Mechanics:	<i>1-2 points</i> Student's presentation has four or more spelling errors and/or grammatical errors.	<i>3-5 points</i> Presentation has three misspellings and/or grammatical errors.	<i>6-8 points</i> Presentation has no more than two misspellings and/or grammatical errors.	<i>9-10 points</i> Presentation has no misspellings or grammatical errors.	
Eye Contact:	<i>1-2 points</i> Student reads the whole report with no eye contact	<i>3-5 points</i> Student occasionally uses eye contact. But still reads	<i>6-8 points</i> Student maintains eye contact most of the time	<i>9-10 points</i> Student maintains eye contact with audience,	

Addressing Student Learning Outcomes:

Mechanics: (Aligned to Degree Cert. SLO- [C/S]; Standard 1-[1-3])
Eye Contact: (Aligned to Degree Cert. SLO- [C/S]; Standard 1-[1-3])

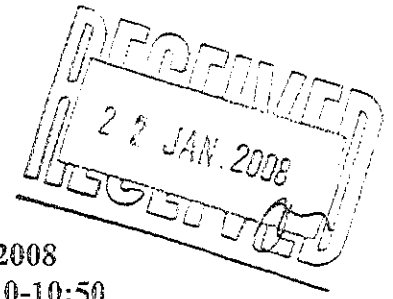
Addressing Student Learning Outcomes:

Elocution: (Learning Objective(s) c. & d.; Education SLO- 4 & 6; Aligned to Degree Cert. SLO- [C/S]-Standard 2-[4] Standard 3-[2&3])
Time Management: (Learning Objective(s) a, b, c, & d; Education SLO- 2, 5, & 9; Aligned to Degree Cert. SLO- [L/S]-Standard 2-[1 & 3])
Appearance: (Aligned to Degree Cert. SLO- [J/S]- Standard 3-[1]; [L/S]- Standard 3-[4])

	most of the report.	but frequently returns to notes.	seldom returning to notes.
Elocution: Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear.	1-3 points Student's voice is low. Student incorrectly pronounces terms. Audience has difficulties understanding the presentation.	4-7 points Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	12-15 points Student uses a clear voice and correct, precise pronunciation of terms so that the audience can hear the presentation.
Time Management: Did everyone in the group keep to the time management guidelines?	1-3 points Not everyone presented in the group.	4-7 points Each person in the group presented. Collaboration was evident amongst presenters however; two presenters did not contribute as much as the other presenters.	12-15 points Each person in the group presented. Each member had an equal share in their presentation. Collaboration was exemplary.
Appearance: How were the presenters or presenter dressed? Was it detracting or adding to their presentation?	1-3 points Everyone was not dressed appropriate for their presentation.	4-7 points Some of the group members were dressed appropriately.	12-15 points All members dressed appropriately and accordingly.
Total			175

Comments:	

American Samoa Community College



Course Alpha/Number: Eng 80 (02)
Course Title: Intermediate Reading
Instructor: Siamaua Eliapo-Ropeti
Office hours & location: MWF 8-9, 11-12,
1-4. TR: 8-9, 1-4
Email address: s.ropeti@amsamoa.edu

Semester: Spring 2008
Days/Time MWF 10-10:50
Department: ELI
Classroom E2
Office phone: 699-9155 ext 446

Prerequisite: Eng 70

Textbook: Ten Steps in Advancing College Reading Skills, Fourth Edition, Townsend Press. By John Langan.

Additional Supplements: Novels and short stories provided by the instructor.

Course Description: This developmental reading course focuses on helping students promote reading comprehension through a variety of skills such as differentiating fact from opinion, recognizing supporting details and implied main ideas, identifying vocabulary in context, making inferences, and recognizing purpose and tone. Students will have the opportunity to explore these unique aspects of reading through novels and short stories as well as utilizing a variety of reading strategies to enhance comprehension.

Course Rationale: This preparatory reading course will help students develop the flexible use of reading materials to enhance comprehension and promote ways for students to read and write for personal growth and lifelong learning.

Course Objectives: This course will provide opportunities for students to:

- Evaluate methods to promote reading comprehension
- Implement strategies to enhance reading.
- Promote creative thinking and expression through reading and writing
- Become familiar with a variety of reading skills.
- Analyze novels and short stories
- Express ideas and thought through shared reading and class activities
- Use critical thinking to solve problems and become active readers who can monitor they're own comprehension.
- Promote vocabulary growth through authentic literacy events that are integrated with content areas.

Student Learning Outcomes (SLO's)

At the end of the course the student should be able to:

1. COMMUNICATION SKILLS

- Recognize main ideas, facts and opinions, purpose and tone and make inferences to reading materials
- Use vocabularies in correct context.
- Engage in active discussion of novels and other reading materials.
- Work collaboratively with other students to complete assigned reading tasks.

2. JOB SKILLS

- Develop strategies to assist reading comprehension.
- Articulate reading skills and apply it to reading materials.
- Speak and write using various forms, subjects, purposes, points of views, tones and styles.
- Teach others to become good readers.

3. LIFE SKILLS

- Analyze reading while using critical thinking.
- Appreciate the skill of recognizing and utilizing the components of reading

Course Requirement: This course requires students to complete chapter tests, practice tests, short reading assignments from novels and short stories, participation in reading strategies, and completion of assigned work either individual, in pairs or group.

Assessment/Evaluation

Book Reports: Students will be required to write a thorough Book Report on novels they'll read. A rubric will be used to assess all Book Reports. (Rubric attached to student syllabus) 20% of students grade will be from the Book Reports.

Reading Responses: Students will respond to every in-class reading from the text for 20% of their grade. Responses may in a question/answer format, or a group discussion and presentation.

Chapter tests: Students will continuously be assessed with chapter tests to ensure comprehension of reading skills. 20% of their grade will be from the chapter tests.

Attendance: Attending class is vital, as students will attain 10% of their grade.

Class Participation: After reading novels and selected readings from the text, students will actively engage in meaningful discussions about the readings. This is 10% of their grade.

Final Exam: A Cumulative final exam on the 10 skills learned in this course will be executed at the end of the course. Students will receive 20% of their grade from this component of the course.

Grading: Students will be graded as follows:

Book Reports	20%
Reading Responses	20%
Chapter Tests	20%
Attendance	10%
Class Participation	10%
Final Exam	20%
Total	100%

Method of instruction: Instructor will present each lesson in lecture. For each reading, a reading strategy will be applied to enhance comprehension. Students will be required to read selected novels and short stories and respond to these readings either in class discussions, presentations, or question-answer format. They will be asked to work individually, in pairs, or in a group for the duration of this course.

Course Materials: College Ruled papers, Black or Blue ink, Dictionary or thesaurus, stapler, whiteout, markers.

Attendance Policy: Excessive absences totaling two weeks of class will result in an "NP" for a final grade. When students are ill, they are advised to contact the instructor, secure medical slips for verification, and the instructor will accommodate him/her with make up work. (Please see pg. 26 of ASCC catalog)

Administrative Drop: Students who do not show up for the first week of class will be administratively dropped from the class roster. Students who do show up but fail to provide the required textbook (s) for the course will also be dropped.

Withdrawals: The last day to officially withdraw from class this semester is March 14, 2008. Students will receive a "W/NP" for a final grade if they withdraw on time.

ELI Policies: All cell phones are to be turned off during class. If your phone rings during class, you are fined \$1.00. Students may take reading materials home, however, if they lose a novel, they are required to pay \$5.00 to replace that book. All funds collected will be used by the ELI Department to improve ELI programs.

	English 80 (02) 10-10:50	MWF Schedule is subject to change.
Week 1		
14-Jan-08	Teacher Orientation, class overview	
16-Jan-08	Vocabulary in context, Practice skills	
18-Jan-08	Reading: The Quiet Hour	
Week 2		
21-Jan-08	Martin Luther King's Holiday	

23-Jan-08	Vocabulary in context chapter test
25-Jan-08	Introduction of 1st Novel, assign reading
Week 3	
28-Jan-08	Identifying Main Ideas, practice skills
30-Jan-08	Reading: How Dual Earner Couple's Cope
1-Feb-08	1st Book Report Due
Week 4	
4-Feb-08	Chapter test on Main Ideas
6-Feb-08	Supporting Details, practice skills
8-Feb-08	Reading: Baby Love
Week 5	
11-Feb-08	2 nd Book Report Due
13-Feb-08	Chapter test on Supporting Details
15-Feb-08	Implied Main Ideas and Central Point, Practice skills
Week 6	
18-Feb-08	Reading: The power of a woman's dream.
20-Feb-08	3 rd Book Report Due
22-Feb-08	Chapter test on Implied main ideas and Central point
Week 7	
25-Feb-08	Relationship 1, Practice Skills
27-Feb-08	Reading: The Power of a woman's dream
29-Feb-08	Second Novel, assign reading sections
Week 8	
3-Mar-08	Chapter test on Relationship 1
5-Mar-08	Relationship 2, Practice Skills
7-Mar-08	Reading: The influence of the self-fulfilling prophecy
Week 9	
10-Mar-08	4 th Book Report Due
12-Mar-08	Chapter test on Relationships 2
14-Mar-08	Fact and Opinion, practice skills
Week 10	
17-Mar-08	Reading: Managing conflicts in relationship
19-Mar-08	Chapter test on facts and Opinion
21-Mar-08	Good Friday Holiday

Week 11

24-Mar-08 5th Book Report Due
26-Mar-08 Inferences, practice skills
28-Mar-08 Reading: A Legendary Moment

Week 12

30-Mar-08 Chapter test on Inferences
2-Apr-08 Purpose and Tone, practice skills
4-Apr-08 Reading: How to Become a Better Listener, student presentation

Week 13

7-Apr-08 Chapter tests on Purpose and Tone
9-Apr-08 Argument, practice skills
11-Apr-08 Last Book Report Due

Week 14

SPRING BREAK

Week 15

April 21, 08 Chapter test on Argument
23-Apr-08 Oral Book Report of student's choice
April 30, 08 REVIEW

Week 16

28-Apr **FINALS**

Book Report Rubric

Evaluating Student Communication Skills

Student Name: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

Addressing Program SLO(s): _____

<i>Criteria and Skills:</i>	<i>Beginning 0 – 1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Title page	Student has no title page.	Student has a title page, but is lacking much of the required information.	Student's title page is present, but lacks complete information.	Student's title page is present and contains the title of the book, author(s), copyright date, publishing information, and student's name.	
Introduction	Student's introduction is disorganized, no information on what is to come.	Student gives too little information.	Student was able to summarize report.	Student's introduction was concise, and well-written.	
Main characters	Student has no description of the main characters.	Student's description of the main characters is incomplete.	Student's description of the main characters is adequate; lets the reader visualize the characters.	Student gives a complete description of the main characters including comparisons and contrast among other characters; uses detailed adjectives to describe character.	
Setting	Student provides no description of the setting.	Student's description of the setting is incomplete.	Student's description of the setting is adequate; lets the reader visualize where the story takes place.	Student's description of the setting is complete.	
Brief summary	Student has no plot summary for the story.	Student plot summary of the story is incomplete.	Student plot summary of the story is adequate; includes some events.	Student plot summary of the story is complete; includes major events.	
Turning point	Student does not mention turning point in the story.	Student has an incomplete description of the turning point.	Student has an accurate description of the turning point with reference to contributing events.	Student has a complete description of the turning point and the events leading	

<i>Criteria and Skills:</i>	<i>Beginning 0 – 1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Outcome	Student has no description of outcome.	Student has incomplete description of outcome.	Student has accurate description of outcome; no author's opinion.	Student has complete and accurate description of outcome; author's opinion.	
Spelling/Grammar	Student has many spelling and grammatical errors.	Student has a few spelling and grammatical errors.	Student has only one or two spelling or grammatical errors.	Student has exemplary spelling and grammar. (No errors).	
Originality	Student's plot is minimal with no evidence of new thought.	Student's work is merely a basic summary of the plot. There is no evidence of new thought, inventiveness, or insight.	Student's work shows some evidence of originality and inventiveness. Demonstrates a basic understanding of the content and extends beyond that to offer new insights and understanding of the novel.	Student's work shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh original, inventive, and based upon logical conclusions and accurate reading comprehension.	
Presentation	Paper is illegible and messy.	Paper is almost illegible.	Paper is legible and adequately neat	Paper is legible, and neat/typed/format properly.	
Timeline	Student's paper is over a week late.	Student's paper a week late.	Student's paper a day or two late.	Student's paper handed in on time.	
Recommendation	Student has no recommendation.	Student has no justification for recommendation.	Student has adequate justification for recommendation.	Student has convincing, reasonable justification for recommendation.	

Total Points: _____

Comments:

American Samoa Community College
English Language Institute Department



Course Syllabus: Eng 81, section 05
Course title: Intermediate Writing
Instructor: Siamaua Eliapo-Ropeti
Office Hours & Location: MWF 8-9, 11-12,
1-4. TR 8-9:30, 12:30-4:00
Email Address: s.ropeti@amsamoa.edu

Semester: Spring 2008
Days/Time TR 11-12:20
Department: ELI

Classroom E2
Phone #: 699-9155 Ext 446

Prerequisite: Eng. 71

Textbook: Building Vocabulary Skills: Third Edition, By Sherrie L. Nist., Carole Mohr, Townsend Press, Purple Edition.

Additional supplements: Instructor text only – Writing skills with Reading. By Smith, Langan & Goldstein, Townsend Press.

Course Description: This developmental writing course will assist students in writing meaningful and well-developed paragraphs. Students will be engaged in different types of writing modes such as descriptive, narratives, persuasive, cause and effect, and compare and contrast. They will learn about the goals of writing as well as the six steps process that will enable them to become active writers. Simultaneously, they will incorporate vocabulary skills that will help enhance their writing abilities, and share unique and personal experiences as they become familiar with audiences, purposes, voices, sentence fluency, writing conventions and ideas and content.

Course Objectives: This course will provide opportunities for students to:

- Write using various forms, subjects, purposes, audiences, points of views and styles.
- Express personal ideas and thoughts through different modes of writing.
- Relate classroom experiences to real life situations.
- Promote vocabulary growth and skills through practice.
- Develop an understanding of the interrelationship between reading, writing, speaking and listening.
- Appreciate the significance of comprehending the writing process.

Student Learning Outcomes: (SLO's)

At the end of this course the student should be able to:

1. COMMUNICATION SKILLS;

- a. Identify the six steps of the Writing Process.
- b. Explain what a topic sentence is.
- c. Write complete and concise sentences.

- d. Collaborate with other students through peer critique.

2. JOB SKILLS

- a. Develop meaningful writing skills through the Writing Process
- b. Differentiate between the various modes of writing.
- c. Read and follow instructions.
- d. Enrich writing through the usage of vocabulary.

3. LIFE SKILLS

- a. Apply writing skills to real life situations.
- b. Comprehend the relationship between writing, reading and speaking.
- c. Revise and critique their own writing as well as their peers.
- d. Reflect on the outcome of their own writing.

Course Requirements: This course requires students to identify the transition from writing sentences to paragraphs to a basic essay. They are also required to collaborate with other students as they share ideas and help each other promote their writing skills. Students are to attend all class sessions, complete assigned tasks, and present a learning portfolio by the end of the semester. Similarly, they will be asked from time to time to reflect on their writing or on their peers writing to enhance content comprehension.

Assessment/Evaluation:

1. Paragraphs/Essays

Students will be assessed in paragraph and essay writing using a rubric. (Rubric attached to student syllabus) 40% of student's grade will be attained from this component of the course.

2. Portfolio

Students will receive 10% of their grade compiling all notes, handouts, quizzes and tests, reflections and writing drafts in a portfolio. This will show their growth and performance as students throughout this semester.

3. Attendance

Being tentative will merit 10% of student's grade.

4. Reflective Writing

Students will reflect on their own writing stating what worked, what didn't work, how they felt about the writing assignment, and suggest changes for improvements. 10% of their grade is earned through reflective writing.

5. Quizzes:

The quizzes in this course will attempt to evaluate mastery of comprehension and students will receive 10 % of their grade from this component.

6. Final Exam:

A cumulative assessment will ensue at the end of the semester where students will be evaluated on mastery of content, usage of vocabularies, and a thorough knowledge of the Writing Process. Students will earn 20% of their grade from this Final exam.

Grading: Students will be graded as follows:

Writing Paragraphs	20%
Beginning Essays	20%
Portfolio	10%
Attendance	10%
Reflective Writing	10%
Quizzes	10%
Final Exam	20%
Total	100%

Course Material: College ruled paper, Black or blue ink pen, dictionary or thesaurus, whiteout, and stapler

Method of instruction: Instructor will present each lesson in lectures; students will sometime participate in pair activities or group discussions. Students will continuously collaborate with the instructor through writing various drafts for each writing mode. Students will be asked sometime to volunteer reading an assigned writing to the whole class while others constructively critique his/her work. The instructor will ask students to reflect on each mode as well as their own writing and suggest ways we can cater to individual needs. They will write their own personal reflections suggesting what worked, what didn't, and how we can change instruction to meet the varied needs.

Attendance Policy: Excessive absences totaling two weeks of class will result in an "NP" for a final grade. When students are sick, they are responsible for providing documentation for verification and the instructor will accommodate him/her through make up work. do show up but fail to provide the required text(s) for the course will also be dropped.

Withdrawals: The last day to officially withdraw from class this semester is April 5th 2007. Students will receive a "W/NP" for a final grade if they withdraw on time.

ELI Policies: All cell phones are to be turned off during class. If your phone rings during class, you are fined \$1.00 Students may take reading materials home, however, if you lose a novel, you are required to pay \$5.00 to replace a book. All funds collected will be used by the ELI Department to improve ELI Programs

Administrative Drop: Students who do not show for the first week of class will be administratively dropped from the class roster.

English 81, (05) Intermediate Writing, TR, Schedule is subject to change

Week 1

15-Jan-08 Class overview, Student Orientation
Jan 17,08 Writing Samples, designations of Writing Peers

Week 2

22-Jan-08 Goals of Effective Writing, Writing Process Steps 1 & 2
24-Jan-08 Process Writing Steps 3, 4, & 5

Week 3

29-Jan-08 Writing Sentences, and paragraphs
31-Jan-08 Descriptive Writing Lecture

Week 4

5-Feb-07 Descriptive Writing 1st Draft due
7-Feb-08 Descriptive Writing 2nd draft due, Peer critique

Week 5

12-Feb-08 Descriptive Writing 3rd draft due, student reflection
14-Feb-08 **Holiday, President's Day**

Week 6

19-Feb-08 Narrative Writing lecture
21-Feb-08 Narrative Writing 1st draft due,

Week 7

26-Feb-08 Narrative Writing 2nd draft due, Peer critique
28-Feb-08 Narrative writing 3rd draft due, student reflection

Week 8

4-Mar-08 Persuasive Writing Lecture
6-Mar-08 Persuasive Writing 1st draft due

Week 9

11-Mar-08 Persuasive Writing 2nd draft due, Peer critique
13-Mar-08 Persuasive Writing 3rd draft due, student reflection

Week 10

18-Mar-08 Compare and Contrast Writing Lecture
20-Mar-08 Compare and Contrast 1st draft due

Week 11

25-Mar-08 Compare and Contrast 2nd draft due, Peer critique
27-Mar-08 Compare and Contrast 3rd draft due, student reflection

Week 12
April 1, 08
April 8, 08

Cause & Effect Lecture
Cause and Effect 1st draft due

Week 13,
8-Apr-08
10-Apr-08

Cause and Effect 2nd draft due, Peer critique
Cause and Effect 3rd draft due, student reflection

Week 14

SPRING BREAK

Week 15
22-Apr-08
24-Apr-08

Persuasive, Compare & Contrast, Cause & Effect Writing Assessment
Review, Portfolio Presentations

Week 16

Finals Week

Essay Writing
Evaluating Student Communication Skills

Student Name: _____

Date: _____

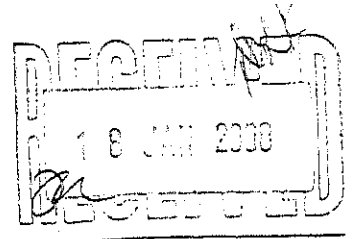
Course Alpha/Title/Section: _____

Instructor: _____

Addressing Program SLO(s): Communication Skills

<i>Criteria and Skills</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Thesis Statement / Content	Student has no thesis statement. None of the supporting points is on topic.	Student has weak thesis statement. Reader is not adequately informed because writer does not use enough support to make his/her point.	Student's thesis statement is adequate. Reader is somewhat informed with adequate information from writer's explanation of three facts, examples, anecdotes, paraphrases, or quotations to support thesis.	Student's thesis statement is clear. Reader is thoroughly informed with thorough information from writer's explanation of three facts, examples, anecdotes, paraphrases, or quotations to support the thesis. All points of support are related to the topic.	
Organization	Student has no plan of organization. No beginning, middle, or end is evident.	Student has some plan of organization. It is not easy to find beginning, middle or end but lacks clarity. No transitions are evident between main thoughts.	Student has an adequate plan of essay structure. It is easy to find the beginning, middle or end and there is some clarity. Writer uses some transitions to connect thoughts.	Student follows a logical plan from paragraph to paragraph. There is a clear beginning, middle and end. Writer uses transitions to connect the three key ideas.	
Spelling / Grammar	Student has many spelling and grammatical errors.	Student has a few spelling and grammatical errors.	Student has only one or two spelling or grammatical	Student has exemplary spelling and grammar. (No	
Presentation	Paper is illegible and messy.	Paper is almost illegible.	Paper is legible and adequately neat.	Paper is legible and neat/typed/ proper format	
Timeline	Student's paper is over a week late.	Student's paper is a week late.	Student's paper is a day or two late.	Student's paper is handed in on time	

American Samoa Community College
Course Syllabus and Calendar



English 150-02
Introduction to Literature
Instructor: Melelina Fiaui
Office Hours: MWF 9-9:50
in the Language & Literature Office

Spring 2008
MWF 10:00-10:50
Department: Language & Lit.
Classroom: 26
Contact Phone: 699-9155 ext. 344
email: m.fiaui@amsamoa.edu

Prerequisite: English 90

Required Texts: The Norton Introduction to Literature, 9th Edit. by Jerome Beaty, et al.
Of Mice and Men by John Steinbeck

Additional Supplement: A Thesaurus and Pocket Dictionary

Course Description: This class is an introduction to the major literary genres of poetry, short story, novel, and drama. Students will read appropriate examples of Pacific contemporary literature as applicable to these genres. Students will increase their literary vocabulary, be introduced to different perspectives in interpretation, and compose critiques on their readings.

Course Rationale: This course will introduce students to a wide range of literature and focus on how to respond to these works. Through the process of evaluating various examples of literature, students are encouraged to utilize critical thinking skills necessary in any academic or professional environment. A minimum grade of C- in ENG 150 is the prerequisite for enrolling in ENG 250 at ASCC.

Learning Objectives: Through analyzing and evaluating various literary works, students will learn to read with attention to details, to develop and improve their comprehension, and to deepen their appreciation for literature and its components.

Student Learning Outcomes:

1. Be aware of good college writing and research in English and the rich literature that is available in the English language; (Language & Lit.SLO #1 aligned to Degree/Cert. SLO: Communication Skills)
2. Understand elements of English Literature; (Language & Lit. SLO #2 aligned to Degree/ Cert. SLO: Communication Skills)
3. Have basic knowledge of elements of poetry, short fiction, novel and drama; (Language & Lit. SLO #3 aligned to Degree/Cert. SLO: Communication Skills)
4. Think critically and analyze various genres in English; (Language & Lit. SLO #5 aligned to Degree/ Cert. SLO: Communication Skills)
5. Appreciate English Literature from various cultural backgrounds, respect the literary works of others and value the critical thinking process; (Language & Lit. SLO #'s 6-8 aligned to Degree/Cert. SLO: Communication Skills, Life Skills)

Course Requirements: In addition to completing assigned readings, students will have various in- class and homework assignments every week, will have weekly quizzes, will compose an original poem, will take part in class dramatic presentations, and will have both a midterm and a final exam.

*Group presentation rubric assessment- SLO Domain: Communication

1. Explain general concepts, theories, and models;
2. Write, read, and present information

Methods of Instruction: Students will take notes on lectures by the instructor and participate in class discussions. Students will perform a monologue during the study of drama.

Grading: All assignments will be graded on a percentage grade system which will correspond with a letter grade.

Weekly Assignments 15%	90%-100%= A
Quizzes 20%	80%-89.9%=B
Presentations 15%	70%-79.9%=C
Midterm 20%	60%-69.9%=D
Final Exam 20%	0%- 59.9% =F
Misc. (attendance, effort, class participation) 10%	

Important Dates:

- January 14-February 1: Drop Only/Administrative Drop
- February 4-March 14: Withdrawal period to receive a "W"
- March 17-April 3: Withdrawal period to receive a "W/F"

Attendance/ Class Policies:

1. Attendance will be taken at the beginning of every class. It is your responsibility if you are late to let me know *at the end of class*, otherwise you may be marked absent. Students more than fifteen minutes late will be marked absent.
2. Students are expected to arrive in class on time, and to remain in class until dismissed.
3. Three tardies will constitute an absence. Any student absent two class periods in the first two weeks will be administratively dropped. If you exceed four absences during the semester, you will be asked to drop the class. If you do not drop the class, you will be given an F.
4. Please turn off all cell phones as well as other electronic devices when you are in class. If it becomes an issue, your grade may be negatively affected.
5. Please remove hats, hoods, sunglasses, earphones, etc. as they are not appropriate for a classroom.
6. Eating, drinking and smoking are prohibited in ASCC classrooms.
7. This is a classroom of higher education. Inappropriate or disrespectful language or behavior will not be tolerated.
8. Plagiarism and Cheating: This is a serious violation of academic ethics and is unacceptable. Plagiarism is submitting one person's written ideas or thoughts as one's own, without giving proper citation or credit to the author. Cheating includes, but is not limited to, giving unauthorized help during an exam or obtaining unauthorized information about an examination before it is administered. Instructor may notify the Dean of Student Services and request that the student be disciplined and/or counseled.
THIS POLICY IS IN EFFECT FOR THIS CLASS.

***Adjustments and changes to this syllabus may be made by the instructor in order to better fulfill class objectives and/or meet class needs.

- Week 1
Jan. 14-18
Introduction to the course: objectives and expectations.
Self-Introductions. Introduction to poetry *Norton* pgs. 594, 607.
Familiarize with Biographical Sketches Appendix.
Assignment: Look up literary terms.
- Week 2
Jan. 21-25
Holiday Jan. 21, Martin Luther King, Jr. Day- NO CLASS
Poetry: Tone, Speaker, Situation & Setting, Language
(personal and critical responses to selected poems)
- Week 3
Jan. 28-Feb. 1
Poetry: Sounds of Poetry, Internal Structure, External Form
(personal and critical responses to selected poems)
Group poetry presentation- Rubric Assessment
Assignment: Compose original poem to be recited to class
- Week 4
Feb. 4-8
Harlem Renaissance
(personal and critical responses to selected poems)
Present original poem to class
- Week 5
Feb. 11-15
Introduction to Literature and the Canon. *Norton* pgs. 1-9
Introduction to Fiction. Parts of a story, *Norton* pgs. 66-70
Plot- *Roman Fever* p. 110
- Week 6
Feb. 18- 22
Holiday Feb. 18, President's Day- NO CLASS
Narration/ POV -*Cask of Amontillado* p.123
Setting- *The Lottery*- provided by instructor
Symbol- *Janus* p.248
- Week 7
Feb. 25-29
Theme- *The Interpreter of Maladies* p. 284
The Whole Text- *The Olomatua*- provided by instructor
The Short Short Story- *The Story of an Hour* p.449
- Week 8
March 3-7
A Rose for Emily p. 467,
An Occurrence at Owl Creek Bridge p. 507
MIDTERM EXAM
- Week 9
March 10-14
Introduction to Drama *Norton* pgs. 1044-1046
Elements of Drama *Norton* pgs. 1092-1102
A Doll's House p. 1508
- Week 10
March 17-21
A Doll's House cont.
Holiday March 21, Good Friday-NO CLASS
- Week 11
March 24-28
A Doll's House cont.
Assign monologue

Week 12
March 31-April 4

A Doll's House review
Monologue Presentations

Week 13
April 7-11

Intro to the novel Of Mice and Men
(reading schedule and assignments TBA)

April 14-18

SPRING BREAK

Week 14
April 22-25

Of Mice and Men
(reading schedule and assignments TBA)

Week 15
April 29-May 2

Of Mice and Men
(reading schedule and assignments TBA)

Week 16
May 5-8

FINAL EXAM

GROUP PRESENTATION

Evaluating Student Presentations

Students Names: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____ (mins.)

Addressing Program SLO(s): _____

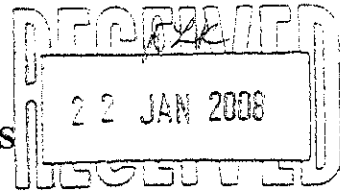
<i>Rating Scale and Performance Indicators :</i>	<i>Beginning (0 – 1 point)</i>	<i>Developing (2 points.)</i>	<i>Accomplished (3 points)</i>	<i>Exemplary (4 points)</i>	<i>*Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covers all aspects of the objectives.	
Presentation: How well was the presentation given.	- Three or more of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- Two of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- One of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- All of the following elements were covered: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Some of the group members presented less.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Some of the group members were dressed inappropriately.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according to their presentation except for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

Comments: _____

04/10/08

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION COURSE SYLLABUS



Course Alpha/Number: ENG. 251-1 / 251-2
Course Title: Introduction to Literature
Instructor: Debra Keahey
Office Hours: MWF 10-10:50 / TR 11-11:50
Lang. & Lit. Office: above Business Office

Semester / Year: Spring / 2008
Days/Time: MWF 11-11:50/ TR 9:30-10:50
Department: Languages & Literature
Classroom: Rm. 27
Contact Phone: 699-9155; ext. 306
Email Address: d.keahey@am.samoa.edu

Required Textbook: 1. Writing Analytically 4th edition by David Rosenwasser and Jill Stephen
2. Keys for Writers by Ann Raimos

Additional Supplements: 1. Pocket Dictionary 2. Pocket Thesaurus

Prerequisite: ENG. 151 with a C- or better

I. Course Description: This is a second year course in composition. The emphasis is on essay writing and analysis of at least four additional modes of discourse including analytical writing, definition of concepts, and literary critique. Research and documentation skills are applied through a student-designed research project using the American Psychological Association style. *A grade of C- or better in ENG 151 is required.*

II. Course Rationale: This course is necessary for transfer to a 4-year university. It is designed to help students think, reason, argue and write well; life skills that are needed in any work environment.

III. Learning Objectives: Students will be able to: develop ideas in an academic setting; use writing as a tool of thought; better understand what they read; write effectively through student collaboration of ideas and multiple drafts; produce polished papers; strengthen organizational techniques including thesis, supporting evidence, and documentation; strengthen research skills; improve reading and thinking with an emphasis on thinking analytically.

IV. Student Learning Outcomes (SLO): Students will be able to:

- be aware of good college writing and research in English (aligned to SLO I - Communication)
- understand elements of good writing and research in English (aligned to SLO I - Communication; SLO II - Job Skills - Transferable; SLO III - Life Skills - Problem Solving, Using Technology)
- have basic knowledge about paragraphs, essays and research (aligned to SLO I - Communication; SLO II - Job Skills - Transferable)
- perform independently in writing English essays and research (aligned to SLO I - Communication; SLO II - Job Skills - Transferable; SLO III - Life Skills - Problem Solving, Using Technology)
- appreciate good writing skills (aligned to SLO I - Communication)

- respect themselves and their ability to read and write clearly; value the critical thinking process and good writing (aligned to SLO III - Life Skills – Respect and Diversity, Problem Solving)

V. **Course Requirements:** Assignments, *APA research paper, essays, quiz, and special project. *You will earn an “F” if you fail to turn in the final APA research paper.

* **Research Paper Rubric Assessment:** Aligned to SLO I – Communication Skills.

VI. **Methods of Instruction:** Lectures, class discussions, small group discussions, individual oral presentation, group presentation, and student writing assignments.

VII. **Grading:**

Written essays will be evaluated using an appropriate English ability rubric to insure as much objectivity as possible. Final grades are calculated on a percentage basis. The percentage calculated at the end of the semester will determine your semester letter grade.

In-class and homework assignments	15 %
3 Essays	30 %
Participation	10 %
Quiz/special projects	10 %
*Research Paper/Presentation	<u>35 %</u>
TOTAL POSSIBLE	100 %

Grade Distribution:

A	93-100%	C+	77-79%	D+	67-69%
A-	90-92%	C	73-76%	D	63-66%
B+	87-89%	C-	70-72%	D-	60-62%
B	83-86%			F	0-59%
B-	80-82%				

VIII. **Important Dates:** See *Catalog “2006-2008 ASCC Academic Calendar”* section.

Jan. 10 - 15	Add/Drop Period.
Jan. 16 – Feb. 1	Drop Only Period
Jan. 16 – Feb. 1	Administrative Drop Period
Feb. 4 – Mar. 14	Withdrawal Period to receive a “W”
Mar. 17 – Apr. 3	Withdrawal Period to receive a “W/F” or “W/NP”

IX. **Attendance Policy:** See *Catalog “Academic Policies & Procedures”* section.

- Any student absent two class periods in the first two weeks will be administratively dropped from the class.
- If you miss more than five class periods (MWF classes) or three class periods (TR classes), you will be asked to drop the class. If you do not drop the class, you will receive an F.

- I make no distinction between “excused” and “unexcused” absences. An absence is an absence. You are allowed to miss five classes (MWF) or three classes (TR), so use them wisely (i.e. only when it is absolutely necessary).

X. Plagiarism: The school catalog states, “The American Samoa Community College prohibits plagiarism and cheating. Plagiarism is submitting one person’s written ideas or thoughts as one’s own without giving proper citation of credit to the original author. Cheating includes, but is not limited to, giving unauthorized help during an examination or obtaining unauthorized information about an examination before it is administered.” If a student is found plagiarizing or cheating, I will write a letter to the Dean of Student Services and request that you be disciplined and/or counseled. You will receive a failing grade on the particular assignment and/or fail the entire course.

XI: Participation:

- Attendance will be taken at the beginning of every class. If you arrive after roll has been taken, it is your responsibility to let me know immediately after class that you arrived late or you will be marked absent.
- You are expected to arrive to class on time and to remain in class until dismissed.
- Three tardy days to class will constitute one absence.
- If you are more than fifteen minutes late, you will be marked absent.
- Turn off all cell phones. If the cell phone rings during class and it becomes an issue, it will affect your grade.
- Remove hats, bandanas, sunglasses, and electronic devices when in the classroom.
- You will not be able to make up in-class work for any absences. You are encouraged to speak with me or your classmates to discuss what you missed.
- All final essays and assignments will be due at the beginning of class.
- Late analysis essays will be subject to a one-letter grade penalty and must be submitted no later than the beginning of the next class period.
- Extensions will be granted only at my discretion. Extension requests must be typed and turned in at least a day before the assignment is due.
- NO make up work will be given. NO extra credit work will be given.

Tentative Course Topical Outline:

MEETING SESSION DATE

ASSIGNMENTS/PROJECTS

Daily requirement: Read the assigned selections.

Week 1 – Jan. 14 – Jan. 18

Introduction to the Course / Review Syllabus / Partner – Writing Interests

Ch. 1 - The Analytical Habit / Section 1 - Seeing the Details

Section 2 - Opening Things Up

Assignment: Writing the Self

Week 2 – Jan. 21 – Jan. 25

(Monday, Jan. 21 – No School – Martin Luther King Day)

Ch. 1 – Seeing Better: The Analytical Habit of Mind

Showing vs. Telling: an Evocative Place

Peer Review in class-Ex. 1.8 First Draft Due Thurs. (ENG. 251-2); Fri. (ENG. 251-1)

Assignment: Essay #1 - Try this 1.8: Writing the Self

Week 3 – January 28 – Feb. 1 Last week to Drop Only

Ch. 2 – What is Analysis and How Does it Work

Try this 2.3: Apply the Method to Something You Are Reading

Final Draft Essay #1 ENG. 251-2 due Thursday; ENG. 251-1 due Friday

Assignment: Essay #2 – 1st Draft Rhetorical Analysis

Week 4 – Feb. 4 – Feb. 8

Ch. 3 – Putting Analysis to Work – Three Extended Examples

Peer Review in class-First Draft Essay #2 Rhetorical Analysis 251-2 (Th); 251-1 (F)

Week 5 – Feb. 11 – Feb. 15

Ch. 4 – Reading: How to Do It

What to Do with It / Defining in Depth – Ex. 4.8

Ch. 5 – Linking Evidence and Claims; Developing a Thesis

Week 6 – Feb. 18 – Feb. 22

Ch. 6 – Making a Thesis Evolve; Organize the Final Draft; Guidelines for finding and developing a thesis

Final Draft Essay #2 ENG. 251-2 due Thursday; ENG. 251-1 due Friday

Week 7 – Feb. 25 – Feb. 29

Peer Review in class-First Draft Essay #3 - Writing about Reading p. 135;

251-2 (Th); 251-1 (F)

Ch. 7 – Recognizing and Fixing Weak Thesis Statements

Ch. 8 – Introduction and Conclusions

Week 8 – Mar. 3 – Mar. 7 – Midterm Exam Week

Ch. 9 – Organization: Forms and Formats

Ch. 10 – Style: Choosing Words

Midterm Exam – APA Research Paper

Week 9 – Mar. 10 – Mar. 14 – Last week to withdraw to receive a “W”

Final Draft Essay #3 Due

Writing the Research Paper / Conference in class with instructor

Writing the Research Paper/ Conference in class with instructor

Writing the Research Paper / Conference in class with instructor

Week 10 – Mar. 17 – Mar. 21

(Friday, Mar. 21 – No School – Good Friday)

Finding and Citing Sources

Writing the Introduction / Peer Review – 1st Draft Due

Writing the Conclusion

Week 11 – Mar. 24 – Mar. 28

Writing the Body - 2nd Draft Due

Writing the Works Cited page

Ch. 14 – Nine Basic Writing Errors and How to Fix Them

Week 12 – Mar. 31 – April 4

3rd Draft of Research Paper Due / Peer Review

Final Draft of Peer Review Due;

Week 13 – Apr. 7 – Apr. 11

Return Final Draft of Peer Review / Group Peer Review

Final Research Paper Due ENG. 251-2 due Thursday; ENG. 251-1 due Friday

Week 14 – Apr. 14 – Apr. 18

(Mon. thru Fri., Apr. 14-18 - No School – Spring Break)

Group Collaboration

Week 15 – Apr. 21 – 25

Symposium - Group/Individual Presentation / Special projects

Week 16 – Apr. 28 – May 2

Special Projects

Week 17 – May 5 – May – 9 **FINALS WEEK**

*Instructor reserves the right to adjust schedule based on student needs

RESEARCH PAPER RUBRIC
Evaluating Student Research Paper

Student Name: _____ Date: _____ Instructor Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

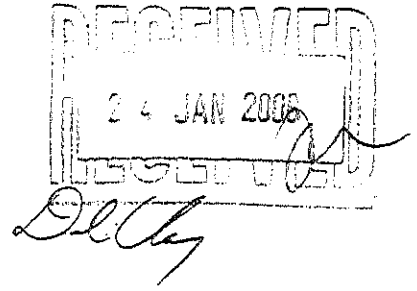
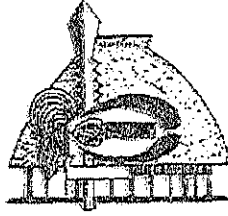
Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors..	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient .	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in the reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Total Points: _____

Comments:



American Samoa Community College

Instructor: Tafaimamao Tupuola,
Department of Health & Human Services
University Center for Excellence on Developmental Disabilities

Department: Health & Human Services

Course: HEA 250: Introduction to Developmental Disabilities, Rm. 27
Spring 2008
Tuesdays 2:00-3:30 (synchronous)
Thursdays (asynchronous)
3 Credits

Pre-requisite: HEA 150 Intro. to Health Science or HSV 150

Office Hours: Room 21
MWF 7:00 am – 4:30 pm
TR 7:00 am – 2:00 pm
4:00 pm – 4:30 pm

Phone: (684) 699-9155 #429

Fax: (684) 699-8843

Email: t.tupuola@amsamoa.edu

Please do not email chain letters, jokes, and etc. that does not pertain to HEA250.

Textbook: “Developing Staff competencies for Supporting People with Developmental Disabilities.” An orientation handbook, 2nd Edition, \$59.10.

Supplementary Materials: Children with Developmental Disabilities, 5th Edition, Mark L. Bathshaw, M.D.

Course Description

This course will introduce students to historical attitudes, laws, and current definitions of developmental disability, recommended practices for care-givers, supporting families, and information about specific disabilities, including autism, cerebral palsy, spinal bifida, and others.

Course Rationale

Where people live, work, and spend recreational time depends on where and how services and supports are provided. This course will provide information on services that meet the needs of individuals with disabilities in the community, and the local cultural change from traditional practices such as independently living.

Learning Outcome

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

1. provide information about the basic skills, knowledge, and values you need to function successfully during the first months of involvement with persons with disabilities;
2. prepare you to assist people with disabilities to make their own decisions;
3. use people first language when addressing individuals with disabilities;
4. identify the definition, classification, characteristics, causes, interventions, transitions, and services available to individuals with disabilities.

Student Learning Outcome:

Upon completion of degree or certificate program requirements, students will be able to:

- comprehend and discuss the background or history and contemporary trends of services for people with disabilities (HHSV SLO #2)
- use current information on topics and issues in health and human services to identify current practices and changes; (HHSV SLO #3)
- apply knowledge and skills through fieldwork, community involvement and surveys in health and human services agencies and settings; and (HHSV SLO #7)
- enhance skills and knowledge through certification and advance coursework. (HHSV SLO #9)

Course Requirement:

Attendance: Attendance is worth 3 points for each class session. You are required to fill out a class evaluation form at the end of each session. If you are 15 minutes late you will be deducted 1 point. You will be administratively dropped from the course if you exceeded a total of 4 unexcused absences. The only exception for excuse absence is military orders or medical emergencies which will be verified from the Office of Academic Affairs.

Administrative drop period is from August 22 – September 7. Withdrawal period is September 10 – October 19, 2007.

Exam: No make-up exams, unless note from the Doctor that you were hospitalized. Each is exam is worth 50 points. Although the exam will be delivered 'on-line' you must be present to take the exam as a class. The computer lab will be reserved for you to take the exam.

Email: Each student is required to have an email address. If you do not have an email address, you may sign up for one free of charge through Hotmail, Rocketmail, or Yahoo. *Please do not use classmates or instructors email to send chain letters and jokes.* This email is for the soul purpose of class activity and discussions. Your email must be set up in this manner: first letter of name and last name_hea250 @ domain.com. For example: ttupuola_hea250@yahoo.com. Upon setting up this email account you will then need to email your instructor that you've established an account for this course. If you are an existing or a former MOODLE Distant Learning student you can you the same login and email address.

Poster Presentation: Each student will be required to do *one* poster presentations on various disabilities. Requirements for poster will be described in the following attachment (15 points each). You will be deducted 5 points if you are not prepared on the scheduled date assigned.

Fact Sheet: Each student will develop a fact sheet about one disability that will be shared with the rest of the class (every student in the class should have a copy of your fact sheet during time of presentation). The format for the fact sheet is in the following attachment. The Fact Sheet should accompany the poster presentation (10 points). You will be deducted 5 points if your Fact Sheet is not prepared during time of your presentation to the class.

Forum Discussion: Each student will be required to respond to forum discussions posted on the MOODLE. Upon responding to the questions, you will also be required to 'reply' to *two* of your classmate responses. There should be a total of *three* responses (3 points each entry, total of 9 points). When replying or responding please use appropriate language and etiquette. All Forum Discussions are due the day of posting. Every late response will deduct 1 point.

Textbook: Each student is required to have a textbook. Under no circumstances will Xeroxing be provided. (5 points)

Assignments: There will be 3 assignments posted on line in which you will be required to complete during class time. (20 points each)

Community Visitation: Each student will be required to interview various service providers in the community of their services to individuals with disability. A written paper (15 points) will be required in addition to a short 2 min presentation (5 points). Total: 20 points

Evaluation Chapter Quiz: After each chapter there will be an evaluation quiz given to test your comprehension of what material was covered. You will not be graded or be given points, however, your participation in taking the Evaluation Chapter Quiz will help assist you for the Unit Exam. Although the evaluation chapter quiz is ungraded, you are still responsible and required to participate as part of your attendance.

Case Studies: Case studies will be given for you to analyze and answer questions relating to the cases. Case studies are to assess how you are able to analyze/evaluate, identify concerns, and dec(5 points)

Electronic devices in classroom:

Laptops: Students are allowed to use their laptops for note-taking purposes within the classroom. However, you are not allowed to connect to the college network without proper approval from the MIS office. Please see your instructor for more information.

Cell Phones/Text Messaging: To eliminate distraction during instruction, you are required to turn-off or program your mobile phone on 'silent' mode when class is in session. Text messaging during class is also considered a 'distraction' and will affect your points on participation.

Methods of Teaching

This course is Distance Learning that will be delivered via synchronous and asynchronous. By participating in the Email Discussion will help continue on going discussion of your thoughts and interacting with your classmates reflections. Videos will be used for analysis of various disabilities.

Due to the uniqueness of this course being delivered via distance learning, you are required to participate in the lecture and to login and actively participate with the assignments uploaded on the MOODLE.

Evaluation:

Attendance	3 pts x	31	=	93
Exam	50 pts x	3	=	150
Poster	15 pts x	1	=	15
Fact Sheet	10 pts x	1	=	10
Assignment	20 pts x	3	=	60
Case Studies	5 pts x	5	=	25
Forum Discussion	9 pts x	7	=	63
Community	10 pts		=	<u>10</u>
				426

Grading Scale:

A	426	-	395
A-	394	-	372
B+	371	-	345
B	344	-	321
B-	320	-	302
C+	301	-	284
C	283	-	267
C-	266	-	251
D+	250	-	239
D	238	-	226
D	225	-	214
F	213	-	Below

<u>Date</u>	<u>Chapter</u>	<u>Topic/Activity</u>	<u>Assignments/Due</u>	<u>Format</u>
15-Jan-08		Syllabus & Introductions		
17-Jan-08		Intro to Developmental Disabilities		Synchronous
22-Jan-08	1	Perceptions: "What is your perception of people with disabilities?"	Forum Discussion #1	Synchronous/ Asynchronous Computer Lab Demonstration
24-Jan-08		Case Study	Case Study #1	Asynchronous
		Evaluation Quiz	On-line	Asynchronous
29-Jan-08		Historical & Contemporary Trends in Services		Synchronous
31-Jan-08	2	People First Language Culture & Disability	Assignment #1 Forum Discussion #2	Asynchronous Asynchronous
5-Feb-08		Evaluation Quiz "Rain Man"	On-line	Asynchronous
7-Feb-08		"What are your thoughts about Autism?"	Forum Discussion #3	Synchronous/Video Asynchronous
12-Feb-08		The Principle of Normalization		Synchronous
14-Feb-08	3	Case Study	Case Study #1	Asynchronous
		Evaluation Quiz	On-line	Asynchronous
19-Feb-08		Fatu O Aiga Activity	Assignment #2	Asynchronous
		Legal Rights of Persons with Developmental Disabilities		Synchronous
		Video: I AM SAM		On Your Own
	4	What are rights of parents	Forum	Asynchronous
21-Feb-08		Case Study	Case Study #2	Asynchronous
		Evaluation Quiz	On-line	Asynchronous
26-Feb-08		UNIT I: EXAM	Exam #1	Synchronous & Asynchronous
28-Feb-08	5	The Process of Assessment		Synchronous
28-Feb-08		Self Evaluation Test	Activity	Asynchronous
		Evaluation Quiz	On-line	
4-Mar-08		The Interdisciplinary Team Process		Synchronous
6-Mar-08	6	Case Study	Case Study #3	Asynchronous
		Interdisciplinary Team Meeting	Forum Discussion #5	Asynchronous

11-Mar-08		Developing Instructional Strategies		Synchronous
13-Mar-08	7	Instructional Strategies Plan Basketball Player w/Autism		Asynchronous On-line video clip
18-Mar-08		Identifying & Measuring Behaviors		Synchronous
20-Mar-08	8	Intervention Plan Draft I Intervention Activity	On-line	Asynchronous Asynchronous
25-Mar-08		Principles of Behavior Intervention		Synchronous
27-Mar-08		Intervention Plan Draft II Video: Behavioral "Interventions Interventions!"	Forum	On Your Own Asynchronous
1-Apr-08	9	Video: "Beautiful Mind"	Discussion #6	Synchronous
3-Apr-08		Intervention Plan: Final	Assignment #3 DUE	Asynchronous
		Case Study	Case Study #4	Asynchronous
8-Apr-08		UNIT II: EXAM	Exam #2	Synchronous & Asynchronous
10-Apr-08	10	Human Sexuality: Guest Speaker, Dave Gabriel		Synchronous
		Video: "Disability & Motherhood"		On Your Own
		SPRING BREAK		
22-Apr-08		"SEX ED101 for People w/Disabilities"	Forum Discussion #7	Asynchronous
24-Apr-08		Community Outreach Project		Synchronous
29-Apr-08		Intervention Plan Presentation		Synchronous
1-May-08		Poster Preparation		Asynchronous
		FINAL EXAM WEEK		

INSTRUCTIONS for FACT SHEETS

Choose a Disability: (See attachment)

The Fact Sheet should include and be in the following format:

- Heading: no larger than 18 size font
- Body: no larger than 12 size font
- Font: Times or Roman Times
- Format: Double Space and indent for each paragraph

✓ CONTENT

- The cause of the disability
- Incidence
- Lifespan
- Interventions
- References: two websites
- Medical Concerns
- Characteristics
- Definitions
- Services that would be needed

INSTRUCTIONS for FACT SHEETS

Choose a Disability: (See attachment)

The Fact Sheet should include and be in the following format:

- Heading: no larger than 18 size font
- Body: no larger than 12 size font
- Font: Times or Roman Times
- Format: Double Space and indent for each paragraph

CONTENT

- The cause of the disability
- Incidence
- Lifespan
- Interventions
- References: two websites
- Medical Concerns
- Characteristics
- Definitions
- Services that would be needed

INDIVIDUAL PRESENTATION RUBRIC

Evaluating Student Presentation

Student Name: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____ (mins.)

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0-1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in a logical, and interesting sequence which audience can follow.	
Subject Knowledge	Student does not grasp the information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Using Other Modes of presenting	Student uses unrelated graphics , or no graphics or no use of other modes of presenting.	Student occasionally uses graphics or other modes that rarely supports the text and presentation.	Student's graphics or other modes of presenting relate to text and presentation.	Student's graphics and/or other modes of presenting explain and reinforce text and presentation.	
Mechanics	Student's presentation has four (4) or more spelling errors and/or grammatical errors.	Presentation has three (3) misspellings and/or grammatical errors.	Presentation has no more than two (2) misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, and seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces terms. Some audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Comments: _____

Total: _____

RESEARCH PAPER RUBRIC

Evaluating Student Research Paper

Student Name: _____ Date: _____ Instructor Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

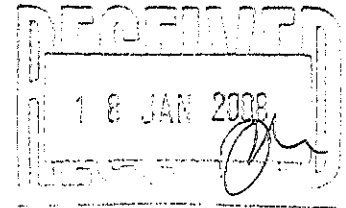
Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 – 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors..	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient .	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in the reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Comments: _____

Total Points: _____

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
Social Science Department



Course Alpha/Number: HIS 150 Semester / Year: Spr./2008
Course Title: American History I Days / Time: MWF10-10:50
Instructor: R.A. Baker Department: Soc Sci
Office Hours & Location: TR 7-11am, 1-2 pm, MWF 9-10am, 2-3 pm After 3 by
appointment, in the Soc Sci. office. Classroom: RM 8
Email Address: bakerrandall@yahoo.com Contact Phone: 699-9155ex 366

Required Textbook: America A Narrative History, Vol 1 George Tindall and David Shi

Additional Supplements: As needed

Prerequisite: ENG 150

I. Course Description: The course focuses on the economic, political, and social history of the American people to 1865. The students will also get an insight of how these institutions and policies shaped the history, attitude, and behavior of not only the people of the United States but the world.

II. Course Rationale: This course satisfies a History requirement for the AA degree and is transferable to a 4-year college/university.

III. Learning Objectives: After completing this course students will be able to:

1. Explain the development of the economic, political, and social institutions in the United States from the time of the 13 colonies to 1865.
2. Describe the subtle changes in the physical and social geography of the United States since the 13 colonies.
3. Locate important geographical locations and regions that major and important events took place which helped shaped the history of the United States during this period.
4. Identify key people and their contributions to the development of economic, political, and social institutions, as well as the policies that helped shaped the attitudes and behavior of the American people during this time period.

IV. Student Learning Outcomes (SLO): At the completion of this course the student will be able to:

1. explain general concepts, theories, models and ideas; (Aligned to Degree/Cert SLO: Communication skills)

2. write, speak and present information: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
3. conduct research, process information, and present appropriate findings: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
4. understand and appreciate the development of societies, cultures, and human histories: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
5. understand and build on social skills such as team work, community service, and interpersonal communications: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)

V. Course Requirements: Learning activities/assignments required for the course.

1. UNIT EXAMS

There will be four exams covering the chapters listed in the unit. Make up exams are strongly discouraged, however, if you have a valid excuse (with verification) and permission from instructor, then arrangements will be made with instructor; you can take the exam but 10 pts. will be deducted from your original total exam score. (Assessing LO's 1,2,3& 4, SLO's 1, 2, 3, & 4)

2. FINAL EXAM

There will be one comprehensive final exam at the end of the term. (Assessing LO's 1,2,3& 4, SLO's 1, 2, 3, & 4)

3. RESEARCH PAPER

Research Papers will be done as part of a team on a topic assigned by the instructor

Each paper will be 10 pages double-spaced.

Do not plagiarize

The deadline for the first paper is March 7, 2008, the second paper is due on April 23, 2008.

Late papers will be accepted but at a reduced grade.

(Assessing LO's 1,2,3& 4,SLO's 1, 2, 3, & 4)

VI. Method of Instruction:

1. This course will use lecture, group work, computer and library research to achieve the goals of the course. (Reinforcing LO's 1,2,3,& 4)

VII. Grading:

1. To receive a grade in the A range you must have an average of 90% or more on all exams, other class work, and take an active part in all class discussions and activities.

2. To receive a grade in the B range you must have an average of 80% or more on all exams other class work and take an active part in all class room discussions and activities.

3. To receive a grade in C range you must have an average of 70% or more on all exams, other class work and take an active part in all class discussions and activities.
4. Any grade less than a C is not transferable.

4 Unit exams	400 pts.
Final exam	100 PTS
Term papers will be worth	100 PTS each
16 Homework assignments @ 10 pts ea	160 PTS

* Points will be accumulated by individuals and added together; the total points for each area will be converted into %. the final grading is as follows;

A = 100-95%	A- = 94-90%	B+ = 89-87%
B = 86-84%	B- = 83-80%	C+ = 79-77%
C = 76-74%	C- = 73-70%	D+ = 69-67%
D = 66-64%	D- = 63-60%	F = 59% below

VIII. Last day to officially withdraw from the course. See "2008-2008 ASCC *Academic Calendar*" in the catalog.

Last day to withdraw with a "W" is March 14, 2008, last day to withdraw with a "W/F" is April 3, 2008, last day to withdraw from ASCC is May 2, 2008.

IX. Attendance Policy: See *Catalog "Academic Policies & Procedures"* section.

Attendance is absolutely mandatory. The ASCC attendance policy will be strictly enforced. You are required to attend class as scheduled and students with excessive absences (6 maximum) will be automatically dropped from the course. Tardiness is very disruptive and will not be tolerated. If, for any reason you miss the first day of instruction, (Jan 14, 2008) you may be administratively dropped from the course.

Tentative Course Topical Outline:

PACING HIS 150 Spring 2008

Jan 14, 2008 Course Overview and Syllabus

PART ONE

Jan 16-18, 2008

Jan 23-25, 2008

Jan 28-30, 2008

Feb 1-4, 2008

Feb 6-8, 2008

A New World

CH. 1 The Collision of Cultures

CH. 2 England and Its Colonies

CH. 3 Colonial Ways of Life

CH. 4 The Imperial Perspective

CH. 5 From Empire to Independence

Feb 11, 2008 Unit One Review
Feb 13, 2008 Unit One Exam

PART TWO

Feb 15-20, 2008 CH. 6 the American Revolution
Feb 22-25, 2008 CH. 7 Shaping a Federal Union
Feb 27-29, 2008 CH. 8 The Federalist Era
Mar 3-5, 2008 CH. 9 The Early Republic
Mar 7, 2008 First Term Paper Due
Mar 7, 2008 Unit Two Review
Mar 10, 2008 Unit Two Exam

Building a Nation

PART THREE

Mar 14-17, 2008 CH. 10 Nationalism and Sectionalism
Mar 19-24, 2008 CH. 11 The Jacksonian Impulse
Mar 26-28, 2008 CH. 14 Manifest Destiny
Mar 31, 2008 Unit Three Review
Apr. 2, 2008 Unit Three Exam

An Expansive Nation

PART FOUR

Apr. 4-7, 2008 CH. 15 The Old South
Apr. 9-11, 2008 CH. 16 The Crisis of the Union
Apr. 21-23, 2008 CH. 17 The War of the Union
Apr. 23, 2008 Second Term Paper Due
Apr. 25-28, 2008 CH. 18 Reconstruction: North and South
Apr. 30, 2008 Unit 4 Review
May 2, 2008 Unit 4 Exam

A House Divided

You are responsible for all readings. The exams will contain material that may not have been covered in the lectures or class discussions.

RESEARCH PAPER RUBRIC
Evaluating Student Research Paper

Student Name: _____ Date: _____ Instructor Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

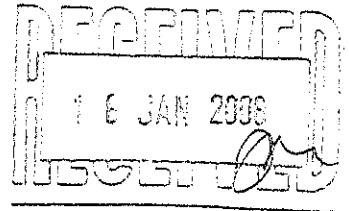
Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 – 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors.	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient.	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in the reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Comments: _____

Total Points: _____

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
Social Science Department



Course Alpha/Number: HIS 170 Semester: Spring 2008
Course Title: World Civilization I Days / Time: MWF 8-8:50
Instructor: R.A. Baker Department: Soc Sci
Office Hours & Location: TR 7-11am, 1-2 pm, MWF 9-10am, 2-3 pm After 3 by
appointment. in the Soc Sci. office. Classroom: RM 10
Email Address: bakerrandall@yahoo.com Contact Phone: 699-9155ex 366

Required Textbook: The Earth and Its People Vol 1 Richard W. Bullett, et al
Additional Supplements: As needed
Prerequisite: ENG 150

I. Course Description: Man's struggle from the earliest times to the 16th century, with emphasis on major world areas, including the development of institutions, ideas, etc.; cultural, social, and economic movements which have had an impact on the course of human progress.

II. Course Rationale This course satisfies a History requirement for the AA degree and is transferable to a 4-year college/university.

III. Learning Objectives: After completing this course students should be able to:

1. describe significant changes that contributed historically to Europe, Asia and the world from the beginning of man to 1500 C.E.
2. identify important person(s) that contributed and influenced the formation and modifications in world history within the time frame covered.
3. develop an understanding of past events that took place in world history from the beginning of man to 1500 C.E.
4. relate and apply themselves to the various circumstances that were undergone in each of the periods of time discussed in world civilizations.
5. gain an appreciation for the struggles, trials, tribulations, movements, and contributions that man was and has been engaged in making world history.

IV. Student Learning Outcomes (SLO): At the completion of this course the student will be able to:

1. explain general concepts, theories, models and ideas; (Aligned to Degree/Cert SLO: Communication skills)

2. write, speak and present information: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
3. conduct research, process information, and present appropriate findings: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
4. understand and appreciate the development of societies, cultures, and human histories: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
5. understand and build on social skills such as team work, community service, and interpersonal communications: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)

V. Course Requirements: Learning activities/assignments required for the course.

1. UNIT EXAMS

There will be four exams covering the chapters listed in the unit. Make up exams are strongly discouraged, however, if you have a valid excuse (with verification) and permission from instructor, then arrangements will be made with instructor; you can take the exam but 10 pts. will be deducted from your original total exam score. (Assessing LO's 1,2,3, 4& 5, SLO's 1, 2, 3, 4, & 5)

2. FINAL EXAM

There will be one comprehensive final exam at the end of the term. (Assessing LO's 1,2,3, 4,& 5, SLO's 1, 2, 3, & 4)

3. RESEARCH PAPER

Research Papers will be done as part of a team on a topic assigned by the instructor.

Each paper will be 10 pages double-spaced.

Do not plagiarize.

The deadline for the first paper is March 7, 2008, the second paper is due on April 23, 2008.

Late papers will be accepted but at a reduced grade.

(Assessing LO's 1,2,3, 4, & 5,SLO's 1, 2, 3, & 4)

VI. Method of Instruction:

1. This course will use lecture, group work, computer and library research to achieve the goals of the course. (Reinforcing LO's 1, 2, 3, 4, & 5)

VII. Grading:

1. To receive a grade in the A range you must have an average of 90% or more on all exams and take an active part in all class discussions and activities.

2. To receive a grade in the B range you must have an average of 80% or more on all and take an active part in all class room discussions and activities.

3. To receive a grade in C range you must have an average of 70% or more on all exams, and take an active part in all class discussions and activities.
4. Any grade less than a C is not transferable.

4 Unit exams	400 pts.
Final exam	100 PTS
Research papers will be worth	100 PTS each
16 Homework assignments @ 10 pts ea	160 PTS

* Points will be accumulated by individuals and added together; the total points for each area will be converted into %. the final grading is as follows:

A = 100-95%	A- = 94-90%	B+ = 89-87%
B = 86-84%	B- = 83-80%	C+ = 79-77%
C = 76-74%	C- = 73-70%	D+ = 69-67%
D = 66-64%	D- = 63-60%	F = 59% below

VIII. Last day to officially withdraw from the course. See "2008-2008 ASCC Academic Calendar" in the catalog. Last day to withdraw with a "W" is March 14, 2008, last day to withdraw with a "W/F" is April 3, 2008, last day to withdraw from ASCC is May 2, 2008.

x..Attendance Policy: See Catalog "Academic Policies & Procedures" section. Attendance is absolutely mandatory. The ASCC attendance policy will be strictly enforced. You are required to attend class as scheduled and students with excessive absences (6 maximum) will be automatically dropped from the course. Tardiness is very disruptive and will not be tolerated. If, for any reason you miss the first day of instruction, (January 14, 2008) you may be administratively dropped from the course

XI. Tentative Course Topical Outline:

MEETING SESSION DATE	ASSIGNMENTS/PROJECTS
Jan. 14, 2008	Course Overview/Moodle Registration

PART ONE

	<u>The Emergence of Human Communities</u>
Jan. 16-18, 2008	CH. 1 Nature, Humanity, and History
Jan. 23-25, 2008	CH. 2 The First River-Valley Civilizations
Jan. 28-30, 2008	CH. 3 New Civilizations in the Eastern and Western Hemispheres
Feb. 1-4, 2008	CH. 4 The Mediterranean and Middle East
Feb. 6, 2008	Unit One Review
Feb. 8, 2008	Unit One Exam

PART TWO

	<u>The Formation of New Cultural Communities</u>
Feb. 11-13, 2008	CH. 5 Greek and Iran
Feb. 15-20, 2008	CH. 6 An Age of Empires: Rome and Han China
Feb. 22-25, 2008	CH. 7 India and Southeast Asia
Feb. 27, 2008	Unit Two Review
Feb. 29, 2008	Unit Two Exam

PART THREE

Mar. 3-5, 2008

Mar. 8, 2008

Mar. 7-10, 2008

Mar. 12-14, 2008

Mar. 17-19, 2008

Mar. 24-26, 2008

Mar. 28, 2008

Mar. 31, 2008

Growth and Interaction of Cultural Communities

CH. 8 Networks of Communication and Exchange, 300

First Research Paper Due

CH. 9 The Sasanid Empire and the Rise of Islam

CH. 10 Christian Europe Emerges

CH. 11 Inner and East Asia

CH. 12 Peoples and Civilizations of the Americas

Unit Three Review

Unit Three Exam

PART FOUR

Apr. 2-4, 2008

Apr. 7-9, 2008

Apr. 21-23, 2008

Apr. 23, 2008

Apr. 25-28, 2008

Apr. 30, 2008

May 2, 2008

Interregional Patterns of Culture and Contact

CH. 13 Mongol Eurasia and its Aftermath

CH. 14 Tropical Africa and Asia

CH. 15 The Latin West

Second Research Paper Due.

CH. 16 The Maritime Revolution

Unit 4 Review

Unit 4 Exam/

You are responsible for all readings, exams will cover material that has not been discussed in lectures or class discussions.

RESEARCH PAPER RUBRIC
Evaluating Student Research Paper

Student Name: _____ Date: _____ Instructor Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

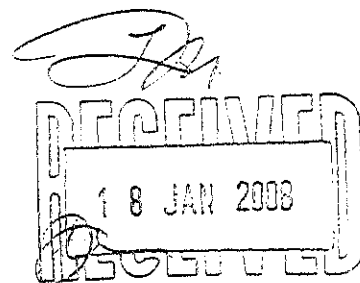
Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 – 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions.	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it.	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors.	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient.	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in the reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Total Points: _____

Comments:

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM



Course Alpha/Number: MATH 250 (Sec. 01) 4⁰ Semester / Year: Spring 2008

Course Title: College Algebra & Trigonometry Days / Time: MWF 8-9:20

Course Credits: 4 TR: 9:30-11:20

Instructor: Laa Liufau Department: Mathematics

Office Hours & Location: A16: 11-12 (mwf): 12 - 1 (tr) Classroom: A14

Pre-requisite: MAT 151 or Placement Test

Email Address: laau_stick@yahoo.com Contact Phone: 699-9155 ext. 355

Home: 699-4831

Cell: 731-6705

Required Textbook: College Algebra and Trigonometry - A Contemporary Approach

Additional Supplements: Notebook, Scientific Calculator, papers for homework

I. Course Description (Paragraph Description from Catalog): A minimum math course required for all Associate of Arts students. Basic algebraic properties of real numbers, linear and quadratic equations and inequalities, functions and graphs, analytic trigonometry and functions, logarithmic and exponential functions, conic sections, sequences and series. An introduction of analytical geometry is also presented. Designed for students wishing to go on to four-year college programs. A scientific calculator is required.

II. Course Rationale (Brief statement on how students may use this course, i.e. transfer, degree requirements, elective, pre-requisite...) MAT 250 is the required math course for graduation. It is transferable and can also be used as an elective. It is an excellent course for surveyors, engineers, and future math instructors. College Algebra and Trigonometry is the minimum math course required of students who will be taking advanced mathematics courses such as calculus, differential equations, and etc.

III. Learning Objectives: Identify the "content" or subject-matter" objectives students will learn from the course. Upon completion of this course students will be able to: 1) factor complex polynomial expressions 2) solve linear, absolute-value, rational & radical equations and inequalities 3) construct composite functions 4) find the inverse of a function 5) graph exponential and logarithmic functions 6) solve problems modeled by exponential and logarithmic equations 7) find values of trigonometric functions 8) graph trigonometric functions 9) solve oblique triangles 10) verify that a trigonometric equation is an identity and 11) graph parabolas, ellipses, circles, and hyperbolas.

IV. Student Learning Outcomes (SLO): Identify learning outcomes (knowledge, skills, attitudes) students will develop at the end of the course beyond the content or subject matter. (see degree and certificate SLO's) Upon completion of this course students will be able to: 1) apply technology to locate, interpret, organize and present mathematical data, 2) recognize relevance of mathematics to life-long learning 3) demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions. 4) to teach algebra and trigonometry in local high schools as well as schools off island.

V. Course Requirements: Learning activities/assignments required for the course.

It is mandatory for each student to obtain a copy of the textbook and also have a scientific calculator. Students are also required to do the homework and turn them in at the start of the class period for the chapter(s) tests (see schedule). Homework is the personal responsibility of the student. The homework sheet will be handed out on the first day of class. Homework turn in a day late will be half a point, and those turn in 2 days late will get "no point." Refer to the class schedule for chapter(s) tests dates. Make-up tests are allowed provided that the following conditions are satisfied: 1) must have a legitimate excuse for being absent 2) must be taken before the next class meeting. Once the test papers have been handed back, there will be absolutely no make-ups allowed regardless of your excuses. Students will be given one whole week to come up with a copy of the textbook. If a student does not have a textbook by Monday or Tuesday (for TR classes) of the second week, he will be asked to leave. He will be allowed back only if he brings with him a copy of the textbook. If it takes him at least three class meetings for MWF classes or two class meetings for the TR classes to get a copy of the text, then he will be administratively dropped.

VI. Methods of Instruction: Paragraph description how the course will be taught, indicating, lecture, lecture/lab, group discussions or other primary forms of instruction; frequency activities; field-trips. Lecturing will be the main teaching method. Group works will also be utilized as well as having students solve and explain solutions of specific problems on the chalkboards.

VII. Grading:

1. Clarify whether you will use a letter grade system or a point system. If you will use a point system, explain final point and letter grade equivalents.
2. Explain the weighting of course components:
 - a. Component 1 (e.g., exercises), weight (% or points)
 - b. Component 2 (e.g. quizzes), weight
 - c. Component 3 (e.g., interim exams), weight
 - d. Component 4 (e.g., participation), weight
 - e. Component 5 (e.g., attendance), weight
 - f. Component 6 (e.g., final exam), weight

Or, in competency-based courses, explain the level at which each competency must be mastered in order to complete the course.

- 20% of the final grade is from the homework
- 10% is from the quizzes
- 50% is from the chapter tests
- 20% is from the final exam
- Attendance and participation will also be considered for border-line grades.

Grades Breakdown:

94 - 100%	A	78 - 79%	C+
90 - 93%	A-	74 - 77%	C
88 - 89%	B+	70 - 73%	C-
84 - 87%	B	68 - 69%	D+
80 - 83%	B-	64 - 67%	D
		60 - 63%	D-
		Below 60%	F

3. Explain how difficult-to-quantify things such as effort, improvement, and participation will be graded, if graded.

Participation and attendance will be considered for border-lined grades.

VIII. Last day to officially withdraw from the course. See "2006-2008 ASCC Academic Calendar" in the catalog. Feb. 4 – Mar. 14:: Withdrawal period to receive a "W"

Mar. 17 – Apr. 3: Withdrawal period to receive a "W/F" or W/NP"

IX. Attendance Policy: See *Catalog "Academic Policies & Procedures"* section. _____

Six absences for the MWF class and four for the TR class are allowed. If a student exceeds his maximum allowed absences, he will be administratively dropped. Or Refer to Attendance Policy in the catalog, p. 26.

MATH 250

Spring 2008
 Instructor: Laau Liufau
 Time: 8-9:20
 Days: MWF
 Room: A-14

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Jan 14 Intro. + 1.1	15	16 1.2 - 1.3	17	18 1.4 - 1.5	
	21 HOLIDAY Martin Luther King	22	23 1.6 - 1.8	24	25 <i>Test #1</i>	
	28 T#1 Rev. + 2.1	29	30 2.2 - 2.3	31	Feb. 1 2.4 - 2.5	
	4 2.6 - 2.7	5	6 2.8 + Review	7	8 <i>Test #2</i>	
	11 T #2 Review + 3.1	12	13 3.2 - 3.3	14	15 3.4 - 3.5	
	18 HOLIDAY President's Day	19	20 3.6 + Review	21	22 <i>Test #3</i>	
	25 T #3 Review + 4.1	26	27 4.2 - 4.3	28	29 4.4 - 4.5	
	Mar. 3 <i>Test #4</i>	4	5 T#4 Review + 5.1	6	7 5.2 - 5.3	

	10 5.4 + Review	11	12 <i>Test #5</i>	13	14 T #5 Review + 6.1	
	17 6.2 - 6.3	18	19 6.4 - 6.5	20	21 HOLIDAY Good Friday	
	24 6.6 + Review	25	26 <i>Test #6</i>	27	28 T #6 Review +7.1	

MATH 250

Spring 2008

Instructor: Laau Liufau

Time: 8-9:20

Days: MWF

Room: A-14

	31 7.2 - 7.3	Apr. 1	2 7.4 +Review	3	4 Test #7	
	7 T #7 Review + 8.1	8	9 8.2	10	11 T #8	
	14 SPRING	15 BREAK	16 SPRING	17 BREAK	18 Spring Break	
	21 T #8 Review	22	23 9.1	24	25 9.2	
	28 9.3	29	30 9.4+ Review	May 1	2 Review	
	5 FINALS	6 EXAM	7 WEEK	8	9	

This schedule is subject to change at the instructor's discretion.

MATH 250

Spring 2008

Instructor: Laau Liufau

Time: 9:30 - 11:20

Days: TH

Room: A14

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Jan 14	15 Intro. 1.1-1.2	16	17 1.3 - 1.5	18	
	21 HOLIDAY Martin Luther King	22 1.6 - 2.8	23	24 Test #1	25	
	28 ✓	29 T #1 Rev. + 2.1 & 2.2 if time permits	30	31 .2.3 - 2.5	Feb. 1	
	4	5 2.6 - 2.8	6	7 Test #2	8	
	11	12 T #2 Rev. + 3.1	13	14 3.2 - 3.3	15	
	18 HOLIDAY President's Day	19 3.4 - 3.5	20	21 3.6 + Review	22	
	25	26 Test #3	27	28 T #3 Rev. + 4.1	29	
	Mar. 3	4 4.2 - 4.3	5	6 4.3 - 4.4	7	
	10	11 Test #4	12	13 T #4 Rev. + 5.1	14	
	17	18 5.2 - 5.3	19	20 5.4 - 5.5	21 HOLIDAY Good Friday	
	24	25 Test #5	26	27 T#5 Rev. + 6.1	28	
	31	Apr. 1 6.2 - 6.3	2	3 6.4 - 6.5	4	
	7	8 6.6 + Review	9	10 Test #6	11	
	14 SPRING	15 BREAK	16 SPRING	17 BREAK	18 Spring Break	

MATH 250

Spring 2008

Instructor: Laau Liufau

Time: 9:30 - 11:20

Days: TH

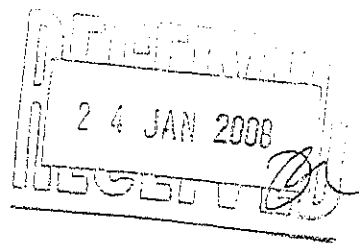
Room: A14

	21	22 T #6 Rev. + 7.1	23	24 7.2 - 7.3	25	
	28	29 8.1 - 8.2	30	May 1 Test #7	2	
	5 FINALS	6 WEEK	7 FINALS	8 WEEK	9	

This schedule is subject to change at the instructor's discretion.

ASCC
Math 250
Assignment Sheet
Instructor: Laau Liufau

- 2.1: 1, 7, 11, 13, 17, 19, 11, 12, 17, 37, 38, 39
2.2: 4, 13, 21, 27, 31, 34, 43
2.3: 9, 11, 14, 20, 23, 27, 35, 44, 49, 50, 57, 62, 63, 67
2.4: 3, 8, 11, 15, 17, 23, 27, 35, 43, 44, 47, 53
2.5: 1, 5, 0, 21, 30, 43, 47, 53, 57, 85
2.6: 1, 3, 7, 13, 15, 25, 27, 35, 37, 47, 51, 56
2.7: 3, 4, 7, 10, 15, 10, 23, 25, 29, 37, 45
2.8: 1, 10, 12, 13, 27, 31, 35, 43
3.1: 1, 4, 8, 13, 15, 17, 25, 35, 42, 53, 57, 65
3.2: 2, 9, 13, 14, 10, 25, 33, 35, 39, 42, 49, 52
3.3: 1, 8, 17, 21, 24, 25, 29, 31
3.4: 1, 3, 9, 11, 17, 21, 25, 29, 31
3.5: 1, 2, 9, 11, 17, 21, 25, 29, 35, 39
3.6: 1, 5, 7, 11, 15, 17, 23, 27, 29, 33, 37
4.1: 1, 3, 5, 6, 13, 15, 17, 19, 20
4.2: 1, 3, 5, 6, 13, 15, 21, 25, 27, 29, 31, 35, 39, 45
4.3: 1, 3, 5, 15, 19, 21, 27, 29, 31, 35, 45
4.4: 1, 5, 0, 11, 13, 21, 17, 24, 49
4.5: 1, 7, 9, 11, 13, 17, 25, 27, 31, 35, 39, 41
5.1: 1, 7, 0, 15, 21, 23, 25
5.2: 1, 5, 9, 11, 13, 17, 23, 31, 38, 29, 43, 53, 58
5.4: 1, 7, 11, 15, 19, 23
6.1: 1, 9, 11, 15, 17, 25, 27, 31, 27, 41, 46, 47, 49, 51
6.2: 1, 11, 13, 21, 23, 27, 29, 31, 37, 41, 47, 51
6.3: 1, 3, 7, 9, 11, 15, 21, 27, 29, 35, 41, 45, 47, 51
6.4: 1, 3, 9, 10, 15, 21, 23, 27, 3, 33, 49
6.5: 1, 4, 11, 17, 19, 21
6.6: 1, 3, 9, 11, 23, 31, 33, 35, 37, 43, 45, 49, 51
7.1: 1, 7, 13, 15, 23, 27, 31, 37, 41, 47, 53, 59, 65
7.2: 1, 3, 9, 13, 19, 21, 23, 25, 33, 37, 43
7.3: 1, 7, 9, 13, 17, 18, 21, 25, 29, 31, 34, 35, 37
7.4: 1, 5, 9, 15, 21, 25, 29, 35, 41, 51, 55, 61
8.1: 1, 4, 7, 9, 15, 23, 29, 33
8.2: 1, 4, 5, 9, 11, 21, 29, 35, 39, 41
9.1: 1, 3, 11, 16, 21, 27, 33
9.2: 1, 9, 13, 15, 17, 23, 29
9.3: 1, 4, 9, 15, 17, 19
9.4: 1, 5, 7, 11, 13, 17, 19, 31, 23, 27, 35



American Samoa Community College
Math Department

MATH RUBRIC

Class activity to be assessed: Individual/Group Presentations on Problem Solving
Math 250- College Algebra & Trigonometry / *MATH 280 - CALCULUS I*

Institutional SLOs Addressed:

- Communication Skills (Reading, Speaking, and Listening Skills)
- Life Skills (Problem Solving and Using Technology-ex. Graphing Calculators)

Math Department SLOs Addressed:

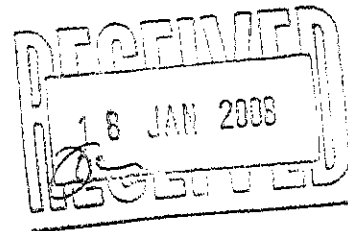
Four out of six Student Learning Outcomes

Skills	Criteria				Scores
	Poor 1 pt	Fair 2 pts	Good 3 pts	Excellent 4pts	
<u>Reading:</u> Students must be able to read and relate to mathematical concepts. Finding out what is the data, what is unknown and what is the condition.	Lack the ability to relate the material to mathematical concepts.	Demonstrates Minimal level of knowledge of the data, unknowns and conditions presented by the problem.	Clear explanation on identifying the data and the unknowns. Has missed some minor key points.	Excellence Overall, no weaknesses Can identify and relate all the data, unknowns and condition to mathematics.	
<u>Understanding:</u> Student shows strong evidence of understanding the problems and be able to summarize in their own words.	Attempts, but demonstrates no understanding of the problem.	Minimal understanding of the problem.	Understands the problem	Excellent understanding of the problem. Shows and Explains more than the problem asks.	
<u>Organizing:</u> Student has the ability to analyze the problem by looking for key terms used in mathematics. Devising a plan on what mathematical approach needed to solve the problem. Has the ability to translate word problems to mathematical equations	Lack organization of thought. Unable to generate any strategies to solve the problem.	Disorganized approach to the problem. Begins but fail to complete the process	Work demonstrates some organization.	Work is clearly organized and includes diagrams or step by step analysis.	

24 JAN 2008

<p><u>Communicating:</u> Ability to communicate orally/writing. Student shows the ability of carrying out the plan. Translating the problem by using graphs or diagrams. Visual Demonstration of solving equations by applying mathematical concepts.</p>	<p>There is no explanation of the solutions and inappropriate use of mathematical representations, notations, and terminologies.</p>	<p>There is incorrect explanation. There is some appropriate mathematical representation.</p>	<p>There is a clear explanation. There is effective usage of mathematical terminology and notation.</p>	<p>There is a clear and effective explanation detailing how the problem is solved. Precise and appropriate usage of mathematical terminology and notation.</p>	
<p><u>Assessing/Checking:</u> Student has the ability to evaluate and check whether the solution makes any sense to the problem.</p>	<p>Has no knowledge of reevaluating the solution.</p>	<p>Minimal knowledge of assessing the solution.</p>	<p>Has knowledge of assessing solutions but lacks information on the interpretation.</p>	<p>There is strong evidence of how to re-evaluate solutions and has an excellent interpretation of what the solution represents.</p>	

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM



Course Alpha/Number: Math 280-01 Semester/Year: Spring 2008
Course Credit: 5 Section: 01
Course Title: Calculus I Days/Time: MWF 1:00 - 2:50
Instructor: Letupu T. Moananu
Pre-requisite: Math 250 Department: Mathematics
Office Hours & Location: Classroom: A-14
MWF 10:00 - 11:00 A16 Contact Phone: 699-9155 ext. 355
Or schedule an appointment with the instructor
Email Address: l.moananu@amsamoa.edu

REQUIRED TEXTBOOK:

Calculus with Analytic Geometry by Robert Ellis and Denny Gulick: 1995 Holt, Rinehart and Winston Inc.
A graphing/scientific calculator is required for this class.

ADDITIONAL SUPPLEMENTS:

- Additional materials from other math references
- Practice tutorial problems on the internet
- Graphing/scientific calculator manual
- Service Learning Project Material

I. COURSE DESCRIPTION:

A short review of functions is followed by an in depth study of limits. Continuous functions and limit theorems are presented. The derivatives including derivatives of composite functions, implicit differentiation and higher order derivatives. Applications of the derivative include the following: maxima and minima, Rollers concavity, limits at infinity, infinite limits, applied extreme problems, and anti-derivatives. The properties of the definite integral and indefinite integral are explored. Applications of the integral include the following: area, volume or revolution, volume by slicing, arch length, work, liquid pressure and the average value of a function. A graphing calculator is required.

II. COURSE RATIONALE:

This course is designed to meet the needs of students enrolled in an advanced math course. It is a transferable course that could be taken as a math requirement for the Associate of Arts Degree. Calculus is a branch of mathematics that is used extensively in many disciplines of study. It is a recommended course for students wishing to pursue an advanced degree in mathematics or related field.

III. LEARNING OBJECTIVES:

1. To provide students with a broad knowledge of functions
2. To develop an understanding of the definition and theorems involving limits and continuity.
3. To provide students with the opportunities to explore, identify, and apply the concept of DERIVATIVES
4. To examine, identify and simplify inverse functions which includes the use of L'Hopital's rule, exponential functions, logarithmic functions and Hyperbolic functions.
5. To provide students with the knowledge of INTEGRALS(definite and indefinite integral)

All the course objectives are aligned to each of the following SLO's

IV. STUDENT LEARNING OUTCOMES(SLO's):

Upon completion of this math course, students will be able to:

Communication Skills

- a) Understand and appreciate the fundamental concepts of mathematics and its usefulness in everyday life.
- b) Comprehend, interpret and evaluate mathematical concepts presented by a math instructor.

Life Skills

- a) Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions.
- b) Apply technology(scientific/graphing calculator) to locate, interpret, organize and present mathematical data.

Job Skills

- a) Identify and apply acquired mathematical knowledge and skills to real work situations and addressing in class tasks
- b) Recognize relevance of mathematics to life long learning.

V. COURSE REQUIREMENTS:

It is mandatory for each student to obtain a copy of the required textbook and a scientific/graphing calculator. Students will be required to do a Service Learning Project as part of their grade. Each student will be required to hold math tutorial sessions for students enrolled in Math 250, remedial math students, high school of your choice or even at PICED. You will be required to meet 40 contact hours through out the semester. More information on the Service Learning Project will be discussed in class. Students will also be required to present at least a problem in class. Rubrics will be provided to assess student's performance.

1. Four in class exams
2. Quizzes every two weeks
3. Assigned homework on the topical outline
4. Individual/Group presentations on the board
(Addressing Communication Slo's a and b as well as the Life Skills Slo's a and b)

5. Comprehensive Final Examination "mandatory"
6. Service Learning Project is required for all students
(Also addressing communication slo's and Life skills slo's)

VI. METHOD OF INSTRUCTIONS:

A range of teaching approaches will be employed including traditional lectures. Students will be invited to participate in constructive and cooperative approaches of learning that will include demonstration of problems on the board, group presentations and group activities. Problem solving will be used extensively in group presentations and group activities. Service Learning will be another method of teaching that will be employed in this class. Service Learning allows students to engage in hands-on service in the community, by providing tutorial for students in the public schools, here on campus or at PICED.

Demonstration of problems on the board (Life Skills slo's and Communication slo's)
Service Learning project (Life skills, Communication skills and Job skills)
Lecturing (Communication skills, Life skills and Job skills)

VII. GRADING

- Four in-class exams 40%
- Quizzes 15%
- Homework 10%
- Service Learning Project 10%
- Participation(presentations) 5%
- Comprehensive Final Exam 20%

		A	100 -94%	A-	93 - 90%
B+	89 - 87%	B	86 - 84%	B-	83- 80%
C+	79 - 77%	C	76 - 74%	C-	73 - 70%
D+	69 - 67%	D	66 - 64%	D-	63 - 60%
		F	59% and below		

Withdraw Period to Receive a "W" Feb.4 - March 14
 Withdraw Period to Receive a "W/F" March 17 - April 3

VIII. ATTENDANCE POLICY:

Attendance is critical in passing this course. Students must comply with the ASCC Attendance Policy. Refer to catalog under Attendance Policy.

Since tardiness is a form of absenteeism, the instructor has come up with the following: 20 minutes late is considered a tardy and three tardies are considered one absent. Students must also respect the rights of other students to learn without distraction. Therefore, children are not allowed in the classrooms, and cellular phones, pagers, must be turned off or placed in silent mode. Food and drinks are not allowed in the classroom as well

Note: The topical outline is subject to change

TENTATIVE COURSE TOPICAL OUTLINE
Calculus 1 - Math 280 Sec. 01

Dates/Meeting Sessions	Sections Discussed	Assignments and Projects
Mon. Jan. 14	No Class	
Wed. Jan. 16	Discussion of Syllabus Sec. 1.1- 1.2(Real numbers, points and lines in the plane	Pg.9 #14,28,38,55,72,81,88 Pg.17 #2,10,16,26,48,62,64,66
Fri. Jan. 18	Sec. 1.3 -1.4(Functions and Graphs)	Pg. 24 #12,32,44,46,50,58 Pg.32. #10,20,26,38,54,58
Mon. Jan. 21	Martin Luther's Holiday Read the following	
	Sec. 1.5 - 1.6(Aids to Graphing and combining functions	Pg. 41. #8,26,34,40,54 Pg. 48. #8,14,18,26,40,48,64,66
Wed. Jan. 23	Sec. 1.7 - 1.8(Trigonometric functions, exponential and logarithmic functions	Pg. 56.#3,6,16,24,28,40,42,44 Pg.66 #8,12,28,34,47,50,52
Fri. -Jan. 25	Sec. 2.1- (Informal Discussion of limit)	Pg.78 #6,14,18,24,28,36,40,48
Mon. -Jan 28	Quiz 1 on chapter 1 Sec. 2.2 - 2.3(Definition of Limit and Intro. Limit Theorem and continuity)	Pg. 88#10,14,20,24,26,40 Pg. 95 #2-34 even, 40,46,52,68
Wed. -Jan. 30	Sec. 2.3 continue Limit Theorem and Continuity	Complete previous homework
Fri. Feb. 1	Sec. 2.4(The Squeezing Theorem and Substitution Rule	Pg. 105 #2-32 even, #46,50&62
Mon. Feb. 4	Quiz 2- (2.1- 2.4) Sec. 2.5(One-sided and Infinite Limits	Pg. 114 #6,14,25,36,44,50,56,72,84
Wed. -Feb. 6	Sec. 2.6(Continuity on Intervals and the Intermediate Value Theorem	Pg. 123 #2,8,14,22,32,53,54
Fri. -Feb. 8	Continue sec. 2.6 on Intermediate Value Theorem/ Review of Ch.2	Complete previous homework
Mon. -Feb. 11	TEST 1 on Chapter 2	

Wed. -Feb. 13	Sec. 3.1 (The Derivatives)	Pg. 135 #8,10,16,18,23,27,34,38,72,74,76
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Fri. Feb. 15	Sec. 3.2-3.3 (Differential Functions and Derivatives of Combinations of functions)	Pg. 144 #6,8,16,20,30,38,42,44 Pg.156 #2-52 even #68,70
Mon-Feb. 18	President's Day Holiday	
Wed-Feb. 20	Quiz 3(3.1 - 3.3) Sec. 3.4(The Chain Rule)	Pg. 166 #4-70 multiples of 4, 74
Fri-Feb. 22	Sec.3.5 (Higher Derivatives)	Pg. 172 #3 -37 odd,40,42,54,62,66,82,83
Mon-Feb. 25	Sec. 3.6(Implicit Differentiation)	Pg. 178 # 2- 20 even,25,31,33,36,40,44,53
Wed-Feb. 27	Quiz 4(3.4 - 3.6) Sec. 3.7(Related Rates)	Pg. 185 # 1 - 13 odd 15,19,21,28,30
Fri-Feb. 29	Continue Sec. 3.7 & Review chapter. 3	Complete previous homework
Mon-March 3	EXAM 2 on Chapter 3	
Wed- March 5	Sec. 4.1(Maximum and Minimum Values)	Pg. 212 #2 - 32 even, 44,46,51,54
Fri-March 7	Sec. 4.2(The Mean Value Theorem)	Pg. 217 #2-22 even
Mon-March 10	Sec. 4.3(Applications of the Mean Value Theorem)	Pg.224 # 4-48 multiples of 4
Wed.- Mar. 12	Quiz 5(4.1 - 4.3) Sec. 4.4 (Exponential Growth and Decay)	Pg. 231 #4,7,8,10,13,16,22
Fri. - Mar. 14	Sec. 4.5 (The First and Second Derivative Test)	Pg. 239 # 4 -56 multiples of 4
Mon. - Mar. 17	Sec. 4.6(Extreme values on an arbitrary Interval)	Pg. 246 #2,8,11,15,16,18,29,30
Wed. - Mar. 19	Sec. 4.7(Concavity and Inflection points)	Pg. 255 #2 - 40 even
Fri. - Mar. 21	Good Friday Holiday	
Mon. -Mar. 24	Quiz 6(4.4-4.7) Sec. 4.8 (Limits at Infinity)	Pg. 264 #2 - 46 even
Wed. - Mar. 26	Sec. 4.9(Graphing) Review	Pg. 270 #4 -42 multiples of 4
Fri- March 28	Exam 3 on chapter 4 Sec. 5.1 (Preparation for the Definite Integral)	Pg. 287 #4,6,12,22,24,26,35
Mon. - March 31	Sec. 5.2(The Definite Integral)	Pg. 298 #4,9,16,22,24,29,64
Wed. - Apr. 2	Sec. 5.3(Special Properties	Pg. 309 # 2 - 24 even

	of the Definite Integral)	
Fri.- Apr. 4	Continue previous lesson	
Mon.- Apr. 7	Quiz 7(5.1- 5.3) Sec. 5.4 (The Fundamental Theorem of Calculus	Pg. 318 # 4 -50 multiples of 4
Wed. - Apr. 9	Sec. 5.5 (Indefinite Integral and Integration Rules	Pg. 326 # 2- 50 even
Fri.- April 11	Sec. 5.6 (Integration by substitution)	Pg. 335 # 4 -52 multiples of 4
Mon. April 14-18 - April 20	SPRING BREAK WEEK	
Mon. April 21	Quiz 8 (5.1 - 5.6) Sec. 5.7 (Logarithm)	Pg. 344 #4 -44 multiples of 4
Wed. April 23	Sec. 5.8(Another look at Area	
Fri. April 25	EXAM 4 on chapter 5	
Mon. - Apr. 28	Sec. 6.1 - 6.2(Inverse Function, Exponential and Logarithmic Functions	Do the first 10 problems of each given sections
Wed. - Apr. 30	6.4 Hyperbolic Functions	Pg. 389 # 2- 32 even
Fri.- May 2	REVIEW FOR FINAL	

DATE FOR FINAL EXAM WILL BE ANNOUNCED

24 JAN 2008

American Samoa Community College
Math Department

MATH RUBRIC

Class activity to be assessed: Individual/Group Presentations on Problem Solving
Math 250- College Algebra & Trigonometry / MATH 200 - CALCULUS I

Institutional SLOs Addressed:

- Communication Skills (Reading, Speaking, and Listening Skills)
- Life Skills (Problem Solving and Using Technology-ex. Graphing Calculators)

Math Department SLOs Addressed:

Four out of six Student Learning Outcomes

Skills	Criteria				Scores
	Poor 1 pt	Fair 2 pts	Good 3 pts	Excellent 4pts	
<u>Reading:</u> Students must be able to read and relate to mathematical concepts. Finding out what is the data, what is unknown and what is the condition.	Lack the ability to relate the material to mathematical concepts.	Demonstrates Minimal level of knowledge of the data, unknowns and conditions presented by the problem.	Clear explanation on identifying the data and the unknowns. Has missed some minor key points.	Excellence Overall, no weaknesses Can identify and relate all the data, unknowns and condition to mathematics.	
<u>Understanding:</u> Student shows strong evidence of understanding the problems and be able to summarize in their own words.	Attempts, but demonstrates no understanding of the problem.	Minimal understanding of the problem.	Understands the problem	Excellent understanding of the problem. Shows and Explains more than the problem asks.	
<u>Organizing:</u> Student has the ability to analyze the problem by looking for key terms used in mathematics. Devising a plan on what mathematical approach needed to solve the problem. Has the ability to translate word problems to mathematical equations	Lack organization of thought. Unable to generate any strategies to solve the problem.	Disorganized approach to the problem. Begins but fail to complete the process	Work demonstrates some organization.	Work is clearly organized and includes diagrams or step by step analysis.	

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 [Signature]

<p><u>Communicating:</u> Ability to communicate orally/writing. Student shows the ability of carrying out the plan. Translating the problem by using graphs or diagrams. Visual Demonstration of solving equations by applying mathematical concepts.</p>	<p>There is no explanation of the solutions and inappropriate use of mathematical representations, notations, and terminologies.</p>	<p>There is incorrect explanation. There is some appropriate mathematical representation.</p>	<p>There is a clear explanation. There is effective usage of mathematical terminology and notation.</p>	<p>There is a clear and effective explanation detailing how the problem is solved. Precise and appropriate usage of mathematical terminology and notation.</p>	
<p><u>Assessing/Checking:</u> Student has the ability to evaluate and check whether the solution makes any sense to the problem.</p>	<p>Has no knowledge of reevaluating the solution.</p>	<p>Minimal knowledge of assessing the solution.</p>	<p>Has knowledge of assessing solutions but lacks information on the interpretation.</p>	<p>There is strong evidence of how to re-evaluate solutions and has an excellent interpretation of what the solution represents.</p>	

ENVIRONMENTAL GEOLOGY
COURSE SYLLABUS
SPRING SEMESTER 2008

Course Alpha: MSC 155/L
Course Title: Environmental Geology & Lab
Credits: Lecture 3; Lab 1
Dates/Time: Lecture MWF, 10:00–10:50am
Lab F, 1:00pm – 3:50pm
Pre-requisites: MAT 80, ENG 90, or Instructor's permission
Instructor: Ms. Lauren Wetzell
Department: Marine Science
Office Hours: M/ T/ W/ Th, 12:30pm – 3:00pm, appointment preferred
Office Location: temporarily SeaGrant building (room 3)
Soon to be in old nurse's station, 2nd room by A5
Telephone: TBA
Email: TBA

Required Textbook: Environmental Geology, sixth edition, by C.W. Montgomery
No lab manual is required
Additional Supplements: Internet, journal and magazine articles, TBA.

COURSE DESCRIPTION:

This course will present a broad perspective of the study of environmental geology through examining basic interactions between humans and the earth. It is intended as an introductory geology course specifically designed for Marine Science majors. Topics include: planetary environment, rocks and minerals, plate tectonics, earthquakes and volcanoes, streams and flooding, coastal processes, mass movements, climate dynamics, environmental resources, waste and pollution, environmental law and land-use planning.

LAB:

The laboratory emphasizes concepts taught in lecture. Students will collaborate in teams tackling in-lab activities, hands-on experiments, questions/movies, and design/test their own project. The laboratory grade counts 24% towards the final class grade.

COURSE RATIONALE:

This course provides the fundamentals of geology and environmental science and helps prepare students to pursue careers in marine science and other career fields in environmental sciences.

LEARNING OBJECTIVES:

Upon completion of this course students will be able to:

- 1) Explain and employ the scientific method
- 2) Form educated decisions and execute good judgment in shaping the environment for the future
- 3) Explain how geologic processes and hazards influence human activities (and the reverse)
- 4) Have a general understanding about the how and why of natural phenomena
- 5) Have a general understanding of how earth has developed into its present condition and what factors will influence further future development.
- 6) Understand environmental problems are interdisciplinary and cannot be assessed with only geologic data. These problems vary in size and complexity.
- 7) Have regard for the difficulties surrounding environmental problems to be solved and the hardships involved in providing viable solutions

STUDENT LEARNING OUTCOMES:

Upon completion of this course students will be able to:

- 1) Have a basic geologic and environmental science vocabulary
- 2) Communicate effectively on environmental issues: converse, read, and write coherently, using environmental science terms in a meaningful context
- 3) Know key facts and concepts about the environment relevant to daily life
- 4) Has general understanding of the important earth systems and how they interact to produce a habitable planet
- 5) Utilize good judgment on the internet for science-based information
- 6) Learn to follow instructions, procedures, and guidelines effectively
- 7) Learn to apply scientific information to evaluate and understand environmental issues in American Samoa

METHODS OF INSTRUCTION:

As your instructor, I will employ various teaching techniques to appease the variances in student learning. All lectures will comprise of both visual and auditory components, lectures integrated with power point presentations, overhead transparencies, movie or video enhancement, and real-world examples found on the World Wide Web. In-class group assignments will allow students to practice effective communication. Homework will be assigned following each class. The purpose of the homework is to guide the student on the key facts and concepts in the chapter readings as well as broadening the student's geologic and environmental science vocabulary. Tactile activities will occur in the laboratory setting, emphasizing key concepts from the chapter readings and lectures. Student projects will be assigned and progress will be monitored also in the laboratory setting.

GRADING SYSTEM:

Grade	Percent	Grade	Percent	Grade	Percent	Grade	Percent	Grade	Percent
A	95 - 100	B+	89 - 87	C+	77 - 79	D+	67 - 69	F	<60
A-	94 - 90	B	83 - 86	C	73 - 76	D	63 - 66		
		B-	82 - 80	C-	70 - 72	D-	62 - 60		

COURSE REQUIREMENTS & EVALUATION:

Students' grades will comprise of 50% from 8 quizzes and 1 test, 18% from homework and in-class assignment, 8% from a group project, and 24% from the laboratory class. The Table below provides a guideline on the breakdown of the aforementioned student assessment.

Assessment	Frequency	Points	Total Pts	Percent
Quizzes	8	50	400	50%
Final	1	100	100	
Homwk	16	5	80	18%
In-class assign.	10	10	100	
Project	1	80	80	8%
Lab assign.	12	20	240	24%
Total points			1000	100%

Class participation:

Students who participate in class and lab will earn one number greater on their final average in the class. For example, if the student's final average is 89, B+, and he or she has participated greatly in class and lab, then the student will earn 1 extra point and the final average would become 90, A.

Testing:

A total of 8 quizzes and 1 final test will be administered where the final test is accumulative of all material from the 8 quizzes. Quiz questions will be generated mostly from in-class assignments, homework, and laboratory concepts. These questions will encompass at least one of the following: multiple choice, true/false, fill in the blank, picture diagrams and short answer essays.

Project:

Each student will work in a group comprising of 3 to 4 other students. The project will consist of designing an environmental science related test and implementing the scientific method. Each group will be responsible for developing and executing the test as well as writing the results and presenting them to the class. The structure of the paper will emphasize the scientific method. Progress will be monitored by the instructor where the group members, test theme and outline, and individual responsibilities will be reviewed.

In-Class Assignments

Questions on in-class assignments will come from homework assignments, class lecture, and/or the chapter readings. The purposes of the assignments are to encourage students to keep up with the course material, so they do not fall behind and feel overwhelmed with the amount of material they are expected to learn. In-class activities are incorporated into the lectures to further explain key concepts in the chapter readings. These activities are designed to be both fun and educational and rely on student/group participation.

No Late or Make-Up Work is permitted:

The student's lowest homework and in-class assignment score will be dropped. The final test score can substitute for the lowest quiz score. As a general rule, no late or make up work will be permitted. However, if extraordinary circumstances occur, such as the student's absence was due to being in the hospital or attending a funeral, then the student will need to contact the instructor and explain the situation.

ATTENDANCE POLICY & LAST DAY TO DROP:

Students are expected to attend class regularly and on time. Arriving late or leaving early is considered an absence. Up to the Administrative Drop period, January 30 – February 1, I will withdraw a student with excessive absences (3 or more). Students have the option to withdraw from the class and lab where no "W" grade will be given until, March 24th. Please note, if a student does withdraw from this class, he/she must also withdraw from the Environmental Geology Lab class.

SYLLABUS:

The following schedule of topics for MSC 155/L is tentative and may be subject to change during the course of the semester.

Date	Day	Topic
Week 1	14-Jan	No Class
	16-Jan	Introduction
	18-Jan	Chapt. 1: An Overview of Our Environment
Week 2	21-Jan	No School: Holiday, Martin Luther King
	23-Jan	Review of Syllabus
	25-Jan	Chapt. 1 & 2: Overview / Rocks and Minerals Lab: Rocks and Minerals
Week 3	28-Jan	Chapt. 2 & 3: Rocks and Minerals / Plate Tectonics
	30-Jan	Quiz - Section I - Chapt. 1 & 2
	1-Feb	Chapt. 3: Plate Tectonics Lab: Geologic Record & Plate Tectonics
Week 4	4-Feb	Quiz - Section II - Chapt. 3
	6-Feb	Chapt. 4: Earthquakes
	8-Feb	Chapt. 5: Volcanoes Lab: Earthquakes and Volcanoes
Week 5	11-Feb	Chapt. 5: Volcanoes
	13-Feb	Chapt. 7: Coastal Processes
	15-Feb	Geologic Record of American Samoa Lab: Geologic Record, American Samoa
Week 6	18-Feb	No School: Holiday, President's Day
	20-Feb	Quiz - Section II - Chapt. 4, 5, 7, & AS
	22-Feb	Chapt. 6: Surface Processes Lab: TBA
Week 7	25-Feb	Chapt. 6: Surface Processes
	27-Feb	Chapt. 8: Mass Movements
	29-Feb	Chapt. 8: Mass Movements Lab: Mass Movements
Week 8	3-Mar	Quiz - Section III - Chapt. 6 & 8
	5-Mar	Chapt. 9: Geology and Climate
	7-Mar	Chapt. 10: Water as a Resource Lab: Water Quality
Week 9	10-Mar	Chapt. 10: Water as a Resource
	12-Mar	Chapt. 11: Soil as a Resource
	14-Mar	Quiz - Section IV - Chapt. 9, 10 & 11 Lab: TBA
Week 10	17-Mar	Chapt. 12: Mineral and Rock Resources
	19-Mar	Chapt. 13: Energy Resources - Fossil Fuels
	21-Mar	Lab: movie - An Inconvenient Truth
Week 11	24-Mar	Chapt. 13: Energy Resources - Fossil Fuels
	26-Feb	Quiz - Section IV - Chapt. 12, 13, & 14
	28-Feb	No School: Holiday, Good Friday
Week 12	31-Mar	Chapt. 15: Waste Disposal
	2-Apr	Chapt. 15: Waste Disposal
	4-Apr	Chapt. 16: Water Pollution Lab: Field Trip
Week 13	7-Apr	Chapt. 16: Water Pollution
	9-Apr	Chapt. 17: Air Pollution
	11-Apr	Quiz - Section V - Chapt. 15, 16 & 17 Lab: Pollution
Week 14	14-Apr	No School: Holiday, Spring Break
	16-Apr	No School: Holiday, Spring Break
	18-Apr	No School: Holiday, Spring Break
Week 15	21-Apr	Chapt. 18: Environmental Law
	23-Apr	Chapt. 19: Land-Use Planning and Engineering
	25-Apr	Chapt. 19: Land-Use Planning and Engineering Lab: TBA
Week 16	28-Apr	Quiz - Section VI - Chapt. 18 & 19
	30-Apr	Project Related
	2-May	Review for Final Exam Lab: Project Presentations
Week 17	May 5 - 8	Final Exam Week

GROUP PRESENTATION
Evaluating Student Presentations

Students Names: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____ (mins.)

Addressing Program SLO(s): _____

<i>Rating Scale and Performance Indicators :</i>	<i>Beginning (0 – 1 point)</i>	<i>Developing (2 points.)</i>	<i>Accomplished (3 points)</i>	<i>Exemplary (4 points)</i>	<i>*Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covers all aspects of the objectives.	
Presentation: How well was the presentation given.	- Three or more of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- Two of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- One of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- All of the following elements were covered: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriate for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according for their presentation except for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

Comments: _____

3. Conduct research, process information, and present appropriate findings;
(Aligned to Degree/ Cert SLO: Communication skills, Life skills)
 4. Demonstrate mastery of various topics through research and corresponding Presentations (Aligned to Degree/Cert SLO: Communication skills, Life skills, Using Technology)
- V. Course Requirements: Learning activities / assignments required for the course.

1. UNIT EXAMS

There will be four exams covering the chapters listed in the unit. Make up exams are not allowed so avoid missing exam dates. (Assessing LO's 1,2,&3 , SLO's 1,2,3,& 4)

2. FINAL EXAM

There will be group presentations at the end of the term that will count as a final examination. (Assessing LO'S 1,2,3, & 4, SLO'S 1,2, 3,& 4)

VI. Method of Instruction:

1. This course will use lecture, group work, computer and Library research to achieve the goals of the course. (Reinforcing LO's 1,2,3,&4)

VII. Grading:

1. Students interested in receiving an A will have an average of 90% or more on exams, display 90% or more proficiency on research methods, receive 90% or more on their final examination/ presentations, and take an active role in classroom discussion / activities.
2. Students interested in receiving a B will maintain an average between 89-80% on exams, research method proficiency, final examination/ presentations, and take an active part in classroom discussions/ activities.
3. Students interested in receiving a grade in the C range will maintain an average of 70-79% on exams, research method proficiency, final examination/ presentations, and take an active role in classroom discussions/ activities.
4. F.Y.I. any grade less than a C is not transferable.

4 Unit exams	400
Final Presentations	100
Classroom Activities	100

Points will be accumulated by individuals and added together. The points for each area will be converted into %. The final grading is as follows:

A= 100-95%	A-= 94-90%	E+= 89-87%
B= 86-84%	B-= 83-80%	C+= 79-77%
C= 76-74%	C-= 73-70%	D+= 69-67%
D= 66-64%	D-= 63-60%	F= 59% & below

VII. Last day to officially withdraw from the course. See "2007-2008 ASCC Academic Calendar" in the catalog. Last day to withdraw with a "W" is March 14, last day to withdraw with a "W/F" is April 3, last day to withdraw from ASCC is May 2 2008.

X. ATTENDANCE POLICY: SEE CATALOG "ACADEMIC POLICIES & PROCEDURES". Attendance is absolutely mandatory. The ASCC attendance policy will be strictly enforced. You are required to attend class as scheduled and students with excessive absences (6 maximum) will be automatically dropped from the course. Tardiness is very disruptive and will not be tolerated. Three times tardy will be considered an absence. If, for any reason you miss the first day of instruction, (January 14, 2008) you may be administratively dropped from the course.

XI. TENTATIVE COURSE TOPICAL OUTLINE

<u>MONTH / WEEK</u>	<u>COVERED TOPIC</u>
Jan 14- 18, 2008	Overview/ group assignments
Jan. 21-25, 2008	Research Methods
Jan. 16- F. 1 2008	Ch. 1 and 2. Sociological Research
Feb. 4-8, 2008	Ch. 3 Culture
	Ch. 4 Interaction and Social Structure
Feb. 11- 15, 2008	Review & EXAM 1: <u>The Texas Tornado</u>
Feb. 18-22, 2008	Ch. 5 Socialization
	A discussion on the Philippines
Feb. 25-29, 2008	Ch. 6 The life course
	From childhood to old age
March. 3-7, 2008	Ch. 7 Deviance and Crime
	A look @ the Bell Curve
March. 10-14, 2008	Review & EXAM 2: <u>The Texas Twister</u>
March. 17-21, 2008	Ch. 8 Groups and Organizations
	The trend toward individuality
	Presentation Progress check
March. 24-28, 2008	Ch. 9 Class and Stratification

March 31-A. 4 2008	Ch. 10 Race and Ethnicity Review & EXAM 3: <u>The Texas Typhoon</u>
April 7- 11, 2008	Group Presentation Progress Check Ch. 13 Education- Empowerment Ch. 14 Religion
April 14-18, 2008	SPRING BREAK, DAYTONA BEACH !!!!
April 21-25, 2008	Review & EXAM 4: <u>The Texas Hammer</u>
April 28- M. 2, 2008	Power Point Presentations. Class evaluations

GROUP PRESENTATION

Evaluating Student Presentations

Students Names: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

Addressing Program SLO(s): _____

<i>Criteria and Skills:</i>	<i>Beginning 0 – 1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Content or Objective: How well is the content with relation to what the book is covering.	Presentation missed more than four items from the objectives.	Presentation covers aspects of the objectives, except for two items.	Presentation covers all aspects of the objectives, except for one item.	Presentation covers all aspects of the objectives.	
Presentation: How well was the presentation given.	- Four of the following elements were missed: a. Everyone in the group was introduced. b. Why is this important? Has been explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- Two of the following elements were missed: a. Everyone in the group was introduced. b. Why is this important? Has been explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- One of the following elements were missed: a. Everyone in the group was introduced. b. Why is this important? Has been explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- All of the following elements were covered: a. Everyone in the group was introduced. b. Why is this important? Has been explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group work	Group took longer than 5 minutes to organize itself and start group work.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time, strong evidence of group collaboration.	

<i>Criteria and Skills:</i>	<i>Beginning 0 – 1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriate for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according for their presentation except for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

Comments:

SUMMER

2008

P JUL 2008

CJ150: INTRODUCTION TO CRIMINAL JUSTICE
COURSE SYLLABUS
SUMMER 2008

Course Alpha & Section: CJ 150 (01) Semester/Year: Summer 2008
Course Title: "Intro to Criminal Justice" Days/Time: Daily; Time: 8:00-9:20
Instructor: Mark Onosa'i Mageo, MSCJA Department: Criminal Justice Dept.
Office Hours: Daily 1:00-2:30pm Room: 18
Email: mmageo@amsamoa.edu Phone: 699-9155 ext. 326 © 252-1455

TEXTBOOK:

Criminal Justice Today: An Introductory Text for the 21st Century & 8th Edition.
Schmallegger, Frank. Pearson Education, Inc., 2003

COURSE DESCRIPTION:

The course is a study of the criminal justice system through its three main components: Police, Courts and Corrections. The procedure and interrelationship between each components. It also examines the impact of the concept of justice and other re-occurring issues affecting the public in the United States as well as American Samoa.

COURSE RATIONALE:

This course is a requirement for the Associate of Arts in Pre-Law, the Associate of Science in Criminal Justice and The Associate of Science in Forensic Science.

Learning Objectives/Course Outcomes:

Upon the completion of this course the student will be able to:

1. Understand the historical background of the Criminal Justice System in America.
2. Identify the three main components of the Criminal Justice System and their interrelationships to one another.
3. Develop an appreciation of the Criminal Justice System and how it works in bringing law and order to our society and the protection of its citizens via criminal laws.

STUDENT LEARNING OUTCOMES (SLO):

This Course contributes to the Student's overall education at ASCC through the Criminal Justice Program SLOs in alignment with the Degrees and Certificate SLOs and with ASCC's Mission as follows:

1. Understand the historical background of the Criminal Justice System in America is ALIGNED to Program SLO#2 (Apply acquired knowledge and skills to real work situations) which is ALIGNED to Degree/Certificate SLO (Job Skills, Problem Solving and Critical Thinking Skills).
2. Identify the three main components of the Criminal Justice System and their interrelationships to one another is ALIGNED TO program SLO#2 (apply acquired knowledge and skills to real work situations) which are ALIGNED

to Degree Certificate SLO's (Problem Solving Skills, Life Skills and job Skills).

3. Developed an appreciation of the Criminal Justice System and how it works in bringing law and order to our society and the protection of its citizens via criminal laws is ALIGNED to Program SLO's 5 and 7 (demonstrate an appreciation of the Constitution, Statutes and Case Laws and understand basic constitutional rights as they apply to civic duties and ethical conduct for everyday living in a law and order community) which is ALIGNED to Degree/Certificate SLO's (Life Skills, Respect for Discovery and Ethical considerations).

COURSE REQUIREMENTS:

Grades will be based on your performances on 4 tests. Each test will be worth exactly the same with the other tests for a total of 60% or your final grade. There will be no make-up tests. Thirty percent (30%) of your final grade will be based on class discussions and participation, research paper, role-play and class activities. Ten percent (10%) will be based on your attendance.

METHOD OF INSTRUCTIONS:

This course will be taught through a medium of lectures, group discussions, role-plays, and class exercises. There may also be Guest Speaker(s).

GRADING:

Grades will be based on your performances:

1. 4 TESTS each is worth exactly the same for the total of up to 60% of your final grade.
2. Class Participation, research paper and all other activities all count for 30% of your final grade.
3. Attendance will be 10% of your final grade.

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

All students are expected to be prompt and attend all class sessions, and participate in role-plays and group discussions.

ATTENDANCE POLICY:

It is the responsibility of every student to be prompt and attend every class sessions.

There is no excused absent in this class. If you are absent, you are absent. A student that does not show up in the first week of instruction will be administratively dropped. A student that misses 4 class sessions will also be administratively dropped. If you walked in 15 minutes late (according to the instructor's watch) you are consider absent.

Withdrawal Period to Receive a "W"

June 16 to July 3rd.

Class Schedule Summer 2008

<p>Week One June 09-13</p>		<p>Roll Call/Syllabus/Introduction Criminal Justice Components Ch. 1-3 Law Enforcement/Courts/Correction TCF Perception</p>
<p>Week Two June 16-June 20th</p>	<p>Test #1</p>	<p>Presentations of Components Ch. 4-6 History of the Criminal Justice Conflict/Consensus Model (Field Trip to Tafuna Correction Facility(TCF))</p>
<p>Week Three June 23-27th</p>	<p>Test #2</p>	<p>Group Presentation/ Ch. 7-9 Presentation on Rubrics POLICING History and structure Historical development of the police</p>
<p>Week Four June 30th-July 3rd</p>		<p>Presentations of Components Police/Correction/Courts</p>
<p>Week Five July 7th -11th</p>	<p>Test #3</p>	<p>Components posters Research Paper Due/ Group preparation for finals.</p>
<p>Week Six July 14th-18th.</p>		<p>To complete summer 2008/ Each components posters presentation Summary of 3 major components.</p>

Disclaimer: The instructor reserves the right to make slight modifications to the course syllabus if and only if the circumstances warrant or require it. Any modification will be made known to the student.

RESEARCH PAPER RUBRIC
Evaluating Student Research Paper

Student Name: _____ Date: _____ Instructor Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 – 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors..	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient .	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in the reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Total Points: _____

Comments:

American Samoa Community College
Teacher Education Department
Regular Summer Session
Summer 2008
Course Syllabus

JQ Seabrook 6/12/08

Course Alpha/Number: ED 240-35
Course Title: Instructional Technologies
Instructor: Sonny J. Leomiti, MA Ed.
Office Hours: (Daily 10:00 -11:00am)
Email: s.leomiti@amsamoa.edu

Semester/Year: Summer 08
Days/Time: Daily (11:00-12:50pm)
Department: Teacher Education Dept.
Classroom: Room 10
Contact Phone: 699-9155 ext. 394

Required Textbook: Course content, assignments, and materials will be available for students via Online Course Management System- Modular Objective Oriented Dynamic Learning Environment (MOODLE).

Additional supplement: Portfolio Binder with Sheet Protectors. All supplementary readings will be provided by your instructor.

I. *Course Description:*

This course reviews information and communication technologies and how they are used in education. Course reviews and provides hands-on experiences with educational technologies; including, but not limited to, computer systems and peripherals, computer operating systems, and application software (word processing, spreadsheets, presentation software, graphics software, and others); Internet resources and issues; video technologies; video teleconferencing and broadcast systems; on-line course management systems; and, testing systems. The course will also review the national and local goals, standards, and issues in the use of education technologies for students, teachers, and administrators. Finally, this course will present the use and operations of the Person Digital Knowledge Box Educational Server. Students will be able to prepare on-line lesson plans for the elementary grade classrooms.

II. *Course Rationale:*

The intent of the course is to promote the utilization of technologies to enhance lesson planning and instructional delivery. The course is designed to provide students, teachers, and administrators with the competencies towards software programs, internet resources, and a course management system for curriculum design and distance learning. ED 240- Instructional Technologies is a program requirement for Teacher Education and a Certification requirement for the American Samoa Department of Education.

III. *Learning Objectives:* Students will be able to:

- a) Comprehend, interpret, and evaluate modern information and communication technologies and how they are used in education;

- b) Describe the major components of a computer and perform basic system maintenance, organizing files, loading software, and managing system security:
- c) Access (download & upload) information resources on the network and participate in asynchronous and synchronous learning environments;
- d) Demonstrate proficiency in the use of applications & software for educational purposes- electronic mail, Internet, word processor, presentation software, graphics software, electronic spreadsheets, image cameras, and video conferencing;
- e) Implement the utilization of technology standards spearheading content objectives in compliance with national and the American Samoa Department of Education (ASDOE) standards;
- f) Discuss issues concerning the usage of ASCC & ASDOE Internet Acceptable Use Policy (AUP).

IV. Student Learning Outcomes (SLO):

Upon completion of course requirements, students will be able to:

- a) Analyze and synthesize instructional technological theories and concepts placed in teaching from a research based approach. (*Education SLO: #2 [Identify the important role effective teachers play in students' future]; #4 [Perform and analyze management styles that promote student learning]; #7 [Value technology and recognize how it is a tool to stimulate instruction and student learning]; #9 [Identify children's developmental needs and provide appropriate teaching materials and strategies];* Aligned to Degree/Cert. SLO: Communication Skills- Standard 1: Indicator #3[Use interpretation and evaluation of information received through different media]; Standard 2: Indicator #1[Comprehend, interpret, and evaluate information received through different media] Standard 3: Indicator #2[Provide and express meaningful and productive feedback], Indicator #3[Demonstrate active responsiveness to presenting issues and situations]. Job Skills- Standard 2: Indicator #2[Develop insights into human experience and apply to personal occupational and social relationships]. Life Skills- Standard 1: Indicator #1[Develop and apply ethical decision making in real life situations]; Indicator #2[Develop a positive self-concept]; Indicator #3 Understand a sense of responsibility; Indicator #4 [Understand and value life-long learning]; Standard 2: Indicator #1[Recognize and respect the perspective of others]; Indicator #3[Value cooperation/collaboration]; Indicator #5[Demonstrate responsibility in being an active and contributing citizen of American Samoa, the Pacific Region, and the world]; Standard 3: Indicator #4[Select, organize and effectively utilize appropriate resources]; Standard 4: Indicator #1[Utilize electronic media to communicate, locate, and retrieve information]; Indicator #2[Apply technology to locate, interpret, organize, and present information]).
- b) Demonstrate important roles effective teachers' play in the student's learning ability through the utilization of educational technologies. (*Education SLO: #1[Recognize and understand that education begins at home]; #2 [Identify the important role effective teachers play in students' future]; #5 [Demonstrate knowledge of students applying critical thinking and problem solving skills]; #7 [Value technology and recognize how it is a tool to stimulate instruction and student learning]; #10 [Promote children's questioning, exploring skills in order to develop life skills];* Aligned to Degree Cert. SLO: Communication Skills- Standard 1: Indicator #1[Speak and write clearly to a variety of audiences]; #2[Use oral and written skills to organize, deliver and evaluate]; Indicator #3[Use interpretation and evaluation of information received through different media]; Standard 2: Indicator #1[Comprehend, interpret, and evaluate information received through different media]; Standard 3: Indicator #2[Provide and express meaningful and productive feedback]. Job Skills- Standard 1: Indicator #1[Apply acquired knowledge and skills to assigned job or tasks]; Standard 2: Indicator #2[Develop insights into human experience and apply to personal occupational and social relationships]; Standard 3: Indicator #1[Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently]; Indicator #2[Apply acquired knowledge and skills to real work situations]. Life Skills- Standard 1: Indicator #1[Develop and apply ethical decision making

in real life situations}; Indicator #2[Develop a positive self-concept]; Indicator #3[Understand a sense of responsibility]; Indicator #4[Understand and value life-long learning]; Standard 2: Indicator #1[Recognize and respect the perspective of others]; Indicator #2[Contribute to the solution of interpersonal problems, issues or concerns]; Indicator #3[Value cooperation/collaboration]; Standard 3: Indicator #1[Know and apply the importance of persistence, amount of work and time allocated in addressing tasks]; Indicator #2[Identify and assess real or potential problems and formulate effective solutions or options]; Indicator #3[Formulate strategies and ideas and accept and use the ideas of others in solving problems]; Indicator #4[Select, organize, and effectively utilize appropriate resources]; Standard 4: Indicator #1[Utilize electronic media to communicate, locate, and retrieve information]; Indicator #2[Apply technology to locate, interpret, organize, and present information].

- c) Analyze student diversity and evaluate educational software or applications to meet student diversity. (Education SLO: #9 [Identify children's developmental needs and provide appropriate teaching materials and strategies]; #7[Value technology and recognize how it is a tool to stimulate instruction and student learning]; Aligned to Degree Cert. SLO: Communication Skills- Standard 1: Indicator #1[Speak and write clearly to a variety of audiences]; Indicator #2[Use oral and written skills to organize, deliver, and evaluate]; Indicator #4[Illustrate, compose, edit and justify sources]; Standard 3: Indicator #2[Provide and express meaningful and productive feedback]; Indicator #3[Demonstrate active responsiveness to presenting issues and situations]; Life Skills- Standard 2: Indicator #4[Develop an awareness of diverse attitudes, values, and beliefs]; Standard 3: Indicator #4[Select, organize, and effectively utilize appropriate resources]; Standard 4: Indicator #1[Utilize electronic media to communicate, locate, and retrieve information]; Indicator #2[Apply technology to locate, interpret, organize, and present information].

V. Course Requirements:

- a. Surveys: Each participant is required to submit a pre-survey and post-survey for each module. Pre-surveys are implemented before the delivery of each module and will specifically identify your skills towards a module in terms of technology concepts. A post-survey will determine the skills you have gained from each module. Each post-survey will assess the technological concepts pending to what you have gained from the course. (Assessing Learning Objectives a, b, c, d, & e; Student Learning Outcomes a)
- b. Lesson Plan(s): Each student will demonstrate writing lesson plans. The amount of lesson plans you will write will depend on the amount of modules taught. For example, if there are 11 modules, you will write 11 lesson plans. The purpose of each lesson plan is for students to chronologically demonstrate the application of technology concepts into a classroom environment. Each student will select a grade level he/she will teach and appropriately align technology standards and objectives to accommodate both teacher competency and student learning outcomes. Service Learning Field Work: (Optional) In compliance with ED 240 Course Requirements, Service Learning Field Work is designed to implement the actual technology lessons you have developed in class and deliver those lessons to an actual classroom learning environment. The focus of Service Learning Field Work is to determine the effectiveness of technology integrated lesson plans based on department learning outcomes as well as institutional learning outcomes to meet student diversity and how we can develop appropriate lessons piquing student interest in the each of the content areas. A description of points for Service Learning Field Work will be identified in the grading section of your syllabus.

Individuals interested in Service Learning Field Work for this course, please sign-up with your instructor for Field Work requirements. (Assessing Learning Objectives a, b, c, d, e, & f; Student Learning Outcomes a, b, & c)

- c. Instructional Technologies Vision Statement: A Vision Statement is a brief description of a desired outcome that inspires, energizes, and helps you to create a mental image of the goals you wish to achieve. Your task is to create a vision statement consisting of learning outcomes/educational technology goals you want your students to acquire and achieve. Your vision statement should be no more than 150 words, typewritten, single-spaced, Font-(12) Times New Roman. (Assessing Learning Objectives a, d, & e; Student Learning Outcomes a, b, & c)
- d. Mini Projects: Several modules will include the designing of educational projects such as templates, presentations, grade-books, educational websites (citations & annotations), and online reflections/chat forums. It is a requirement that each participant completes each of the mini-projects. The Evaluation Criteria for each project will be listed on ASCC's / ASDOE's MOODLE Course Management System (CMS).
- Internet (Educational Websites)
 - Word Processing: (Class Newsletter)
 - Spreadsheet: (Grade-Book)
 - PowerPoint: (Content Presentation)
 - Reflections: (Online Participation via Reflection Bulletins & Virtual Chatrooms)
 - MOODLE Course (Content Development)
 - Additional projects will be announced during class
- (Assessing Learning Objectives a, b, c, d, e, & f; Student Learning Outcomes a, b, & c)

VI. *Methods of Instruction:*

- a. Lecture (Reinforcing Student Learning Outcomes a, b, & c)
- b. Class Discussions (Reinforcing Student Learning Outcomes a, b, & c)
- c. Presentations (Reinforcing Learning Objectives a, b, c, d, e, & f)

VII. *Grading:*

- a. All course requirements consist of points that will determine your final grade based on the weight of each assignment.
- b. Assignments:
- | | | |
|--|--------------|-------------------|
| - Pre & Post Surveys | 100 points | 15% of grade |
| - Vision Statement | 100 points | 10% of grade |
| - Mini Projects | 300 points | 20% of grade |
| 1. Lesson Plans | | 100 Points |
| 2. Projects | | 100 Points |
| 3. <u>Service Learning Field Work (Optional)</u> | | 100 Points |
| | <u>Total</u> | <u>300 Points</u> |
| - Quizzes | 150 points | 10% of grade |

- Tests	200 points	30% of grade
- Attendance	50 points	5% of grade
- Class Participation	100 points	10% of grade
	<u>1000 points</u>	<u>100%</u>

c. Grading Scale:

A+	98-100	A	94-97	A-	90-93
B+	88-89	B	84-87	B-	80-83
C+	78-79	C	74-77	C-	70-73
D+	68-69	D	64-67	D-	60-63

d. Important Dates:

- June 9, 2008: Instruction Begins
- June 9-10, 2008: Late Admissions & Late Registration
- June 9-10, 2008: Add & Drop
- June 16 – July 3, 2008: Withdrawal Period to Receive a “W”
- July 4, 2008: Holiday “Independence Day”
- July 18, 2008: Instruction Ends

e. Attendance Policy:

- All students are to adhere to the Attendance Policy of the American Samoa Community College (ASCC) stated in page 30 of the Catalog.
- All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two (2) weeks of instruction will be administratively dropped. A student cannot exceed six (6) absences for Monday, Wednesday, and Friday classes; four (4) for Tuesday and Thursday classes. Students with excessive absences, in accordance to this policy will receive a lower or failing grade for the semester or session.
- A student can be excused from classes at the discretion or upon verification of the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made-up for absences due to legitimate reasons. Students are required to submit in writing justifications or provide appropriate documentation justifying absences to the Dean of Academic Affairs for approval.
- Veteran students are to refer to the Student Services Veterans Educational Benefit sections for additional requirements.”

Course Topical Outline

Dates	Topics/Assignments/Activities	Assignment Due Dates	Important Dates
<i>Monday</i> 6/9/08	Introduction/Course Orientation/Course Syllabi * Launching of Educational Technologies Vision Statement		Instruction Begins
<i>Tuesday</i> 6/10/08	<u>Launching of Module #1 (Computer Basics)</u> * Identify PC Hardware & Peripherals * Manage Desktop & Window	Module #1-Pre-Survey	Last Day for Add & Drop
<i>Wednesday</i> 6/11/08	<u>Continuation of Module #1</u> * Create and Manage Folders & Files * Manage Application Programs * Manage Disks		
<i>Thursday</i> 6/12/08	<u>Open Lab:</u> Open Lab Hours provides ample time for students to complete course assignments. Lab Hours should be used constructively for educational purposes only.		
<i>Friday</i> 6/13/08	<u>Launching of Module #2 (Keyboarding)</u> * Ergonomics * Basic Keyboarding Concepts	Module #1-Post-Survey Module #1-Online Reflection Module #2-Pre-Survey	Last Day to Drop any Classes
<i>Monday</i> 6/16/08	<u>Continuation of Module #2</u> * Appropriate Keyboarding Practices * Online Keyboarding Resources	Module #1-Lesson Plan Module #2-Post-Survey	
<i>Tuesday</i> 6/17/08	<u>Open Lab:</u> Open Lab Hours provides ample time for students to complete course assignments. Lab Hours should be used constructively for educational purposes only.		
<i>Wednesday</i> 6/18/08	<u>Launching of Module #3 (Trouble-Shooting)</u> * Trouble Shooting Computer & Printer Problems	Keyboarding Test (wpm) Module #2-Reflection Module #3-Pre-Survey	
<i>Thursday</i> 6/19/08	<u>Continuation of Module #3</u> * Trouble Shooting Network/Internet Access Problems	Module #2-Lesson Plan Module #3-Post-Survey	
<i>Friday</i> 6/20/08	<u>Open Lab:</u> Open Lab Hours provides ample time for students to complete course assignments. Lab Hours should be used constructively for educational purposes only.		
<i>Monday</i> 6/23/08	<u>Launching of Module #4 (Internet Explorer)</u> * History of the Internet * Internet Explorer Tools * Components of Internet Explorer	Module #3-Reflection Module #4-Pre-Survey	
<i>Tuesday</i> 6/24/08	<u>Continuation of Module #4</u> * Netiquette * Creating Folders in the Favorite(s) Menu * Conducting Research Using Search Engines	Module #3-Lesson Plan	
<i>Wednesday</i> 6/25/08	<u>Continuation of Module #4</u> * Using Meta Search Engines * Creating Alias * Mini Project #1 (Useful Online Resources- Citations & Annotations)	Module #4-Post Survey Educational Technology Vision Statement Final	
<i>Thursday</i>	<u>Open Lab:</u>		

6/26/08	Open Lab Hours provides ample time for students to complete course assignments. Lab Hours should be used constructively for educational purposes only.		
Friday 6/27/08	<u>Launching of Module #5 (Email- Outlook Express)</u> <ul style="list-style-type: none"> • Identify Program Components • Identify & Configure Outlook Express Components <ul style="list-style-type: none"> ○ Viewing Email ○ Signatures ○ Automatic Responses 	Module #4-Reflection Module #5-Pre-Survey	
Monday 6/30/08	<u>Continuation of Module #5</u> <ul style="list-style-type: none"> • Sending & Receiving Email • Sending Attachments • Adding Contacts • Creating Distribution Lists 	Module #4-Lesson Plan Module #5-Post Survey (Work on Portfolio Section #6)	
Tuesday 7/01/08	<u>Open Lab:</u> Open Lab Hours provides ample time for students to complete course assignments. Lab Hours should be used constructively for educational purposes only.		
Wednesday 7/02/08	<u>Launching of Module #6 (MOODLE 1)</u> <ul style="list-style-type: none"> • Learning Environments <ul style="list-style-type: none"> ○ Synchronous ○ Asynchronous • Online Management Software • System Components 	Module #4-Mini Project #1 Due Date Module #5-Reflection Module #6-Pre-Survey	
Thursday 7/03/08	<u>Continuation of Module #6</u> <ul style="list-style-type: none"> • MOODLE components and resources (ASCC & ASDOE) • Logging out of MOODLE 	Module #5 Lesson Plan Module #6-Post-Survey	Last Day to Withdraw to Receive a "W"
Friday 7/04/08	<u>Holiday "Independence Day" ☺</u>		
Monday 7/07/08	<u>Open Lab:</u> Open Lab Hours provides ample time for students to complete course assignments. Lab Hours should be used constructively for educational purposes only.		
Tuesday 7/08/08	<u>Launching of Module #7 (Word Processing)</u> <ul style="list-style-type: none"> • Components of Microsoft Word • Formatting Text • Bullets, Numbering, Borders, Shadings. 	Module #6-Reflection Module #7-Pre-Survey	
Wednesday 7/09/08	<u>Continuation of Module #7</u> <ul style="list-style-type: none"> • Inserting Tables • Heading & Footers • Viewing a Document 	Module #6-Lesson Plan	
Thursday 7/10/08	<u>Continuation of Module #7</u> <ul style="list-style-type: none"> • Launching of Mini Project #2 (Newsletter) 	Module #7-Post-Survey	
Friday 7/11/08	<u>Launching of Module #8 (Spreadsheet)</u> <ul style="list-style-type: none"> • Components of a Spreadsheet • Identify Spreadsheet Functions 	Module #7-Reflection Module #8-Pre-Survey	

<i>Monday</i> 7/14/08	<p style="text-align: center;"><u>Continuation of Module #8</u></p> <ul style="list-style-type: none"> * Formatting Text in a Spreadsheet * Formatting Columns & Rows * Graphing information on a Spreadsheet * Launching of Mini Project #3 (Grade-Book) 	Module #7-Lesson Plan Module #8-Post-Survey	
<i>Tuesday</i> 7/15/08	<p style="text-align: center;"><u>Launching of Module #9 (PowerPoint)</u></p> <ul style="list-style-type: none"> * Basic PowerPoint Components * Managing PowerPoint Tools * Creating a PowerPoint Presentation 	Module #7- Mini Project #2 Due Date Module #8-Reflection Module #9-Pre-Survey	
<i>Wednesday</i> 7/16/08	<p style="text-align: center;"><u>Continuation of Module #9</u></p> <ul style="list-style-type: none"> * Launching of Mini Project #3 (PowerPoint Presentation) <ul style="list-style-type: none"> o Evaluation Criteria 	Module #8-Lesson Plan Module #9-Post-Survey	
<i>Thursday</i> 7/17/08	<p>Open Lab: Last Day to Complete all Course Requirements. All assignments upon agreement with your instructor should be submitted for your final grade. A penalty of points will be applied to all late assignments based on the quality of the assignments.</p>	Assignments for all Modules must be completed by the end of the day.	All Assignments are Due.
<i>Friday</i> 8/18/08	<p style="text-align: center;"><u>Last Day for Instruction</u></p> <p><u>Class Sharing: Bonus Assignment (35 pts)</u> Present a Slideshow emphasizing what you have gained from this course. List certain strengths you have acquired and certain measures to improve the teaching of this course.</p>		Enjoy the rest of your summer

Disclaimer: Subject to change to accommodate circumstances beyond the control of the instructor.

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6/17/08

American Samoa Community College
Teacher Education and Training Department
Summer Semester 2008
Course Syllabus

J. Pato

Course Alpha: ED 280 (35)	Semester/Year:	Summer 2008
Course Title: Introduction to Bilingual Education	Days/Time:	DAILY 9:30 - 10:50A.M.
Instructor: Rosevonne M. Pato, M Ed	Department:	Teacher Ed. Dept.
Office Hours: (by appointment)	Classroom:	TE-1
Email: r.pato@amsamoa.edu	Contact Phone:	699-9155 ext. 417

امريكا ساموا
الكلية

Pre-requisite: ENG150 & ENG 150
Required Textbook: *An Introduction to Multicultural Education* by James A. Banks
Additional Supplements: Handouts provided by instructor

- I. **Course Description:** This course is designed to provide the student with a historical understanding of the bilingual education movement in the United States and in American Samoa. The main focus of the course will be the research on language acquisition and language development, particularly Pacific children and the importance of language and culture in multicultural education.
- II. **Course Rationale:** The intent of the course is to promote respect for languages which co-exist within the Pacific region and appreciation for language acquisition as an asset to self-development and formal instruction.
- III. **Learning Objectives:** Upon completion of the course, students will be able to:
 - Identify at least five (5) issues related to language acquisition and diversity
 - Identify the impact of two bilingual programs: Transitional and Maintenance
 - Recognize the differences between formal and informal language acquisition and its impact on language development
 - Create strategies to improve individual language acquisition and identity
 - Recognize and identify terminology related to language diversity
 - Develop an increased understanding of the dynamic factors that influence harmony within diversity
- IV. **Student Learning Outcomes (SLO):**

- a. Discuss and critique language acquisition issues with greater understanding. (*Education SLO #3, #5; Aligned to Degree Certificate SLO: Communication Skills, Job Skills*)
- b. Appraise the value of bilingual transitional and maintenance programs. (*Education SLO #6; Aligned to Degree Certificate SLO: Job Skills, Life Skills*)
- c. Demonstrate appreciation for language diversity through language development. (*Education SLO #2, #3; Aligned to Degree Certificate SLO: Communication Skills*)
- d. Formulate awareness and an appreciation of language patterns and acknowledge structural comparison. (*Education SLO #3, #9; Aligned to Degree Certificate SLO: Communication Skills*)
- e. Evaluate the importance of vocabulary building in development of language literacy. (*Education SLO #9, #10; Aligned to Degree Certificate SLO: Communication Skills, Life Skills*)
- f. Analyze syntax and word application as they are constructed and multiple meaning. (*Education SLO #10; Aligned to Degree Certificate SLO: Life Skills*)
- g. Support the need for better understanding and appreciation of Samoan as a L1. (*Education SLO #1, #3, #9; Aligned to Degree Certificate SLO: Life Skills*)

V. Course Requirements:

1. Reaction Papers: Students will be required to write 5 reaction papers based on handouts provided by the instructor. (*Assessing Learning Objectives 1, & 6; Student Learning Outcomes a*)
2. Individual Presentations: Students will research and present findings of a language diversity issue in a 3 – 5 page research paper (size 12 font, Times New Roman, APA style). Require 3 resources. (*Assessing Learning Objective 3, 5, & 6; Student Learning Objectives c, d, & f*)
3. Group Presentation: Students will be divided into groups to prepare and present a language acquisition strategy. (*Assessing Learning Objective 4; Student Learning Objectives a, b, & d*)
4. Exams: There will be a midterm and a final for this course. (*Assessing Learning Objectives 1 to 6; Student Learning Objectives a to g*)

VI. Methods of Instruction:

Classes will consist of lectures, group discussions, individual and group presentations, and Library research.

VII. Grading:

1. Five Reaction Papers	20 pts each	10%
2. Individual Presentation	200 pts	20%
3. Group Presentation	200 pts	20%

4. Midterm	100 pts	15%
5. Final	100 pts	15%
6. Participation	200 pts	20%

VIII. Grading Scale:

A+	98—100	A	94—97	A-	90—93
B+	88—89	B	84—87	B-	80—83
C+	78—79	C	74—77	C-	70—73
D+	68—69	D	64—67	D-	60—63

IX. Important Dates:

June 9-10	Add/Drop Period
June 11-13	Drop Only
June 16-July 3	Withdrawal Period to receive a "W"

X. Attendance Policy:

All students are required to attend class as scheduled, unless class is cancelled and/or fall on a holiday. A student cannot exceed three (3) absences for Summer sessions. (See page 26 of ASCC Catalog for detailed information on attendance policy.)

XI. Plagiarism: See ASCC Catalog for information on plagiarism and cheating. It will not be tolerated in this course.

Week 1 -June 9	Introductions, Course Overview, Syllabus Definition of Multicultural Education	
June 10	Chapter 1: Goals and Misconceptions of Multicultural Education	
June 11	Chapter 2: Dimensions and School Characteristics	
June 12.	Chapter 3: Curriculum Transformation	
June 13	Activity	
Week 2 - June 16	Chapter 4: School Reform and Intergroup Education	1 st Reaction paper due
June 17	Chapter 5: Knowledge Components Activity	
June 18	Chapter 6: Teaching With Powerful Ideas	
June 19	Application of Knowledge Components and Teaching Strategies	
June 20		2 nd Reaction paper due
Week 3 - June 23	Chapter 7: A Pedagogy for Envisioning America	
June 24	Chapter 8: Creating Democratic Schools	
June 25	Chapter 9: Multicultural Benchmarks Understanding standards and benchmarks	3 rd Reaction paper due
June 26	Application to American Samoa Schools	
June 27		Midterm
Week 4 - June 30	Launch Research Paper Outline & Format	4 th Reaction paper due
July 1	Oral Presentations	
July 2	Oral Presentations	
July 3	Oral Presentations	
July 4	Oral Presentations	5 th Reaction paper due
	Holiday	
Week 5 - July 7	Research Paper Due	
July 8	Continue Oral Presentations	
July 9	Second Language Acquisition	
July 10	Review	
July 11		Final

Oral Presentation Rubric Evaluating Student Presentations

Student Name: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor Name: _____

Addressing Program SLO: _____

<i>Criteria and Skills:</i>	<i>Beginning 0-1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Organization	Audience cannot understand presentation because there is no sequence of information. *No evidence of teamwork	Audience has difficulty following presentation because student jumps around. *Some evidence of teamwork	Student presents information in logical sequence which audience can follow. *Evidence of teamwork	Student presents information in logical, interesting sequence which audience can follow. *Exemplary teamwork evident	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Using Other Modes of Presenting	Student uses superfluous graphics, no graphics or use of other modes of presenting.	Student occasionally uses graphics or other modes that rarely support text and presentation.	Student's graphics or other modes of presenting relate to text and presentation.	Student's graphics and/or other modes of presenting explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Comments: _____

Total Points: _____

GROUP PRESENTATION

②

Evaluating Student Presentations

Students Names: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

Addressing Program SLO(s): _____

<i>Criteria and Skills:</i>	<i>Beginning 0 – 1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Content or Objective: How well is the content with relation to what the book is covering.	Presentation missed more than four items from the objectives.	Presentation covers aspects of the objectives, except for two items.	Presentation covers all aspects of the objectives, except for one item.	Presentation covers all aspects of the objectives.	
Presentation: How well was the presentation given.	- Four of the following elements were missed: a. Everyone in the group was introduced. b. Why is this important? Has been explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- Two of the following elements were missed: a. Everyone in the group was introduced. b. Why is this important? Has been explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- One of the following elements were missed: a. Everyone in the group was introduced. b. Why is this important? Has been explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- All of the following elements were covered: a. Everyone in the group was introduced. b. Why is this important? Has been explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group work	Group took longer than 5 minutes to organize itself and start group work.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time, strong evidence of group collaboration.	

<i>Criteria and Skills:</i>	<i>Beginning 0 – 1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriate for their presentation.	Some of the group members were dressed appropriately,	Group members dressed appropriately and according for their presentation except for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

Comments:

Research Paper Rubric
Evaluating Student Research Papers

Student Name: _____ Date: _____ Instructor Name: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

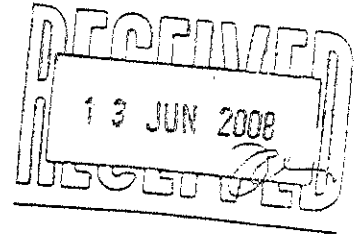
<i>Criteria and Skills</i>	<i>Beginning 0 – 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it .	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal, but some support can be identified.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with maybe a minor error.	

<i>Criteria and Skills</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Resources	Resources are less than minimal(4 or less). APA/MLA style is error laden, both in citations and reference list.	Resources are minimal (5 or less). APA/MLA style is used in the reference list with some errors. Citations are missing or incorrect.	Resources are adequate (6-7). APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	Resources are sufficient (8-10). APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Total Points: _____

Comments:

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM



Course Alpha/Number: English 150 - 01, 02 Semester / Year: Summer/2008
Course Title: Introduction to Literature Days / Time: Daily June 9- July 18
Instructor: Merina L. Finau Department: Languages and Literature
Language and Literature
Office Hours & Location: office above the business Classroom: 8:00 – 9:20 Rm; 26
office 2:00 – 3:20 Rm; 20
Email Address: eldonsma@hotmail.com Contact Phone: 699-9155 ext.306

Required Textbook: The Norton Introduction to Literature, shorter 9th Edition by Allison Booth, et al.

Additional Supplement: Animal Farm

I. Course Description: Students will study the major genres such as poetry, drama, fiction, film productions, and Pacific contemporary literature. They will increase their literary vocabulary, be introduced to different perspectives and interpretation, and compose critiques on their readings.

II. Course Rationale: This course is a basic analytical study of literature and its components and is a pre-requisite to ENG 250, Survey of Literature. It is a general education requirement and is also transferable to other colleges in the U.S.A.

III. Learning Objectives: Students will be able to
- apply appropriate literary terms and analytical components to the major genres
- appraise and critique literary issues as they arise from both student-generated and teacher-supplied topics
- write literary analysis evaluating each of the major genres of literature
- individual and group presentations on selected genres

IV. Student Learning Outcomes (SLO): Students will

- be aware of the rich literature that is available in the English language (aligned to SLO I. – Communication Skills: Speaking and Writing; Reading; Listening)

- understand elements of English literature (aligned to SLO I – Communication Skills: Reading, Listening)

- have basic knowledge of elements in poetry, short fiction, novel, and drama; perform independently in Critical thinking in analyzing various genres of literature (aligned to SLO I- Communication Skills; SLO III- Life Skills: Personal Responsibility; Respect and Diversity; Problem Solving)

- appreciate English literature from various cultural background (aligned to SLO I – Communication; SLO III – Life Skills)

- Respect themselves and the literary works of others (aligned to SLO I- Communication; SLO II – Job Skills; SLO III – Life Skills)

- Value critical thinking process, other cultures and their values, and good writing (aligned to SLO I – Communication; SLO II – Job Skills; SLO III – Life Skills)

V. Course Requirements: Quizzes, exams, assignments, presentations and literary analysis essays for each genre.

VI. Methods of Instruction: Lecture, class and small group discussions, presentations and activities

VII. Grading:

1. Grades will be based on a percentage value.

93- 100%	A
90- 92%	A-
87- 89%	B+
83- 86%	B
80- 82%	B-
77- 79%	C+
73- 76%	C
70- 72%	C-
67- 69%	D+
63- 66%	D
60- 62%	D-
0- 59%	F

2. All assignments are due at the beginning of class and the percentages of you grade will be based on the following:

a. 2 Tests	30%
b. 2 Presentations	30%
c. 4 analysis	30%
d. Class participation	10%

VIII. Important dates:

Last day to add is Tuesday June 10.

Last day to drop is Friday June 13.

Withdrawal period to receive a "W" Thursday is July 3.

IX. Attendance Policy:

Students are expected to attend all classes and be on time. There is no difference between excused and unexcused absences. During Summer courses you are allowed to miss no more than 3 classes after which you will receive an "F". There will be no extra credit or make-up work.

Tentative Course Topical Outline: *Please note that this schedule is subject to change*

MEETING SESSION DATE

ASSIGNMENTS/PROJECTS

Week 1 June 9- June 13	<ul style="list-style-type: none">◦ Syllabus Review, Self Introductions◦ Introduction to Literature, What is Literature?◦ Literary Terms◦ Narrative Point of View◦ Presentation
Week 2 June 16 – June 20	<ul style="list-style-type: none">◦ Introduction to Fiction◦ "Flight Patterns"◦ "The Cask of Amontillado" & "Hills Like White Elephants"◦ "A Rose for Emily"◦ "The Olomatua" / First Analysis Essay
Week 3 June 23- June 27	<ul style="list-style-type: none">◦ Introduction to Poetry/ Tones/ Language/ Context & Construction◦ Listen to and read poems by: Browning, Ramsey, Nemerov, Heaney, Angelou, Shakespeare, et al.◦ Pacific Poetry◦ Second Analysis Essay
Week 4 June 30- July 3	<ul style="list-style-type: none">◦ Introduction to Drama/ Playwrights and Plays/ Shakespeare◦ "A Midsummer Night's Dream"
Week 5 July 7- July 11	<ul style="list-style-type: none">◦ "A Midsummer Night's Dream"◦ Group Presentations◦ Third Analysis Essay◦ Novel: "Animal Farm"
Week 6 July 14- July 18	<ul style="list-style-type: none">◦ "Animal Farm"◦ Final Analysis◦ Final Exam

GROUP PRESENTATION
Evaluating Student Presentations

Standardized Format

Student Names: _____ Date: _____

SLO Domain: COMMUNICATION Time-frame for _____ (mins) Instructor's Name: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covered all aspects of the objectives.	
Presentation: How well was the presentation given.	Three or more of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	Two of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	One of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	All of the following elements were covered: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriately for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according for their presentation except for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

COMMENTS:

Received 7.9.08
EN

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM

Course Alpha/Number: English 151-15 2nd Session Semester / Year: Summer/2008
Course Title: Freshman Composition Days / Time: Daily July 7- Aug 8 11am-12:50
Instructor: Merina L. Finau Department: Languages and Literature
Language and Literature
Office Hours & Location: office above the business office. 10am-11am Classroom: 11:00-12:50 Rm. 27
Email Address: eldonsma@hotmail.com Contact Phone: 699-9155 ext.306

Required Textbook: Keys for Writers, 4th Edition, by Ann Raimes
Writing: A College Handbook, 5th Edition, by James Hefferman et al.

Additional Supplement: Dictionary and Thesaurus

I. Course Description: This course is an introduction to college writing. The emphasis is on essay writing, incorporating a variety of modes of disclosure. Research and documentation skills are strengthened through the writing of a 10 page research paper using the Modern Language Association (MLA) style.

II. Course Rationale: By completing Eng 151 students will gain basic college writing skills including critical thinking and research. This course is a prerequisite for Eng 251 and may be transferable to other colleges in the U.S.A

III. Learning Objectives: Students will be able to
- implement critical and creative writing skills
- review, edit and revise their work and the work of their peers
- write a narrative, persuasive and expository essay
- research and write a paper using the MLA style

IV. Student Learning Outcomes (SLO): Students will
- be aware of good college writing using a variety of modes, (aligned to SLO I. –
Communication Skills: Speaking and Writing; Reading; Listening)
- understand elements of good writing and research, (aligned to SLO I – Communication Skills:

- have basic knowledge about paragraphs, essays and research (aligned to SLO I- Communication Skills; SLO III- Life Skills: Personal Responsibility; Respect and Diversity; Problem Solving)

- appreciate English literature from various cultural background (aligned to SLO I – Communication; SLO III – Life Skills)

- Respect themselves and the literary works of others (aligned to SLO I- Communication; SLO II – Job Skills; SLO III – Life Skills)

- Value critical thinking process, other cultures and their values, and good writing (aligned to SLO I – Communication; SLO II – Job Skills; SLO III – Life Skills)

V. Course Requirements: Students are expected to complete daily writing assignments and any homework that may be assigned. Students will compose multiple drafts of narrative, persuasive and expository essays. Students will research and write a paper using the MLA format and present their paper to the class. All final essays and papers must be typed and double spaced.

VI. Methods of Instruction: Lecture, self and peer evaluation, small group and class discussions. writing and research activities, multiple revisions of essays and MLA paper. Individual presentations on the MLA papers.

VII. Grading:

1. Grades will be based on a percentage value.

93- 100%	A
90- 92%	A-
87- 89%	B+
83- 86%	B
80- 82%	B-
77- 79%	C+
73- 76%	C
70- 72%	C-
67- 69%	D+
63- 66%	D
60- 62%	D-
0- 59%	F

2. All assignments are due at the beginning of class and the percentages of you grade will be based on the following:

a. Narrative essay	20%
b. Persuasive essay	20%
c. Expository essay	20%
d. MLA Paper	30%
e. Class participation	10%

VIII. Important dates:

Last day to add is Tuesday July 8, 2008.

Last day to drop is Friday July 11.

IX. Attendance Policy:

Students are expected to attend all classes and be on time. There is no difference between excused and unexcused absences. During Summer courses you are allowed to miss no more than 3 classes after which you will receive an "F". There will be no extra credit or make-up work.

Tentative Course Topical Outline: *Please note that this schedule is subject to change*

MEETING SESSION DATE	ASSIGNMENTS/PROJECTS
Week 1 July 7 – July 11	<ul style="list-style-type: none">• Review, Self Introductions• Introduction to writing, sample work, essay format• The Narrative essay, topics due• Narrative rough draft due, peer editing• Narrative editing and re-writes
Week 2 July 14 – July 18	<ul style="list-style-type: none">• Final Narrative essay due, Persuasive essay – topics due• Persuasive rough draft due, peer editing• Persuasive editing and re-writes• Persuasive editing and re-writes• Final Persuasive essay due
Week 3 July 21- July 25	<ul style="list-style-type: none">• The Expository essay, topics due• Expository rough draft due, peer editing• Expository editing and re-writes• Expository editing and re-writes• Final Expository essay due, Introduction to MLA format
Week 4 July 28 – Aug 1	<ul style="list-style-type: none">• MLA format and Works Cited page• In-class works cited practice, MLA topics• Outline due• Rough draft due on Friday Aug 1
Week 5 Aug 4 – Aug 8	<ul style="list-style-type: none">• MLA editing and re-writes• Final MLA paper due on Wednesday Aug 6th• MLA presentations• MLA presentations

RESEARCH PAPER RUBRIC
Evaluating Student Research Paper

Standardized Form:

Student Name: _____ Date _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions.	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it.	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors.	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient.	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Total Points: _____

COMMENTS:

American Samoa Community College
Languages and Literature Department
Course Syllabus

28 JUL 2008

Course Alpha: ENG 250 (15)	Semester/Year:	Summer 2008
Course Title: Survey of Literature	Time:	1:00-2:50P.M. Daily
Instructor: Larry Purcell, Ph.D.	Department:	Languages/Literature
Office Hours: (by appointment)	Classroom:	Room 27
Email: l.purcell@amsamoa.edu	Contact Phone:	699-9155 ext. 416

Pre-requisite: Eng 150

Required Texts: *The Norton Introduction to Literature*, 9th Edition by Booth, Hunter, & Mays
A Novel (TBA)

Additional Supplements: Handouts provided by teacher

- I. **Course Description:** This is a second year literature course, which examines in-depth critique of poetry, prose fiction, drama, and studies of Pacific contemporary literature. Students are also introduced to literary theory and to composing critical reactions to film productions of studied literature.
- II. **Course Rationale:** Students will develop independent critical thinking skills and analytical and interpretive writing skills as these skills are fundamental in any academic, professional, or social environment.
- III. **Learning Objectives:** Upon completion of the course, students should be able to:
 1. Identify and learn critical theories of literary interpretation.
 2. Apply these theories to literature.
 3. Develop critical analysis of poetry, prose fiction, drama, and film.
- IV. **Student Learning Outcomes:** Upon completion of the course, students will:
 - a. Perform independently in writing critical analysis of the various genres. (*Languages & Literature SLO #1, #2; Aligned to Degree Certificate SLO: Communication Skills*)
 - b. Appreciate English Literature from various cultural backgrounds. (*Languages & Literature SLO #6; Aligned to Degree Certificate SLO: Life Skills*)
 - c. Respect the literary works of others. (*Languages & Literature SLO #7; Aligned to Degree Certificate SLO: Communication Skills, Life Skills*)
 - d. Appreciate other cultures and their values. (*Languages & Literature SLO #8; Aligned to Degree Certificate SLO: Communication Skills, Job Skills, Life Skills*)

V. Course Requirements:

1. Reflective and Analytical Writing Assignments: Students will be assigned short pieces of writing to express and/or analyze prose. (*Assessing Learning Objective #3; Student Learning Outcome a*)
2. Literary Analysis Essays: Each student will write 3 literary analysis essays as assigned by the instructor. (*Assessing Learning Objectives #1, #2, #3; Student Learning Outcomes a & d*)
3. Novel: An assigned novel will be discussed in depth. Students will produce a short research paper on the novel. Specifics will be given by the instructor. A film version of the novel will be watched and critiqued. (*Assessing Learning Objectives #1, #2; Student Learning Outcome b & c*)
4. Exams: A midterm and final will be given. (*Assessing Learning Outcome #2; Student Learning Outcomes b, c, & d*)
5. Drama: A play will be read and discussed. (*Assessing Learning Outcome #3; Student Learning Outcomes c & d*)

VI. Methods of Instruction:

Classes will consist of lectures, group discussions, Library research, and individual and group presentations. A film version of the assigned novel will be shown.

VII. Grading:

1. Homework Assignments	200 pts	20%
2. Literary Analysis Essays	300 pts	30%
3. Novel	200 pts	20%
4. Midterm & Final	200 pts	20%
5. Drama	100 pts	10%

Grading Scale:

A+	98—100	A	94—97	A-	90—93
B+	88—89	B	84—87	B-	80—83
C+	78—79	C	74—77	C-	70—73
D+	68—69	D	64—67	D-	60—63

VIII. Important Dates:

July 7-8	Add/Drop Period
July 9-11	Drop Only Period
July 11	Administrative Drop
July 14-25	Withdrawal Period to receive a "W"
July 28-August 1	2 nd Session Withdrawal Period to receive "W/F" or "W/NP"

IX. Attendance Policy:

All students are required to attend class as scheduled, unless class is cancelled and/or fall on a holiday. A student cannot have three (3) absences for summer sessions. (See page 26 of ASCC Catalog for detailed information on attendance policy.)

X. Plagiarism: See ASCC Catalog for information on plagiarism and cheating. It will not be tolerated in this course.

Eng 250 Course Schedule

Summer 2008 (Subject to Change)

Week 1—July 7-11:

- Course Overview/Introductions/Course Syllabus
- Novel
- *Pride and Prejudice* (Movie)
- Find author for Oral Presentations

Week 2—July 14-18:

- Review Literary Terms—Plot, Point of View, Characterization, Setting, Symbolism, Theme, Irony, etc.
- Literary Analysis—"A Rose for Emily"
- Fiction—"Sonny's Blues"
- Oral Presentations

Week 3—July 21-25:

- Original Poems on Arts Festival
- Poetry Unit
- Review Poetic Terms—Tone, Speaker, Situation and Setting, Language, The Sound of Poetry
- Poems by Pacific Writers
- Oral Presentations

Week 4—July 28-August 1:

- Elements of Drama pp. 1092-1102
- *A Streetcar Named Desire* Scenes 1-11
- Oral Presentations

Week 5—August 4-8:

- Literary Analysis (to be assigned)
- Oral Presentations
- Review for Final
- Final

Oral Presentation Rubric
Evaluating Student Presentations

Student Name: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor Name: _____

Addressing Program SLO: _____

<i>Criteria and Skills:</i>	<i>Beginning 0-1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Organization	Audience cannot understand presentation because there is no sequence of information. *No evidence of teamwork	Audience has difficulty following presentation because student jumps around. *Some evidence of teamwork	Student presents information in logical sequence which audience can follow. *Evidence of teamwork	Student presents information in logical, interesting sequence which audience can follow. *Exemplary teamwork evident	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Using Other Modes of presenting	Student uses superfluous graphics, no graphics or use of other modes of presenting.	Student occasionally uses graphics or other modes that rarely support text and presentation.	Student's graphics or other modes of presenting relate to text and presentation.	Student's graphics and/or other modes of presenting explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

RECEIVED
6/11/08

2266

HEA 151 SECTION 01
MEDICAL TERMINOLOGY
CREDIT: 3
INSTRUCTOR: DANIEL S. CHANG, D.P.M.
DEPARTMENT OF HEALTH AND HUMAN SERVICES
SUMMER 2008
OFFICE HOURS: CALL FOR AN APPOINTMENT
OFFICE: A21
TELEPHONE NUMBER: 699-9155 EXT. 397
FAX: 699-5090
E-MAIL: d.chang@amsamoa.edu
COURSE DATE AND TIME: DAILY 12:30 TO 1:50 PM
ROOM: A40

REQUIRED TEXTBOOK:

COHEN, Barbara Janson. Medical Terminology An Illustrated Guide 4th Edition. 2004
Lippincott Williams and Wilkins. Philadelphia, Pennsylvania

COURSE DESCRIPTION:

Medical terminology introduces the student to a special vocabulary used by health care professionals. This course will assist the student to learn certain methods that will enable them to remember familiar words and understand new ones. These methods involve breaking each word into component parts, learning the meaning of these parts, and recognizing them when they appear in different words.

COURSE RATIONALE:

This course is important because it:

1. Provides a transferable course to a 4-year college/university.
2. Prepares the students immediate entry into health related careers upon graduation.
3. Provides the service to the community in recruiting the needed health professionals to meet the demand of our health care system.

COURSE LEARNING OBJECTIVES (LO):

At the end of this course, students should be able to:

1. Analyze the different components of a medical term and to interpret the meaning of the word (HHS SLO 1, 3, 4, 8, 9)
2. Interpret summaries of medical records of patients (HHS SLO 1, 3, 4, 8, 9)

COURSE STUDENT LEARNING OUTCOMES (SLO):

Upon completion of this course, the students will be able to:

1. Apply the acquired knowledge and skills in the health related careers (HHS SLO 1, 2, 3, 4, 8, 10).
2. Synthesize the learned concepts and to demonstrate the ability to analyze new medical vocabularies (HHS SLO 1, 3, 4, 8, 10).
3. Apply technology to locate, interpret, organize and present information (HHS SLO 8).
4. Develop responses to the changing trend of our health care system (HHS SLO 2, 3, 4, 6).

COURSE REQUIREMENTS:

Four Exams= 15% (60%) (LO 1, 2, SLO1, 2)
 Presentation= 10% (SLO 2, 3, 4, 5)
 Homework= 10% (LO 1, 2, SLO 2, 3)
 Participation (Folder)/Attendance = 10%/10% (SLO 1, 5)

METHODS OF TEACHING:

1. Lecture and Notes
2. Medical Journals
3. CD-ROM
4. Internet; e-mails

ATTENDANCE POLICY:

Student will be administratively dropped after missing 3 classes before the end of administrative drop period. Two percent of the participation grade will be deducted for each unexcused absence during the semester. For withdraw policy for this class, please refer to ASCC catalog.

GRADING AND EVALUATION:

B+	89-87%	A	100-94%	A-	93-90%
C+	79-77%	B	86-84%	B-	83-80%
D+	69-67%	C	76-74%	C-	73-70%
		D	66-64%	D-	63-60%
				F	59% and Below

CLASS SCHEDULE:

June 9	Syllabus
	Chapter 1 Concepts of Medical Terminology
June 10	Chapter 2 Suffixes
	Chapter 3 Prefixes
June 11	Chapter 4 Cells, Tissues, and Organs
June 12	Chapter 5 Body Structure
June 13	Chapter 6 Diseases
June 16	Exam #1
June 17	Chapter 7 Diagnosis and Treatment; Surgery
June 18	Chapter 8 Drugs
June 19	Chapter 9 Circulations: The cardiovascular and lymphatic system
June 20	Chapter 9 Circulations: The cardiovascular and lymphatic system
June 23	Chapter 10 Blood and Immunity
June 24	Chapter 10 Blood and Immunity
June 25	Midterm Exam (2)
June 26	Chapter 11 Respiration
June 27	Chapter 12 Digestion
June 30	Chapter 12 Digestion
July 1	Chapters 13 The Urinary System
July 2	Chapters 13 The Urinary System
July 3	Chapter 14 The Reproductive System
July 4	Holiday: Independence Day
July 7	Chapter 15 Development
July 8	Exam # 3
July 9	Chapter 15 Development
July 10	Chapter 16 The Endocrine System
July 11	Chapter 17 The Nervous System
July 14	Review
July 15	Final Exam (4)
July 16	Oral Presentation
July 17	Oral Presentation
July 18	Oral Presentation

INDIVIDUAL PRESENTATION RUBRIC

Evaluating Student Presentation

Student Name: _____

Date: _____

Course Alpha/Title/Section: _____ Instructor Name: _____

Domain: COMMUNICATION Time-frame for presenting: _____ (mins.)

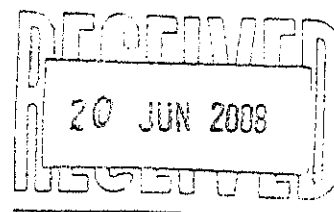
Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0-1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in a logical, and interesting sequence which audience can follow.	
Subject Knowledge	Student does not grasp the information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Using Other Modes of Presenting	Student uses unrelated graphics, or no graphics or no use of other modes of presenting.	Student occasionally uses graphics or other modes that rarely supports the text and presentation.	Student's graphics or other modes of presenting relate to text and presentation.	Student's graphics and/or other modes of presenting explain and reinforce text and presentation.	
Mechanics	Student's presentation has four (4) or more spelling errors and/or grammatical errors.	Presentation has three (3) misspellings and/or grammatical errors.	Presentation has no more than two (2) misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, and seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces terms. Some audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Total: _____

Comments: _____

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
Social Science Department



Course Alpha/Number: HIS 170-S1 Semester: Summer 2008 ✓
Course Title: World Civilization I Days / Time: Daily 8-9:20
Instructor: R.A. Baker Department: Soc Sci
Office Hours & Location: Daily 12-2PM Social science office
Classroom: RM 9
Email Address: bakerrandall@yahoo.com Contact Phone: 699-9155ex 366

Required Textbook: The Earth and Its People Vol 1 Richard W. Bullet, et al.
ISBN:13:978-0-618-77150-9

Additional Supplements: As needed

Prerequisite: ENG 150

I. Course Description: This course places emphasis on the development of cultural, social, economic, and political institutions of major world areas, which have affected the course of human progress from the earliest beginnings to the 16th Century.

II. Course Rationale This course satisfies a History requirement for the AA degree and is transferable to a 4-year college/university.

- III. Learning Objectives: After completing this course students should be able to:
1. describe significant changes that contributed historically to Europe, Asia and the world from the beginning of man to 1500 C.E.
 2. identify important person(s) that contributed and influenced the formation and modifications in world history within the time frame covered.
 3. develop an understanding of past events that took place in world history from the beginning of man to 1500 C.E.
 4. relate and apply themselves to the various circumstances that were undergone in each of the periods of time discussed in world civilizations.
 5. gain an appreciation for the struggles, trials, tribulations, movements, and contributions that man was and has been engaged in making world history.

IV. Student Learning Outcomes (SLO): At the completion of this course the student will be able to:

1. explain general concepts, theories, models and ideas; (Aligned to Degree/Cert SLO: Communication skills)

2. write, speak and present information; (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
3. conduct research, process information, and present appropriate findings; (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
4. understand and appreciate the development of societies, cultures, and human histories: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)
5. understand and build on social skills such as team work, community service, and interpersonal communications: (Aligned to Degree/Cert SLO: Communication skills, Life Skills)

V. Course Requirements: Learning activities/assignments required for the course.

1. UNIT EXAMS

There will be four exams covering the chapters listed in the unit. Make up exams are strongly discouraged, however, if you have a valid excuse (with verification) and permission from instructor, then arrangements will be made with instructor; you can take the exam but 10 pts. will be deducted from your original total exam score. (Assessing LO's 1,2,3, 4& 5, SLO's 1, 2, 3, 4, & 5)

2. RESEARCH PAPER

Research Papers will be done as part of a team on a topic assigned by the instructor.

Each paper will be 10 pages double-spaced.

Do not plagiarize.

The deadline for the paper is July 16, 2008.

Late papers will be accepted but at a reduced grade.

(Assessing LO's 1,2,3, 4, & 5,SLO's 1, 2, 3, 4,& 5)

VI. Method of Instruction:

1. This course will use lecture, group work, computer and library research to achieve the goals of the course. (Reinforcing LO's 1, 2, 3, 4, & 5)

VII. Grading:

1. To receive a grade in the A range you must have an average of 90% or more on all exams and take an active part in all class discussions and activities.
2. To receive a grade in the B range you must have an average of 80% or more on all and take an active part in all class room discussions and activities.
3. To receive a grade in C range you must have an average of 70% or more on all exams, and take an active part in all class discussions and activities.
4. Any grade less than a C is not transferable.

4 Unit exams	400 pts. 55%
Research papers will be worth	200 pts 25%
15 Homework assignments @ 10 pts ea	<u>150 pts</u> 20%
Total Points	750 pts 100%

* Points will be accumulated by individuals and added together; the total points for each area will be converted into %. the final grading is as follows:

A = 100-95%	A- = 94-90%	B+ = 89-87%
B = 86-84%	B- = 83-80%	C+ = 79-77%
C = 76-74%	C- = 73-70%	D+ = 69-67%
D = 66-64%	D- = 63-60%	F = 59% below

VIII. Last day to officially withdraw from the course. See "2008-2008 ASCC Academic Calendar" in the catalog. Last day to withdraw with a "W" is July 3, 2008.

X. Attendance Policy: See *Catalog "Academic Policies & Procedures"* section. Attendance is absolutely mandatory. The ASCC attendance policy will be strictly enforced. You are required to attend class as scheduled and students with excessive absences (3 maximum) will be automatically dropped from the course. Tardiness is very disruptive and will not be tolerated. If, for any reason you miss the first day of instruction, (June 9, 2008) you may be administratively dropped from the course.

XI. Tentative Course Topical Outline:

June 9, 2008 Course Overview and Syllabus

PART ONE

June 10, 2008

June 11, 2008

June 12, 2008

June 13, 2008

June 16, 2008

June 17, 2008

June 18, 2008

The Emergence ;of human Communities

CH. 1 Nature, Humanity, and History

CH. 2 The River Valley Civilizations

CH. 3. New Civilizations

CH. 4 The Mediterranean and the Middle East

Unit One Review

Unit One Exam

Research for Paper

PART TWO

June 19, 2008

June 20, 2008

June 23, 2008

June 24, 2008

June 25, 2008

June 26, 2008

The formation of New Cultural Communities

CH. 5 Greece and Iran

CH. 6 An Age of Empires

CH. 7 India and Southeast Asia

Unit Two Review

Unit Two Exam

Research for Paper

PART THREE

June 27, 2008

Growth and Interaction of Cultural Communities

CH. 9 The Sasanid Empire and the Rise of Islam

July 1, 2008	CH. 11 Inner and East Asia
July 2, 2008	CH. 12 The Peoples of the Americas
July 3, 2008	Unit Three Review
July 7, 2008	Unit Three Exam
July 8, 2008	Research for Paper

PART FOUR

July 9, 2008	<u>Interregional Patterns</u>
July 10, 2008	CH. 13 Mongol Eurasia
July 11, 2008	CH. 14 tropical Africa and Asia
July 14, 2008	CH. 15 The Latin West
July 15, 2008	CH. 16 the Maritime Revolution
July 16, 2008	Unit 4 Review
July 17, 2008	Research Paper Due
July 18, 2008	Unit 4 Exam
	Make Up Work

You are responsible for all readings. The exams will contain material that may not have been covered in the lectures or class discussions.

RESEARCH PAPER RUBRIC
Evaluating Student Research Paper

Student Name: _____ Date: _____ Instructor Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors.	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient.	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in the reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Comments: _____

Total Points: _____

RECEIVED
6/12/08

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM

Course Alpha/Number: Math 250 Semester/Year: Summer 2008
Course Credit: 4 Section: 02
Course Title: College Algebra & Trigonometry Days/Time: Daily / 12:30 - 2:20
Instructor: Letupu T. Moananu Department: Mathematics
Pre-requisite: C or Better in Math 151 Classroom: A-14
Office Hours & Location: Daily 9:00-10:00 Contact Phone: 699-9155 ext.355 amsamoa.edu
Or schedule an appointment with the instructor Email Address: l.moananu@asee-as

Required Textbook: College Algebra and Trigonometry, A contemporary Approach. By David Dwyer and Mark Gruenwald. 2nd Edition 2000 by Brooks/Cole Thomson Learning. A graphing /scientific calculator is required for this class.

Additional Supplements:

- Math tutorial on Educational Websites "Internet"
- Interactive video skillbuilder CD for College Algebra & Trigonometry
- Graphing/scientific calculator manual

I. Course Description: A minimum math course required for all Associate of Arts students. Basic algebraic properties of real number, linear and quadratics equations and inequalities, functions and graphs, analytic trigonometry and functions, logarithmic and exponential functions, conic sections, sequences and series. An introduction of analytical geometry is also presented. This course is designed for students wishing to go on to four-year college programs. A Scientific calculator is required.

II. Course Rationale: This is a transferable course that is required for any Associate of Arts Degree major. It is an excellent course to prepare students with an interest in taking an upper college level math course.

III. Learning Objectives:

1. To provide students with a foundation and fundamental knowledge of Algebra.
2. To assist students in identifying, solving and graphing different types and systems of equations and inequalities.
3. To develop an understanding of functions and their graphs
4. To provide students with the opportunities to explore, evaluate and solve different types of polynomial and rational functions
5. To examine, identify and solve exponential and logarithmic functions.
6. To provide students with the knowledge of Trigonometric functions, Trigonometric identities and equations and its application to problem solving.
7. To provide students with an overview of Relations and Conic Sections.

IV. Student Learning Outcomes (SLO)

Upon completion of this math course, students will be able to:

- Understand and appreciate the fundamental concepts of mathematics and its usefulness in everyday life.
- Comprehend, interpret and evaluate mathematical concepts presented by a math instructor.
- Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions.
- Identify and apply acquired mathematical knowledge and skills to real work situations and addressing in class tasks.
- Apply technology (scientific/graphing calculator) to locate, interpret, organize and present mathematical data.
- Recognize relevance of mathematics to life long learning.

V. Course Requirements: Students will be required to do the following:

1. Pass four in-class exams
2. In class quizzes
3. Assigned homework on the topical outline
4. Individual/Group presentations on the board
5. Comprehensive Final Examination "mandatory"

VI. Methods of Instruction:

A range of teaching approaches will be employed including traditional lectures. Students will be invited to participate in constructive and cooperative approaches of learning that will include demonstration of problems on the board, group presentations and group activities. Problem solving will be used extensively in group presentations and group activities.

VII. Grading:

• Four in – class exams	40%
• Quizzes	15%
• Homework	15%
• Participation(presentations)	5%
• Comprehensive Final Exam	25%

Grading Scale

	A	100 -94%	A-	93 - 90%	
B+	89 - 87%	B	86 - 84%	B-	83- 80%
C+	79 - 77%	C	76 - 74%	C-	73 - 70%
D+	69 - 67%	D	66 - 64%	D-	63 - 60%
	F	59% and below			

VIII. Last day to officially withdraw from the course.

June 16- July 3 Withdraw Period to receive a W.

Withdraw Period to receive a W/F or W/NP

Ix. Attendance Policy:

Attendance is critical in passing this course. Students must comply with the ASCC Attendance Policy. Refer to catalog under Attendance Policy. Since tardiness is a form of absenteeism, the instructor has come up with the following: 15 minutes late is considered a tardy and three tardies are considered one absent. Students must also respect the rights of other students to learn without distraction. Therefore, children are not allowed in the classrooms, and cellular phones, pagers, must be turned off or placed in silent mode. Food and drinks are not allowed in the classroom as well.

Note: The following topical outline is subject to change

TENTATIVE COURSE TOPICAL OUTLINE

Math 250 -Sec. 01- College Algebra & Trigonometry

Dates/Meeting Sessions	Sections Discussed	Assignments and Projects
	Practice problems: Try all even problems from each exercise.	Graded problems:
Mon. June 9	Discussion of Syllabus Sec. 1.1- 1.2(Number system and Estimation, and Coordinate Geometry)	1.1 Pg.11#12,18,24,28,32,40,48 1.2 Pg. 21 #10,14,24,28,29
June 10	Sec. 1.3 -1.4(Properties and operations and Integer Exponents)	1.3 Pg. 33#6,20,30,38,46,50,54 1.4 Pg.48 #10,28,42,48,54,70,78,80
June 11	Sec. 1.5 - 1.6(Polynomial Expressions and Factoring expressions)	1.5 Pg. 56#24,,48,56,66,,76 1.6 Pg.66#6,10,22,30,,48,50
June 12	Quiz 1: Sec. 1.7 (Rational Expressions)	Practice problems end of exercise for 1.7
June 13	Sec. 1.8 & 2.1Rational and Radical Exponents	Pg. 89 #26,34,36,48,56,90 Pg.109#2,12,20 ,30
June 16	Sec. 2.2 - 2.3(Techniques for solving equations and Linear equations and inequalities)	Pg.125#16,34,44 Pg.136#16,24,40,50,66,74,76

June 17	Sec. 2.4-2.5(Absolute value equations and inequalities ,Polynomial equations and inequalities	Pg. 147#8,16,22,32,44,56 Pg. 157#12,26,30,58,68,88,96
June 18	Sec. 2.6(Quadratic equations)	Pg. 170 #6,14,25,36,44,50,56
	Quiz 2 (2.2- 2.6) Sec. 2.7(Radical and rational inequalities	Pg. 185 #8,10,16,27,40,49
June 19	Sec. 2.8 System of equations	Do practice exercise at the end of 2.8
June 20	Exam 1	
June 23	Sec. 3.1 -3.2 Lines and function	Pg. 221 #12,16,24,32,42,60 Pg. 235#10,24,28,40,56,64

June 24	Sec. 3.3-3.4 (Graphs of functions and combinations of functions)	Pg. 255 #4-52 multiples of 4 Pg.270 Do multiples of 5
June 25	Quiz 3(3.1 - 3.4) Sec. 3.5- 3.6 Inverse and selected functions	Pg. 280 #8,17,22,34 Pg.293#15,20,28,30,36,42
June 26	Sec 4.1 Polynomial functions Sec. 4.2- 4.3 Division of Polynomials and Zeros and factors of polynomials	Do practice problems at the end of exercise Pg. 340 #6,10,18,24,26,32,38 Pg. 350#6,20,22,30,36,42
June 27	Sec. 4.4 Real zeros of polynomials Sec. 4.5 Real zeros of rational functions	Pg. 360 # 4,14,22,30,50,51 Pg. 374 #6,10,24,40
June 30	EXAM 2	
July 1	Sec. 5.1 Real zeros of rational functions/Exponential	Pg. 395 #2,8,14,20,24,26,27,28
July 1	Sec. 5.2 - 5.3 Logarithmic functions, identities and equations	Do practice exercise at the end of each section
July 2	Quiz 4 Sec. 5.4 Exponential equations and applications	Pg. 432#2-36 even
July 3	Sec. 6.1 Angles and their measurements Sec. 6.2 Trigonometric Functions of Acute angles	Pg.465#10,18,22,26,36,40,46,50,54,56,60 Pg. 481#6,12,16,28,32,40,48,52,58 60,62,66,70
July 4	Independence Day Holiday	
July 7	EXAM 3	
July 8	Sec.6.3 Trigonometric functions of real numbers. Sec. 6.4 Graphs of sine and cosine	Pg. 495 #2 - 50 even Pg. 510#6,8,10,20,30,38
July 9	Sec. 6.5 Graphs of sine and cosine and other trigonometric functions	Pg. 523#2-14even, 28
July 9	Sec. 6.6 – Inverse Trigonometric functions	Pg. 535 #4 -42 multiples of 4
July 10	Sec. 7.1-7.2 Fundamental Trigonometric Identities- sum and difference identities	Pg. 554#24-64 multiples of 4 Pg.564#5-50 multiples of 5
July 11	Sec. 7.3 & 8.1 Double angles and half-angles and Law of Sines	Pg. 575 #4-44 Pg.601 #4,16,34,36,38,40
July 14	Sec. 8.2 Law of Cosines	Pg. 611 #8,20,28,32,38,48,50
July 14	Sec. 8.3 Trigonometric form of complex numbers	Pg.621#2-20 even
July 15	EXAM 4	
July 16	Manu'a Day Holiday	
July 17	Review	
July 18	Comprehensive Final Exam	

American Samoa Community College
Math Department

MATH RUBRIC

Class activity to be assessed: *Individual/Group Presentation on Problem solving and Assess Demonstration of problems on the board*


Math 250- College Algebra and Trigonometry

Institutional SLOs Addressed:

- ❖ Communication Skills (Reading, Speaking and Listening Skills)
- ❖ Life Skills (Problem solving involving application of mathematics)

Rating Scale and Performance Indicators	Beginning (0-1 point)	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Total Points
Understanding	There is no solution of the presentation, inappropriate concepts are applied and solution addresses none of the mathematical components presented.	The solution of the presentation is not complete indicating that parts of the problem are not understood. Solution addresses some, but not all of the mathematical components needed.	The presentation shows that the student has a broad understanding of the problem. The solution addresses all of the components presented in the task.	The presentation shows a deep understanding of the problem including the ability to identify the appropriate mathematical concepts for the solution. The solution completely addresses all mathematical components presented in the task.	
Strategies and Reasoning	No evidence of mathematical reasoning. Using a strategy that does not help solve the problem. There were so many errors in mathematical procedures that the problem could not be solved.	Uses a strategy that is partially useful, leading some way toward a solution but not a full solution. Could not completely carry out mathematical procedures, and some parts may be correct, but a correct answer is not achieved.	Uses a strategy that leads to a solution of the problem. Uses effective mathematical reasoning. All parts are correct and a correct answer is achieved.	Uses a very efficient and sophisticated strategy leading directly to a solution. Applies procedures accurately to correctly solve the problem and verify the results. Makes mathematically relevant observations and /or connections.	
Communication	There is no explanation of the solution, the explanation cannot be understood or it is unrelated to the problem. There is no use or mostly inappropriate use of mathematical terminology and notation.	There is an incomplete explanation, and it is not clearly presented. There is some use of appropriate mathematical representation and appropriate use of mathematical terminology and notation appropriate of the problem.	There is effective use of mathematical terminology and notation. There is a clear explanation and appropriate use of accurate mathematical representation.	There is a clear, effective explanation explaining how the problem is solved. All the steps are included so that students would know why decisions were made. Mathematical representation is actively used as a means of communicating ideas related to the solution of the problem. There is precise and appropriate use of mathematical terminology and notation.	

American Samoa Community College
Fine Arts Department
Course Syllabus

Received 6-11-08


Course Alpha: MUS 160-01 (3 cr.)
Course Title: Music Literature (section 1)
Instructor: Kuki M. Tuiasosopo
Office Hours/Location: 11 – 12 Noon Daily/29A
Email: k.tuiasosopo@amsamoa.edu

Semester: Summer Session 2008
Days/Time: 08:00 – 09:20a.m. Daily
Department: Fine Arts
Classroom: 29
Phone: 699-9155 (ext.450)

Prerequisite: ENG 90

Required Textbook:

Machillis, Joseph and Kristine Forney *The Enjoyment of Music*, Ninth Ed.
Chronological. New York, London: W.W. Norton & Company.
Copyright 2003

Additional Materials

Compact Disc (CD)
Compact Disc Player (CD Player)
Blank Cassette Tapes
Cassette Recorder and Playback
Field Work Notebook(s)
Portfolio Binder (2 ½ or 3 inch)
Line Papers
ASCC General Catalog 2006 – 2008

I. Course Description :

This course offers a survey of the masterpieces of classical music in sound, including elements, style, history and form from 1300 to the present. Emphasis placed on appreciating and understanding music as art.

New materials covered in the summer session include the musical culture of the Pacific.

II. Course Rationale

Music literature allows students to expand their horizons in music, and appreciate all forms and genres of music that are not familiar to their ears. This course prepares them to an in-depth study of the history and development of Western Music.

American Samoa will be hosting the Pacific Festival of Arts in July/August 2008, and it is the intention of the instructor to educate the students about the musical tradition of Pacific Islanders in order to prepare them for what to expect in the festival when more than 2000 participants arrive on the shores of American Samoa to share with the local people and the world their music and dance.

III. Learning Objectives

Students will become aware of the basic elements of music, the various performing ensembles in Western music, composers of classical music and their compositions, the different genres of music, and musical styles of each period. Students will be introduced to the different musical cultures of the Pacific, its region, the social aspect of music, the political aspect of music, the cultural aspect of music, the historical aspect of music all in the Pacific Islanders' notion of 'music'. In addition, students will be introduced to the field of *ethnomusicology*, and its' contribution to the world's socio-cultural environment.

IV. Student Learning Outcome (SLO)

Upon completion of the course, students will be able to -

1. Understand and respect the social and cultural aspects of music
2. Demonstrate an appreciation of important events, people, and genres encompassing the historical aspect of Western Music
3. Identify technical and expressive aspects in the artistic works and using critical skills to analyze, interpret and evaluate such works
4. Demonstrate computer skills as related to the discipline of the arts

This course also addresses the SLO that is outlined in the ASCC Mission.

ASCC MISSION

The mission of the American Samoa Community College is to foster successful student learning by providing educational programs and services of high quality that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economical, technological, and environmental well-being of American Samoa

To fulfill this mission, the College, as a United States accredited, open admissions, Land Grant institution, provides access to associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non traditional for:

- > transfer to institutions of higher learning
- > successful entry into the workforce
- > research and extension in human and natural resources
- > awareness of Samoa and the Pacific

To be successful in the areas articulated in the American Samoa Community College institutional mission, graduates of all degree and certificate programs will achieve the following student learning outcomes:

I. COMMUNICATION SKILLS

Speaking and Writing

- > Speak and write clearly to a variety of audiences.
- > Use oral and written skills to organize, deliver and evaluate.
- > Illustrate, compose, edit and justify sources.

Reading

- > Comprehend, interpret and evaluate information received through different media.
- > Understand and appreciate the meaning of literary expression.

Listening

- > Follow instructions, procedures and guidelines effectively.
- > Provide and express meaningful and productive feedback.
- > Demonstrate active responsiveness to presenting issues and situations.

II. JOB SKILLS

Transferable

- > Apply acquired knowledge and skills to assigned job or tasks (computer skill, communication skills, math skills, reading skills, etc.).

course alpha and course title, semester (bottom). pgs 2 -4 – reaction on film, double space, 12 size times new roman font. pg 5 – film credits (director, producer, narrator, etc . . .).

Essay: 5 pages:

pg 1 – cover page with essay title (center), name, assignment #, course alpha and course title, semester (bottom). pgs 2-3 – essay, double space, 12 size times new roman font.

pg 4 – conclusion, 1.5 spacing, 12 size times new roman font. pg 5 bibliography (MLA format).

Library Resource:

1 pg – list, name, assignment topic and #, course alpha and course title, semester (top left).

Film Review:

4 pages; pg 1 - cover page with film title (center), name, film review and assignment #s,

course alpha and course title, semester (bottom). pg 2 -3 – review the film double space, 12 size times new roman font, Pg 3 – film credits (director, producer, narrator, etc . . . and actors and characters names)

Portfolio

Each student is required to compile a *portfolio*, which is a collection of work over time showing growth and improvement reflecting student's learning of identified outcomes, shows how the student integrate specific knowledge or skills and progress towards both basic and advanced mastery, emphasize student's reflection upon their learning process, and including the use *reflective journals*. Your portfolio is a compliment to your educational growth, and will address the completion of Course Objectives and Student Learning Outcome described in your degree or certificate program, as well as the SLO described in the ASCC Mission.

Your portfolio will be divided into 5 sections -

1. SYLLABUS & HANDOUTS

Students insert course syllabus and compile handouts for each lesson plan.

2. PHILOSOPHY OF MUSIC

Students write essays on a given topic, and input their musical thoughts (philosophies) both as a performing arts and an academic area of study. This is a free writing assignment.

CLASSROOM ACTIVITIES

3. GROUP PROJECT MATERIALS AND INTERVIEW TRANSCRIPTIONS

Students compile classroom activity notes, materials and information pertaining to their group project and transcribe interviews.

4. ASSIGNMENTS

Students compile every class assignment in the portfolio.

5. DIARY

Students write, records, and reflect on daily lesson plans. This is also a free writing assignment.

6. LECTURE NOTES

Students record their class notes from the Instructor's lecture, discussion, presentation, etc.

Students need to purchase divider sheets to divide up the sections of the portfolio.

Students must have protector sheets to insert each portfolio entry into the corresponding section of the portfolio.

Students must also have line papers for lecture notes.

Students will be interviewed during portfolio assessments towards the end of the summer session 2008.

NOTE:

Besides the points allotted for each assignment, 10 points will be allotted for each *journal entry*, and 10 points for each *philosophy of music* writing. 200 points will be allotted to the portfolio. See *Rubric for Portfolio* for point distribution and assessment.

Examination

There will be weekly quizzes and a final exam (accumulative). Only through a valid excuse such as a doctor's note where a make up quiz will be offered to the student. There is no such thing as a make up final exam.

Collaborative Project and Presentation – Documentary Film

Students are required to do a documentary film project in a Digital Video Disc (DVD) format based on topics or issues related to the musical scene in the community. These topics or issues can be formatted into a title for the documentary film project. It is important that the process in developing the final product (the edited version of the documentary film) maintains momentum throughout the course of the project. The final product must be professionally edited. Running time should be no less than 10 minutes, and no more than 20 minutes.

Due to the nature of the project and the amount of work it requires, students are encourage to work in groups of 3 or 4. In this case, it is important that the students consult their peers, work closely with each other, equally share the amount of work per student for the project, and maintain contact throughout the course of the project.

Students are also required to present the project visually, explain the purpose of the film, the reasons for choosing such topics for the project, and be able to answer questions based on the film.

Students must submit (in writing) the following items. Upon approval by the instructor, students may begin with the project. Instructor's approval depends on the students' effort to submit the following items on time. The items must be submitted to the instructor by the end of the first week of summer session.

1. Names of partners.
2. Equipments Checklist (camcorder, microphones, tape recorders, etc.)
3. Accessories Checklist (notepads, log sheets, Blank DVDs, DVD Covers, etc.)
4. Film Title
5. Location(s) for filming
6. Primary informant
7. Interview questions

At the end of students' presentation, each group must submit the following items to the instructor. Students' Final grade will not be submitted to the records office if fail to submit the items.

1. 4 copies (including original) of the final (edited) product
2. Rare footage(s)

The Following rubrics will be used for the collaborative project point distribution and assessment

1. *Rubric for Collaborative Project - Documentary Field Research*
2. *Rubric for Collaborative Project - Documentary Film Presentation*

VI. Methods of Teaching

- PowerPoint Presentation
- Course Lecture
- Group Discussion
- Viewing Audiovisual Materials
- Listening Examples

VII. Grading

1. The Instructor uses a point system for grading purposes.

2. Point Distribution

Attendance (29 x 10)	=	290
Writing Assignments (10 x 20)	=	200
Diary (29 x 10)	=	290
Philosophy of Music (10 x 10)	=	100
Project Interview Transcription (5 x 20)	=	100
Quiz (4 x 50)	=	200
Portfolio (200)	=	200
Portfolio Peer Review	=	50
Final Exam (written & listening)	=	100
Collaborative Project (research/presentation)	=	200
Project Items (6/13)	=	100
Project Items (7/17)	=	100
Portfolio Peer Review (50)	=	50
Meaalofa (20)	=	<u>20</u>
TOTAL POINTS	=	<u>2000</u>

3. Curve (see Rubrics for MUS 160)

1900 - 2000	=	A
1800 - 1999	=	A-
1700 - 1799	=	B
1600 - 1699	=	B-
1500 - 1599	=	C
1400 - 1499	=	C-
1300 - 1399	=	D
1200 - 1299	=	D-
1000 - 1999	=	F (possible I grade/ if I grade is complete a D- grade will be issued)
0000 - 999	=	F

VIII. Academic Calendar

(note the important dates below)

June 9	Instruction Begins
June 9 - 10	Late Admissions & Late Registration
June 9 - 10	Add & Drop Period
June 11 - 13	Drop Only Period
June 16 - 20	ASTEP 1 st Session Withdrawal Period to Receive "W/F" or W/NP"
June 16 - July 3	Withdrawal Period to Receive a "W"
June 27	ASTEP 1 st Session Ends
June 30	ASTEP 1 st Session Grades Due
June 30	ASTEP 2 nd Session Begins
June 30 - July 1	ASTEP 2 nd Session Late Registration
June 30 - July 1	ASTEP 2 nd Session Add/Drop Period
July 2 - 3	ASTEP 2 nd Session Drop Only Period
July 4	HOLIDAY - INDEPENDENCE DAY
July 7 - 18	ASTEP 2 nd Session Withdrawal Period to Receive a "W"
July 18	Instruction Ends

July 21 – 25	ASTEP 2 nd Session Withdrawal Period to Receive a “W/F” or “W/NP”
July 28	All Grades Due for Summer Session 2008
August 1	ASTEP 2 nd Session Ends
August 4	ASTEP 2 nd Session Grades Due

• *ASCC Academic Calendar is Subject to Change*

XI. Attendance Policy

Attendance is very crucial to the students’ understanding of the materials discussed in class. The Instructor will not repeat any lectures or discussion to a student who missed a class session. However, the student can set an appointment with the Instructor, upon his availability, to clarify any information from the previous class meeting. The appointment will take place after the student obtains lecture notes for the missing sessions from his/her classmates. The Instructor will award ten (10) points to each student for attending each class session. These points will be culminated toward the students’ final grade.

In the addition, students should be aware of the following attendance policy taken out from the *ASCC General Catalog 2006-2008* ;

“All Students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped . . . A student cannot exceed six (6) absences for Monday, Wednesday, Friday classes, four (4) absences for Tuesday, Thursday classes; and three (3) absences for summer sessions. Students with excessive absences, in accordance to this policy, will receive a lower or failing grade for the semester or session.” (ASCC General Catalog 2006-2008:26).

“A student can be excused from classes at the discretion or upon verification by the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made up for absences due to legitimate reasons. Students are required to submit in writing, justifications or provide appropriate documentation for absences to the Dean of Academic Affairs for approval.”(ibid).

“Veterans students are to refer to the Student Services Veterans Educational Benefits sections for additional attendance requirements.”(ibid).

“Music is harmony, harmony is perfection, perfection is our dream, and our dream is heaven.”

- Henri Frederic Amiel

**WEEKLY SCHEDULE
SUMMER SESSION 2008**

WEEK DATE	LESSON PLAN	READING ASSIGNMENTS	WRITING ASSIGNMENTS	DUE MATERIALS
Week 1 Monday 6/9/08	* syllabus * course overview * introduction	* course syllabus * course schedule * calendars * catalog	* diary day 1 * music autobiography (portfolio section: philosophy of music)	*None
Week 1 Tuesday 6/10/08	* elements of music * classroom activities	* textbook pgs 13 - 40	* diary day 2 * musical quotes (portfolio section: philosophy of music)	* diary day 1 * music autobiography
Week 1 Wednesday 6/11/08	* elements of music * musical notation	* textbook pgs 41 - 70 * handout	* diary day 3 *	*diary day 2 *musical quotes
Week 1 Thursday 6/12/08	* musical instruments classification & ensemble	* textbook pgs 41-70 * handouts	* diary day 4	* diary day 3
Week 1 Friday 6/13/08	* review for quiz * the conductor * conducting pattern	* textbook pgs 41-70 * handouts * study guide	* diary day 5	* diary day 4 * project items 1
Week 2 Monday 6/16/08	* quiz 1 * group meeting on project	* textbook pgs 73-106 * handouts	* diary day 6	* diary day 5
Week 2 Tuesday 6/17/08	* medieval period * prep medieval music classroom activity	* textbook pgs 73-106 handouts	* diary day 7	* diary day 6
Week 2 Wednesday 6/18/08	* medieval period (powerpoint)	* textbook pgs 73-106	* diary day 8	* diary day 7
Week 2 Thursday 6/19/08	* medieval instruments *medieval music classroom activity	* textbook pgs 73-106	*diary day 9 * the concept of the trinity in medieval music (portfolio section: philosophy of music) * medieval musical instruments (portfolio section: library resource) * reflect on classroom activity (portfolio section: journal entry)	* diary day 8
Week 2 Friday 6/20/08	* quiz 2 * renaissance period * handouts	* textbook pgs 107-149	* diary day 10	* diary day 9 * medieval musical instruments
Week 3 Monday 6/23/08	* renaissance period * handouts * prep-renaissance music classroom activity	* textbook *pgs 107-149	* diary day 11	* diary day 10

WEEK DATE	LESSON PLAN	READING ASSIGNMENTS	WRITING ASSIGNMENTS	DUE MATERIALS
Week 3 Tuesday 6/24/08	* renaissance period * handouts	* textbook * pgs 107-149	* diary day 12 *	* diary day 11 * reflection * trinity
Week 3 Wednesday 6/25/08	* baroque period * handouts * renaissance music classroom activity	* textbook pgs 154-222	* diary day 13 * samoan love songs (portfolio section: philosophy of music) * reflect on classroom activity (portfolio section: journal entry)	* diary day 12
Week 3 Thursday 6/26/08	* baroque period * handouts	* textbook pgs 154-222	* diary day 14 * bach's cantata (portfolio section: library resource)	* diary day 13
Week 3 Friday 6/27/08	* quiz 3 * classical period	* textbook pgs 223-333	* diary day 15 * kvzk sauniga lotu (portfolio section: essay)	* diary day 14 * cantata * reflection * samoan love songs
Week 4 Monday 6/3/08	* classical period * handouts	* textbook pgs 223-333	* diary day 16	* diary day 15
Week 4 Tuesday 7/1/08	* classical period * view Amadeus film	* handouts	* diary day 17	* diary day 16 * samoan love songs * reflection
Week 4 Wednesday 7/2/08	* classical period * con't film	* handouts	* diary day 18	* diary day 17 * kvzk sauniga lotu
Week 4 Thursday 7/3/08	* classical period * con't film	* handouts	* diary day 19 * film review on Amadeus (portfolio section: film review)	* diary day 18
Week 4 Friday 7/4/08	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
Week 5 Monday 7/7/08	* music of the pacific * film (tba)	* handout	* diary day 20 * film report (tba)	* diary day 19 * film review on Amadeus
Week 5 Tuesday 7/8/08	* music of the pacific * film (tba)	* handout	* diary day 21 * film review (tba)	* diary day 20 * film report (tba)
Week 5 Wednesday 7/9/08	* music of the pacific * prep classroom activity * samoan church music	* handout	* diary day 22 * essay on samoan church music (portfolio section: essay)	* diary day 21 * film review (tba)
Week 5 Thursday 7/10/08	* music of the pacific * samoan traditional music * classroom activity	* handout	* diary day 23 * samoan traditional music (portfolio section: philosophy of music)	* diary day 22 * film review (tba)

WEEK DATE	LESSON PLAN	READING ASSIGNMENTS	WRITING ASSIGNMENTS	DUE MATERIALS
Week 5 Friday 7/11/08	* music of the pacific * festival of pacific arts * quiz 4	* handout	* diary day 24 * pacific festival of arts (portfolio section: philosophy of music)	* diary day 23 * samoan traditional music
Week 6 Monday 7/14/08	* prep group project	* final exam study guide	* diary day 25	* diary day 24 * samoan traditional music
Week 6 Tuesday 7/15/08	* wrap up group project	* tba	* diary day 26	* diary day 25
Week 6 Wednesday 7/15/08	* view group project	* none	* diary day 27 * group project (portfolio section: philosophy of music)	* diary day 26 * group project items
Week 6 Thursday 7/16/08	* view project group	* none	* diary day 28 * group project (portfolio section: philosophy of music)	* diary day 27 * group project items
Week 6 Friday 7/18/08	* final exam * portfolio review & interview	* portfolio	* diary day 29	* diary day 28 & 29

RUBRIC FOR WRITING ASSIGNMENTS

MUS 160-01, Music Literature

ASCC, Fine Arts Department

Summer Session 2008

Name:

Date:

Instructor: K. Tuiasosopo

Points	Criteria	Exemplary	Accomplished	Developing	Beginning
	Format	20 – 16 points The assignment follows the correct writing format.	15 – 11 points The assignment follows most of the required format.	10 – 6 points The assignment follows some of the required materials.	5 – 0 points The assignment did not follow the writing format.
	Content	The assignment contains all of the required content from a chapter, unit, or lesson plan.	The assignment contains most of the required content from a chapter, unit, or lesson plan.	The assignment contains some of the required content from a chapter, unit, or lesson plan.	The assignment contains none of the required content from a chapter, unit, or lesson plan.
	Organization	Assignment is completely and neatly organized. A reader can easily find things.	Assignment is well organized. A reader has little difficulty finding things.	Assignment is fairly well organized. A reader may have a little difficulty finding things.	Assignment shows some attempt at organization.
	Mechanics	There are no errors in spelling, punctuation, or grammar.	There are few errors in spelling, punctuation, or grammar.	Errors in spelling, punctuation, or grammar are evident.	Errors in spelling punctuation or grammar are numerous.
	Critical Thinking	Assignment displays student's excellent critical thinking skills	Assignment displays student's good critical thinking skills	Assignment displays some of the student's critical thinking skills.	Assignment displays less to none of the student's critical thinking skills
	Overall Impact	The assignment demonstrates well the student's skills, abilities, and knowledge of the chapter, unit, or lesson plan.	The assignment helps to demonstrate the student's skills, abilities, and knowledge of the chapter, unit, or lesson plan.	The assignment does little to demonstrate the student's skills, abilities, and knowledge of the chapter, unit, or lesson plan.	The assignment does not demonstrate the student's skills, abilities, and knowledge of the chapter, unit, or lesson plan.
TOTAL POINTS					

Instructors Comments:

RUBRIC FOR PORTFOLIO
MUS 160-01, Music Literature
ASCC, Fine Arts Department
Summer Session 2008

Name:
 Date:

Reviewed by:
 Instructor: K. Tuiasosopo

Points	Criteria	Exemplary	Accomplished	Developing	Beginning
	Contents	31-40 points Portfolio contains all of the required materials.	21-30 points Portfolio contains most of the required materials.	8-20 points Portfolio contains some of the required materials.	1-7 points Portfolio contains little of the required materials.
	Documentation	26-30 points Samples show student progress and knowledge of course principles.	17-25 points Samples show student progress and some knowledge of course principles.	8-16 points Samples show some student progress and some knowledge of course principles.	1-7 points Random selection of sample documents. No knowledge of course principles.
	Organization	15-20 points Portfolio is completely and neatly organized. A reader can easily find things.	10-14 points Portfolio is well organized. A reader has little difficulty finding things.	5-9 points Portfolio is fairly well organized. A reader may have a little difficulty finding things.	1-4 points Portfolio show some attempt at organization. A reader has difficulty finding things.
	Mechanics	26-30 points There are no errors in spelling, punctuation, or grammar.	17-25 points There are few errors in spelling, punctuation, or grammar.	8-16 points Errors in spelling, punctuation, or grammar are evident.	1-7 points Errors in spelling punctuation or grammar are numerous.
	Creativity	15-20 points Student shows extensive creativity in the portfolio.	10-14 points Student shows creativity in the portfolio.	5-9 points Student shows some creativity in the portfolio.	1-4 points Student show less creativity in the portfolio.
	Overall Impact	26-30 points The portfolio demonstrates well the student's skills, abilities, and knowledge in association with course objectives and learning outcomes.	17-25 points The portfolio helps to demonstrate the student's skills, abilities, and knowledge in association with course objectives and learning outcomes.	8-16 points The portfolio does little to demonstrate the student's skills, abilities, and knowledge in association with course objectives and learning outcomes.	1-7 points The portfolio does not demonstrate the student's skills, abilities, and knowledge in association with course objectives and learning outcomes.
	Interview	15-20 points Student spoke, made appropriate eye contact during the interview and confidently answered questions	10-14 points Student spoke relatively clearly, made appropriate eye contact during the interview and answered questions.	5-9 points Student spoke relatively clearly most of the time, made eye contact during the interview and was able to answer some questions	1-4 points Student spoke unclearly, seldom made appropriate eye contact during the interview and had difficulty answering questions
TOTAL POINTS					
200					

Peer Review:

Instructors Comments:

AMERICAN SAMOA COMMUNITY COLLEGE

OFFICIAL COURSE SYLLABUS

Course Alpha/Number: PED 152

Semester/Year: 1st Summer Semester/2008

Course Title: Beginning Aerobics

Days/Time: M to F – 4pm to 5:20pm

Instructor: Mrs. Juliette Sword

Department: Physical Education

Office Hours: 3:00pm or call for appt.

I. Course Description: This course will focus on improving cardiovascular fitness through a variety of high, medium and low intensity aerobic exercises. This course will develop strength, endurance, flexibility and coordination using low, moderate and high impact bending, jumping, reaching and kicking.

II. Course Rationale: This course satisfies a 1 credit requirement for PE for an AA or AS degree upon graduation from the ASCC for full time students and for ASTEP students.

III. Learning Objectives: Upon completion of this course, students should be able to:

- identify the different stretches for each muscle group for everyday physical fitness
- execute the aerobic routines and moves taught with arm combinations for coordination
- utilize the different strengthening exercises for the different muscle groups involved

IV. Student Learning Outcomes {SLO}:

- Perform basic fundamental motor skills; {PE Program SLO #1; Aligned to Degree/Certificate SLO: Communication Skills}.
- Explain the importance of stretching, warming up and cooling down; {PE Program SLO #2; Aligned to Degree/Certificate SLO: Communication Skills, Life Skills}
- Describe the importance of physical activity; {PE Program SLO #3; Aligned to Degree/Certificate SLO: Life Skills}.
- Explain the importance of physical fitness; {PE Program SLO #4; Aligned to Degree/Certificate SLO Communication Skills, Life Skills}.
- Understand the strategies, rules and regulations of their specific sport; {PE Program SLO #5; Aligned to Degree/Certificate SLO: Communication Skills, Job Skills and Life Skills}.
- Recognize the importance of proper nutrition and diet; {PE Program SLO #6; Aligned to Degree/Certificate SLO Job Skills, Life Skills}.
- Develop one's own personal daily fitness workout plan; {PE Program SLO #7; Aligned to Degree/Certificate Communication Skills, Job Skills and Life Skills}.
- Apply the knowledge gained for lifetime use; {PE Program SLO #8; Aligned to Degree/Certificate SLO Communication Skills and Life Skills}.

V. Course Requirements:

- Physical Fitness test {1 mile-18 laps in Gym & full sit ups}
- A written essay for Communication skills {Dbl space – 2 pages with Title Page}
- Participation in every class activity {showing up and saying your sick is not participation}
- Individual performance and assessment by instructor {I assess your performance in class}

VI. Methods of Instruction: This course will be taught mainly by physical movements, visual awareness and class discussions. A fitness test will be given for each student. The format of the class is, 10min warm-up with 10min for stretches and then 30min of Aerobics routine to music and then 20 min of floor strengthening ab work and leg work and then 10min of cool down for flexibility. Basic moves will be taught in the beginning and then add on to higher intensity and options with the music tempo moving higher or faster. Coordination will be the basis for the aerobic routines.

VII. Grading:

a. All course requirements will be given points and final calculation will determine the letter grade awarded.

1. Attendance	25 points	20% of grade
2. Performance	25 points	20% of grade
3. Essay	25 points	20% of grade
4. Fitness test	25 points	20% of grade

b. Grading scale:

A 100 - 90 B 91 - 80 C 81 - 70 D 71 - 60 F 61 - Below

d. **Attendance Policy:** All students are to adhere to the Attendance Policy of the American Samoa Community College stated in page 30 of the Catalog.

"All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped. A student cannot exceed six (6) absences for Monday, Wednesday and Friday classes; four (4) for Tuesday and Thursday classes. Students with excessive absences, in accordance to this policy, will receive a lower or failing grade for the semester of session."

"A student can be excused from classes at the discretion or upon verification of the instructor, for the following reasons; medical reasons, family emergency, special curricular activities, military obligations, jury duty and a related official College sponsored activity. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made up for absences due to legitimate reasons. Students are required to submit in writing justifications or provide appropriate documentation justifying absences to the Dean of Academic Affairs for approval."

Note: Veteran students are to refer to the Student Services Veterans Educational Benefits sections for additional requirements.

Course Outline

Week 1: Introduction to course; rules on class requirement, begin introduction to basic aerobic formats and moves {warm-up, cardiovascular workout and cool down}. Start teaching aerobic routine 1. Introduce squats with proper positioning and body alignment. Introduce basic ab workout using exercise mat. Take *Height and Weight* of each student.

Essay - "Is there a difference in your muscles now that you've started an exercise routine, after one week?" Due: June 19th, 2008.

Week 2: Physical fitness test - 1 mile - Monday - and pass out BMI chart {Body Mass Index}. Fitness test on full sit-ups for 1min. Continue with aerobic routine giving variations of different options. Add more ab workout using exercise mat. Music tempo moves up to intermediate level. Weight weigh in on Thurs this week.

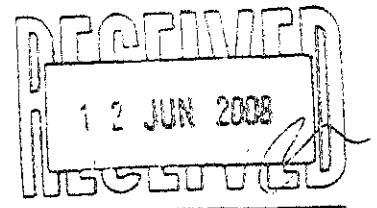
Week 3: Continue finishing 1st aerobic routine and continue with more ab workout using exercise mat. Execute aerobic routine without looking at the instructor, from memory and listening to moves called out. Introduce 2nd routine adding on to the 1st routine and pick up tempo of music.

Week 4: 2nd Physical fitness test -1 mile and full sit-ups for 1min. - continue with 1st routine with more options and directions. Continue ab workout using exercise mat and add on leg strengthening exercise on floor.

Week 5: Continue with the whole class routine from warm-up with stretches, aerobics cardio workout, to squat Cooling down to floor work for abs and legs

Week 6: Both 1st and 2nd routine with low intensity moves and high impact tempo. Should be able to do the whole class without any problems. This is where you test yourself on how well you did. Last fitness test on 1 mile - full sit ups for 1min. Compare the numbers and discuss.

LAH



American Samoa Community College
Academic & Instruction Division

Course Alpha: POL 150-D1	Semester: Summer 2008
Course Title: Intro to American Government	Days/Time: Daily 9:30-10:50
Instructor: Lilian M. Temese, M.A.	Department: Social Science
Office Hours: Daily 11-1:00	Classroom: Rm. 19
Afternoons by appointment only...	Dept. Chair: Mr. Randall Baker
E-mail: l.temese@amsamoa.edu	Contact Phone: 699-9155 ext.365

Required Text(s): "American Government: Brief 2006 Edition" By Lowi & Ginsburg, Shepsle. ISBN: 0-393-92484-X

Course Description: This course examines theories, structures, functions, and techniques of modern American Government. Students will enhance their perspective on how these institutions originated, evolved, shaped and formed the America today. In addition it will focus on the political concepts, institutions, and practices that are applied and exist in American politics.

Course Rationale: This course is a required course for the PAD & POLSCI degree program of study at ASCC. The course satisfies the Social Science Elective requirement for all degree programs at ASCC. The course is transferable to any US colleges and universities off-island. Prerequisite ENG 90

Learning Objective:

1. Describe and explain the evolution of government, private sector agencies, institutions and bureaucracies, etc.
2. Illustrate the terms that are used in government, political settings and daily discussions.
3. Formulate plans, ideas, theories based upon learning taken place in the class, text, and daily experiences.
4. Identify significant persons who have contributed to the historical growth of early American polity to its present contemporary structure.
5. Develop an understanding of domestic and external dynamic forces which affects the role of government.

Student Learning Outcomes:

1. Develop skills on critical thinking, note taking, writing and listening comprehension.(Align to Degree/Cert SLO: Communication & Life Skills, Soc.Sci SLO: #2,#3)
2. Develop skills to access internet, organize and present information whereby forming an intellectual opinion.(Align to Degree/Cert SLO: Communication & Life Skills, Soc.Sci SLO: #2 #3)
3. Develop skills to organize and present information in written form and oral form.(Align to Degree/Cert SLO: Communication & Life Skills, Soc.Sci SLO: #2 3#)

4. Appreciate the field of government, politics, law and the contributors to the field in the past and present.(Align to Degree/Cert SLO: Communication & Life Skills, Soc.Sci SLO: #1 #3 #4)
5. Acquire an open mind and the ability to understand others points of views.(Align to Degree/Cert SLO: Communication & Life Skills, Soc.Sci SLO: #1 #3 #5)

Coarse Requirements:

Article Analysis	60pts	10%
*Research Paper	40pts	10%
Unit Exams (2)	200pts	60%
Final	100pts	20%
Total	400pts	100%

- Any analysis turned in a day later will be deducted 5pts.
- Exams make up a day later will be deducted 10pts from total score.

Article Analysis

SIX news articles analyzed in 1-1 1/2 pages DS typed relating to content discussed in each chapter in class. Attach news article & Cite news source. All must be turned in DUE DATE. See Syllabus. (Assessing LO's 4 & 5, SLO 1, 2, 3, & 5)

*Research Paper (40pts) Rubric Assessment attached.

Each student will complete a research paper upon approval of topic by instructor. Must be 4-5pages excluding Reference page in APA format. Must have no less than 5 references. Cited Sources only. (Assessing LO's Communication, SLO's 1,2,3)

Unit Exams

Three Exams will be given at the end of each unit/part of text.

Final Exam based on last unit/part of text.

(Assessing LO's 1, 2, 3, 4, 5 SLO 1, 2, & 3)

Methods of Teaching

Lecture/Assignments/Guest Speakers/PC Skills internet/Research

(Reinforcing LO's 1, 2, 3, 4, 5 SLO 1, 2, 3, 4, & 5)

Grading

A 100-95%	A- 94-90%	B+ 89-85%	B 84-80%
B- 79-75%	C+ 74-70%	C 69-65%	C- 64-60%
D+ 59-55%	D 54-50%	D- 49-47%	F 46%-below

* All Students must have or purchase a textbook for the course. Students with no textbook will be recommended to drop the course or will be administratively drop from the course roster. (ASCC catalog pg.22)

* Course Attendance Policies:

Attendance Is Strictly Enforced: All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences (3) during the first week of instruction will be administratively dropped. A student can be excused from classes at discretion or verification of the instructor for the following reasons: medical reasons, jury duty, family emergency, military obligations, special extracurricular activities, and related official College course. (ASCC catalogue p.26-30)

Course Schedule

Week 1 (June 9-13)

- 09: First Day of Instruction, Class List, Textbook, ADD & Drop period Course Expectations Syllabi Overview.
- 10: Syllabi Overview
- 11: Ch.1 Freedom and Power of Politics
- 12: "" What is American Democracy? DUE: *Analysis #1: Relate to the definition of "democracy."*

Week 2 (June 16-20)

- 16: Ch.2 Constructing a Govt: Founding of the Constitution: **Research Topics DUE**
- 17: "" Changing the Framework: Constitutional Amendment
- 18: Ch.3 The Constitutional Framework: Federalism & Separation of Powers
- 19: "" Separation of Powers
- 20: Ch.4 Bill of Rights, Civil Liberties and Civil Rights. DUE: *Analysis #2: Relate to either of the chapters 1 or 2 or 3 or 4.*

: Week 3 (June 23-27)

- 23: Part I: Exam I
- 24: Ch.5 Congress: The First Branch: Legislature
- 25: "" Rulemaking: How a Bill Becomes a Law
- 26: Ch.6 The President: Chief Executive
- 27: Ch.7 The Executive Branch: Bureaucracy in a Democracy. DUE: *Analysis #3: Relate to either of the chapters 5 or 6 or 7.*

Week 4 (June 30-July 4)

- 30: Ch.8 The Courts: Least Dangerous or Most Powerful Branch?
- 01: "" Supreme Court in Action
- 02: Part II: Exam II
- 03: Ch.9 Public Opinion and the Media DUE: *Analysis #4: Analysis #4: Relate to the Role of "Media" in modern society.*
- 04: HOLIDAY-Independence Day

Week 5 (July 7-11)

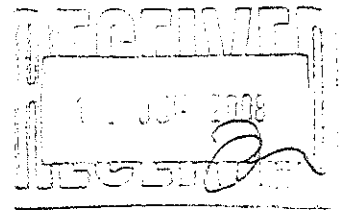
- 07: Ch.10 Elections
- 08: "" Do Elections Matter?
- 09: Ch.11 Political Parties
- 10: "" Two Party System in America: How Strong Are They?
- 11: Ch.12 Groups and Interests DUE: *Analysis #5: Relate to either the Democratic or the Republican presidential candidates and their issues.*

Week 6 (July 14-18)

- 14: Ch.13 Introduction to Public Policy: Research Paper DUE
- 15: Ch.14 Foreign Policy and Democracy
- 16: " Roles Nations Play DUE: *Analysis #6: Relate to the importance of Foreign Policy and the present Iraq War.*
- 17: Epilogue Governance: Simulation
- 18: Part III: Final Exam

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American Samoa Community College
Social Science Department
Course Syllabus
Summer 2008



Course Alpha/Number: REL 150
Semester/Year: Summer 2008
Course Title: World Religions
Days/Time: M-F; 9:30 – 10:50
Instructor: To'aiva T. Fiame-Tago – M.Ed
Department: Social Science
Room #: A35
Office Hours & Location: M-F: 8:00 am – 9:15 am & 11:00 am – 12:00 noon (2nd floor Administration Building).
Email Address: eleanatago@yahoo.com; t.fiameatago@americansamoa.edu
Contact Phone: 699-9155 ext. 399

*Course Prerequisite: Must have completed ENG 90.
*Required Textbook: World Religions Today. Esposito, J., Fasching, D., Lewis, T.
ISBN NUMBER: 0-19-510253-3
Additional Supplements: As needed

I. Course Description:

This course offers a comparative survey of the major religious traditions of the world, focusing on each religion's history, doctrines, and present conditions. The study of religions of the world is a subject of enormous scope and depth, covering the full range of history and reaching from the most mundane aspects of people's lives to their most sublime thoughts and aspirations. This course will help the student develop an appreciation for the various religions of the world, and a different perspective of the religions they will learn about.

II. Course Rationale: This course satisfies a Humanitarian requirement for the AA degree and is transferable to a 4-year college/university.

III. Student Learning Objectives (SLO's): After completing this course, the student should be able to meet the following:

1. COMMUNICATION SKILLS

*Speaking and Writing

- Speak and write clearly to a variety of audiences
- Use oral and written skills to organize, deliver and evaluate
- Use interpretation and evaluation of information received through different media
- Illustrate, compose, edit and justify sources.

*Reading

- Comprehend, interpret and evaluate information received through different media
- Understand and appreciate the meaning of literary expression.

*Listening

- Follow instructions, procedures and guidelines effectively.
- Provide and express meaningful and productive feedback.
- Demonstrate active responsiveness to presenting issues and situations.

2. LIFE SKILLS

*Respect and Diversity

- Recognize and respect the perspective of others.
- Value cooperation/collaboration
- Demonstrate responsibility in being an active and contributing citizen of American Samoa, the Pacific Region and the world.

*Problem Solving

- Know and apply the importance of persistence, amount of work and time allocated in addressing tasks.

*Using Technology

- Utilize electronic media to communicate, locate and retrieve information.
- Apply technology to locate, interpret, organize and present information.

IV. Program Student Learning Outcomes (PSLO): At the end of this course the student will be able to:

1. - explain general concepts, theories, models and ideas (Aligned to Degree/Cert SLO: Communication Skills).
2. - write, speak and present information: (Aligned to Degree/Cert SLO: Communication Skills & Life Skills).
3. - conduct research, process information, and present appropriate findings: (Aligned to Degree/Cert SLO: Communication Skills & Life Skills).
4. - understand and appreciate the development of societies, cultures, and human histories: (Aligned to Degree/Cert SLO: Communication Skills & Life Skills).
5. - understand and build on social skills such as team work, community service, and Interpersonal Communications: (Aligned to Degree/Cert SLO: Communication Skills, Life Skills).

V. Learning Outcomes: After completing this course, the student should be able to:

1. - develop an understanding of different religions around the world, its origins, rites, customs, doctrines, and the changes that have taken place within these religions (Aligned to Degree/Cert SLO Communication Skills & Life Skills; PSLO's 3 & 4).

2. - identify the major religions of the world and their role(s) in today's society (Aligned to Degree/Cert SLO Communication Skills & Life Skills; PSLO's 1, 2, 3, 4 & 5).
3. - compare and contrast religions of the world as well as their own (Aligned to Degree/Cert SLO Communication Skills & Life Skills; PSLO's 1, 2, 3 & 5).
4. - gain an appreciation through understanding and accepting the differences of religions around the world (Aligned to Degree/Cert SLO Communication Skills & Life Skills; PSLO's 1, 3 & 4)

VI. **Course Requirements:** All course work must be completed to get a passing grade of C or better.

1. EXAMS – 2 x 50 & Final Exam (100 pts.) 200 pts.
There will be two (2) exams plus the final exam covering the chapters listed in the unit. The Final Exam will include all the chapters covered in the course. Make up exams are strongly discouraged, and will ONLY be allowed with a valid excuse and with permission from the instructor. Please note that if you are allowed to take a missed exam, 10 points will be deducted from your original total exam score. (Assessing SLO's 1 & 2; PSLO's 1 & 2; LO's 1, 2, 3 & 4;).
2. Group Power Point Presentations (3 members) 100 pts.
You will work with two of your peers to choose and conduct research on a topic listed in the chapters, or one that is relevant to the course. You will compile the information and present it as a power point to the class. As a group you will be responsible for your own work, as well as for the work of your group members. You will be graded as a group, therefore teamwork is very crucial to ensure success for all. A rubric will be provided a week before your presentations. (Assessing SLO's Communication Skills & Life Skills; PSLO's 1, 2, 3, 4 & 5; LO's 1, 2, 3 & 4).
3. Article Review – 6 x 10 60 pts.
Students will select and read religious based articles, and write a review based on this reading. The article review must be in essay form (minimum of 3 paragraphs; maximum 5 paragraphs). **DO NOT** copy the text word for word, but paraphrase using your own words. Be sure to attach the article to your review. (Assessing SLO's Communication Skills & Life Skills; PSLO's 1, 2 & 3; LO's 3 & 4).
4. In Class Activities & Participation: 100 pts.
Class attendance is mandatory, and if you are not in class during an in-class activity, you may not make up the missed points. (Assessing SLO's Communication Skills & Life Skills; PSLO's 1, 2, 3, 4 & 5; LO's 1, 2, 3 & 4).
5. Autobiography of a religious leader: 100 pts.
You are to select a famous religious leader from any time period (past or present) and write a 5 page term paper on that individual describing his/her life. Please follow the format of a term paper (typed; APA format; size 12 font; title page; reference page; citations, etc).

Total Points:

560 pts.

VII. **Assignments and Late Assignment Policy:**

- All assignments must be typed and double spaced. Any written work submitted will be returned ungraded to you.
- Late work will not be accepted.

VIII. **Methods of Instruction:**

This course will use lecture, group discussions/work, Internet and library research, and presentations to achieve the goals of the course. (Reinforcing SLO's Communication Skills & Life Skills; PSLO's 1, 2, 3, 4 & 5; LO's 1, 2, 3 & 4).

IX. **Course Grading System:**

Your final letter grade is the calculated percent of the total points you earned from completing the course requirements. For example if you earned 600 pts, you divide that by 700 (total pts.) and multiply by 100 = 86% which is a B+.

LETTER GRADE

A = 95%	A- = 90%	B+ = 87%	B = 85%
B- = 80%	C+ = 77%	C = 75%	C- = 70%
D+ = 67%	D = 65%	D- = 60%	F = 59%

X. **Attendance Policy: See Student Handbook under Attendance Policy for more information.**

Attendance is **ABSOLUTELY MANDATORY!** The ASCC attendance policy will be strictly enforced. You are required to attend class as scheduled and students with excessive absences (3 maximum) will be automatically dropped from the course. Tardiness is very disruptive and will not be tolerated. Three times tardy will be considered an absence.

XI. **Cell Phone Policy: The ringing of cell phones in class will NOT be tolerated.**

XII. **Tentative Course Topical Outline:**

**MEETING SESSION DATES
COURSE SCHEDULE**

ASSIGNMENT/PROJECTS

Monday: June 9, 2008	Course Overview & Syllabus; Chapter 1: Personal Beliefs (Writing Exercise)
Tuesday: June 10, 2008	Chapter 2: Christianity and the Road to Modernization (pg's. 37 – 70) (Whole Class Discussion)
Wednesday: June 11, 2008	Chapter 2 concluded: (pg's. 70 – 105) (Small Group Discussions/Group Work)
Thursday: June 12, 2008	REVIEW FOR EXAM I
Friday: June 13, 2008	EXAM I TODAY <i>ARTICLE REVIEW #1 DUE TODAY</i>
Monday: June 16, 2008	Chapter 3: The Many Faces of Judaism: Sacred and Secular. pgs. 109 - 127
Tuesday: June 17, 2008	Chapter 3 continued, pg's. 127 – 144 (Class

	Discussion; Group Work).
Wednesday: June 18, 2008	Chapter 3 continued, pg's. 144 – 161 (Class Discussion; Group Work).
Thursday: June 19, 2008	Chapter 3 concluded, pg's. 161 – 178 (Worksheet)
Friday: June 20, 2008	Class Activity ARTICLE REVIEW #2 DUE TODAY
Monday: June 23, 2008	Chapter 4: Islam; The Many Faces of Muslim Experience, pg's 182 – 226.
Tuesday: June 24, 2008	Chapter 4 cont. pg's 226 – 246
Wednesday: June 25, 2008	Chapter 4 cont. pg's. 246 – 256.(Group Work)
Thursday: June 26, 2008	Chapter 4 concluded, pg's. 256 – 267; REVIEW FOR EXAM II
Friday: June 27, 2008	EXAM II TODAY ARTICLE REVIEW #3 DUE TODAY
Monday: June 30, 2008	Chapter 5: Hinduism; Myriad Paths to Salvation, pg's. 274 – 290
Tuesday: July 1, 2008	Chapter 5 cont., pg's 290 – 309 (Worksheet).
Wednesday: July 2, 2008	Chapter 5 cont. pg's 309 – 328
Thursday: July 3, 2008	Chapter 5 concluded, pg's 328 – 348 (Worksheet) ARTICLE REVIEW #4 DUE TODAY
Friday: July 4, 2008	4TH OF JULY HOLIDAY
Monday: July 7, 2008	POWER POINT PRESENTATIONS AUTOBIOGRAPHY DUE TODAY
Tuesday: July 8, 2008	POWER POINT PRESENTATIONS
Wednesday: July 9, 2008	POWER POINT PRESENTATIONS
Thursday: July 10, 2008	POWER POINT PRESENTATIONS
Friday: July 11, 2008	POWER POINT PRESENTATIONS ARTICLE REVIEW #5 DUE TODAY
Monday: July 14, 2008	Chapter 6: Buddhism; Way to Nirvana, pg's. 354 – 389.
Tuesday: July 15, 2008	Chapter 6 cont., pg's. 389 – 407.
Wednesday: July 16, 2008	Chapter 6 concluded, pg's, 407 – 426
Thursday: July 17, 2008	REVIEW FOR FINAL EXAM
Friday: July 18, 2008	FINAL EXAM ARTICLE REVIEW #6 DUE TODAY

**** YOU ARE RESPONSIBLE FOR ALL READINGS! THERE WILL BE MATERIAL COVERED ON EXAMS THAT WILL NOT BE COVERED IN CLASS.**

DISCLAIMER: THIS SYLLABUS IS SUBJECT TO CHANGE IN THE CASE OF UNEXPECTED CIRCUMSTANCES THAT MAY ARISE.

