

Trinity Valley Community College

Dr. Thomas W. Hainze, Jr.

Microcomputer Applications - COSC 1301

Fall 2005 Course Syllabus



Contact Information

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[Assignments](#)

Fundamentals of Microcomputer Applications is a three credit hour freshman course designed primarily for non-computer science majors. It meets for three hours of lab/lecture each week. The student should plan on spending 3-6 additional hours per week in the lab to complete course related assignments. This course is an introduction to the selection, use, and value of microcomputers in the home, classroom, and the business environment. Emphasis is placed on getting practical experience with the use of several popular, commercially available software systems. The topical coverage includes the operation of IBM compatible microcomputers, Microsoft Windows Operating System, word-processing, electronic spreadsheets, database management, and presentation software.

Text Microsoft Office XP Introductory Concepts and Techniques, Shelly Cahsman Series, Authored by Shelly, Gary, Cashman, Thomas and Vermaat, Misty. Published by Course Technology - Thompson Learning. Office 2003 2nd Edition, 2005.

Additional Supplies

Three 3.5 inch High Density Floppy Disks (1.44 MB) formatted for IBM or a USB memory

device. These are backups for your work or to let you take your work to other computers. Scantrons for tests (you will need 4 scantrons available in the bookstore). You are expected to bring a #2 pencil and a scantron to each test.

Policies Please refer to the common policies for all the courses taught by Dr. Hainze on several topics including make-up exams, attendance, classroom behavior, and ethics.

Grades

- A - 90-100
- B - 80-89.9
- C - 70-79.9
- D - 60-69.9
- F - Below 60

Grade Calculation

Class work/homework	20%
Three major tests	20%
Final Exam	20%

Assignments: The lowest two lab assignment grades will be dropped from the calculations. For grading purposes homework and in-class assignments are considered lab assignments. To receive full credit for any assignment, it must be submitted on or prior to the announced date. To receive **any** credit for an assignment, it must be submitted **prior** the beginning of the test over that material.

In some cases it will be possible to take exams early with prior coordination. There are **NO** Make Up Exams after the scheduled exam date except for students missing the test due to participation in school business.

Absence for school business counts as a 100 for that day. Absences for good reasons (personal or immediate family member serious illness or death of a member of your extended immediate family (parents, siblings, children, grand parents and grand children count in this category)). leads to a non-grade on attendance/attitude for the day, but it must be documented. All other absences count as a 0 for the attendance attitude grade for that day.

The attitude portion of the attendance/attitude grade comes from your diligence during class. Each day you are in class, I will evaluate the students. If you on time, pay attention during lecture time, and work on this course's assignments during work time, you will get a 100 in attendance/attitude for that day. If you are late, you do not pay attention during lecture time or do not work on this class assignments during work time, you will receive a reduced grade for that day.

Bonuses - Attendance/Attitude

- 100 - 3 points
- 95-99.9 - 2 points
- 90-94.9 - 1 point
- 0-89.9 - 0 points

Related Links

[Policies.](#)

[Assignments](#)

THE MOST IMPORTANT THINGS TO DO TO ASSURE SUCCESS IN THIS COURSE ARE TO READ, STUDY, AND UNDERSTAND THESE TEXTBOOKS:

Textbooks: Janda, Berry, Goldman, *Challenge of Democracy*, 7 ed.
Maxwell and Crain, *Texas Politics Today*, 11th ed.

Course description: Study of the United States and Texas Constitutions, civil liberties, federalism, interest groups, public opinion, political parties, voting and elections.

OBJECTIVES

Students are expected:

1. To acquire an understanding of US and Texas governments; their origins, development and current political practices.
2. To gain factual knowledge about US and Texas government (terminology, classifications, methods, trends).
3. To learn to apply course materials to improve rational thinking, problem-solving, and decision-making.
4. To gain a broader understanding and appreciation of intellectual and cultural activity as they relate to, or impact, US and Texas government.
5. To develop an appreciation of the contributions made to US and Texas government and society by racial, ethnic, and religious minorities.
6. To develop a sense of personal responsibility (self-reliance, self-discipline).

WHY YOU ARE HERE

The study of government is required because democracy is a very frightening concept without it. So, it is required as part of a "liberal" or broad education, along with English, History, Science, etc., that provides people with knowledge and understanding in many different areas and tolerance for differences in ideas, customs, cultures, and ideologies. A person who does not want a liberal education can enroll in an occupational training program or institution. Credit earned for this course will transfer to a university.

In addition TAMU has determined that education has the following impact on average household income: Less than high school-\$24,606; High school-37,726, Bachelors-66,165, Graduate-83,291 (DMN, Aug. 8, 1999)

METHODS

The is generally a lecture course over the required material supplemented by slide presentations. Real live events occurring at all levels of government and politics are important. Students are encouraged to pay attention to newspapers, news magazines, TV and radio news programs, radio talk shows, and TV documentaries that relate to subjects that are covered in the course. Such information can teach you and help you see what you are learning in the classroom looks like in the real world of politics and government. Classroom discussion of the real world will be a vital part of the course.

STUDY GUIDES

Study guides for each chapter assigned in the textbooks will be given to you as a way to give direction to what you read. At least 75% of all Exam questions will be from material in the textbook assignments. Other Exam questions will cover lecture material and any other material presented; good notes on this material will be helpful for Exam preparation.

Lectures may cover material not necessarily found in the textbooks. Everything of significance in the textbooks will not necessarily be discussed in class or included on a study guide. It is my belief that students should learn or remember something about almost everything in a reading assignment or a lecture. There will be examination questions that are not covered on the study guide. If you just learn what's on the study guide you should do well on Exams but you probably won't get "A's."

EXAMS

There will be four Exams during this semester including the Final Exam. Exams will include both objective (multiple choice) and short-written-answer questions. The exact form of each Exam will be revealed to you in time for you to prepare for it. Important! I expect you to acquire an understanding of politics and government in this course. Many Exam questions will probe for that understanding; they will not just test your memory of facts. I don't "teach the test." There will be a comprehensive Final Exam. That means that it will review all the material that has been covered during the semester as well as the new material covered since the Third Exam. Anyone who comes more than 10 minutes late for the Final Exam will be docked 25 points on that Exam. More information about the Final will be provided as it becomes appropriate.

You will also be given several Key Term Tests over the Key Terms that appear in each chapter of the Challenge of Democracy textbook. The average of the scores (minus the lowest score) on these Key Term Tests will count as much in determining your course grade as an Exam. You will be told when you will have a Key Term Test. You will be allowed to make up one of these Key Term Tests; that means that you can miss two, the first one will count as a "0" and can be dropped as the lowest grade.

Late in the semester, before the Final, you will be given the option of taking a Constitution Test. If you score higher on that test than the lowest score on your first three Exams, the low score will be replaced by the higher. If you score lower, nothing will change.

"Extra credit" opportunities may appear on the course homepage.

MAKE-UP EXAMS

No make-up Exams will be given. In the event an Exam is missed, the comprehensive Final Exam score will also be counted as the score for that missed Exam. This will be done for only one missed Exam, so each student should make every effort to be present on Exam days. Any additional missed Exam will be counted as "0" for purposes of determining the course grade.

GRADING

Your course grade will be based on the average of these five grades -- four Exams and the

Key Term Test average. The Final Exam will count 25% and each of the other scores will count 18.75% of your course grade.

The grading scale for this course is: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59.

In this course, and all the others you are taking, please be mindful of the rule of thumb that you should spend at least three hours on the subject outside of class for each one hour you spend in class. Some of you will need to spend more than that in some subjects and less in others. If all of you spent that much time on this course you would all make "A's." Family, jobs, extra-curricular activities, recreation, etc., requires additional time; you must set the priority with the realization that the priority you set will have consequences for the grades you receive in your college courses.

Ultimately, your achievement in this course is your responsibility; what you get out of this course depends heavily on what you put into it. The instructor will do as much as possible to help and encourage, and you can do that for each other, but performance on all work is strictly yours and will form the basis of the grade you receive.

ATTENDANCE

Attendance policy is the same as that described in the current *Catalog*. A student who accumulates three weeks of absences in this class (9 on MWF, 6 on TT, or 3 for a weekly) will be automatically dropped unless I have been informed that a drop is not desired. Habitual tardiness (more than 2) will be counted as absences; two tardies equal one absence. It is important to note that ALL absences are counted, even those required by the College!

The last day to drop a class (by me or yourself) and receive a "W" is April 15.

STUDY SKILLS

Information on improving study skills is available [here](#).

MISCELLANEOUS

Students are always welcome to visit with the instructor or to confer if there are any academic problems that need to be discussed or to discuss the political news and controversies of the day.

All handouts plus other interesting stuff will be available on the internet at the address below.

There is a tutoring lab on campus for students who are having difficulty with a course or with their study habits. It is also a place where students who are doing well in a course may be employed as tutors.

Your instructor expects certain things from students. Among them are attentiveness, courtesy, effort, punctuality, and respect.

A student who walks out during class without previously having requested permission to do so WILL BE COUNTED ABSENT.

In order to succeed in this course, I suggest the following:

- Believe you will do well!
- Do the reading assignments -- don't get behind!
- Attend class every day!
- Become interested in the subject!

No eating or drinking or use of tobacco in any form is allowed in the classroom.

Anyone caught cheating on any work will receive an "F" on that work. Anyone caught twice will fail this course.

INTERNET

[*Challenge of Democracy*](#)

[*Texas Politics Today*](#)

[Govt. 2301 Class Webpage](#): Click on "Campus Students."

[Houghton Mifflin Political Science](#)

Username—government password—rules

Below is a *tentative* outline of the reading requirements for the semester. Some of this material may not be covered in class.

<i>Challenge of Democracy</i>	<i>Texas Politics Today</i>	Total Pages
Unit 1 Chs. 1, 2, and 3	Ch. 2	115
Unit 2 Chs. 15 and 16		77
Unit 3 Chs. 5, 8, and 9	Chs. 4	132
Unit 4 Chs. 7, 10, and 6	Ch. 3, 5	144

Trinity Valley Community College

Syllabus for English 1301: Composition and Rhetoric

Instructor: Dr. Joe Mills, Professor of English

Office: Gibbs Academic Building, Room 229. Athens. Students who want help outside classroom should make arrangements with professor.

Phone Number: Athens, 903 675-6318

Website: <http://www.tvcc.edu/faculty/jmills>

e-mail address: jmills@tvcc.edu

Office Hours: Athens: posted outside my office door.

Course Description

This is a 3-hour lower level, undergraduate course that is the first half of freshman English. Goals of the course are to help you acquire and/or improve your skills in producing effective writing which observes the conventions of Edited American English—i.e., writing which is acceptable in the academic and professional worlds. The student will be guided through the composition process, encouraged to find and improve his/her own writing style, and guided in the analysis and evaluation of his own and others' writings.

Course prerequisites: None

Required Texts

- *The Brief Sundance Reader*, 3rd edition. Mike Connelly. Thomson/Heinle, 2003.
- *A Writer's Reference*, 5th edition. Diana Hacker. Bedford/St. Martin's, 2003.

Recommended Texts

- It would be helpful to make a habit of bringing a thesaurus and dictionary with you to class.

Course Objectives

At the end of this course, class participants will be able to:

- Identify and describe the modes of writing,
- Use reasoning skills,
- Deal critically with ideas,
- Select and restrict a topic for an essay,
- Develop a thesis statement or make the purpose of the essay clear,
- Write a five paragraph theme,
- Develop and use a pattern or organization,
- Develop ideas thoroughly by making extensive use of supportive examples, facts, and details,

- Use appropriate tone and language suited to the audience, and
- Use the generally accepted standards of Edited American English for mechanics, grammar, punctuation and spelling.

In addition, you should be able to

- Revise several drafts of an essay to produce a final product, using a simple word processing program,
- Work cooperatively with other writers toward common goals, and use effectively the various research materials in the Learning Resource Center (LRC).

Required Work and Grades

Your grade in this course will be based on the progress you make with each subsequent assignment. I will ultimately grade all of your assignments. The average of all written assignments, attendance, and test scores will constitute your final grade

Course requirements:

- A minimum of eight essays, with all drafts past the discovery draft typed, using word processing,
- Other written work, group work, and exercises,
- Library research,
- Readings from the textbook,
- Regular attendance, and
- Assignments submitted at deadline.

Assignments

All assignments can be found on my website: <http://www.tvcc.edu/faculty/jmills>

After you find this website, click on “English 1302.” Then, click on “Assignments.” The appropriate assignment and deadline for turning in to me for a grade will be posted. The details of each assignment will be fully discussed in class.

Class Participation

Almost every class will include a discussion of your writing. I will ask each of you to read your writings in class. We will then comment on the writings at the appropriate time. The student may select in which category he wants his reading to be placed. (From Peter Elbow’s DVD.)

There will a considerable amount of writing in this course. Don’t let yourself get behind with any of your assignments. Time will be set aside during some class periods for you to work on your assignments.

Concerning attendance, I basically adhere to the attendance policy printed in the official TVCC catalog. If you need to miss class, I would appreciate an e-mail or call ahead of the class. If you contact me, I will save any materials I am passing out that day. I will pass out the attendance sheet at the beginning of class. If you are late to class, it is likely you will be marked absent for that day.

Late Papers

Occasionally, life throws complications our way, but deadlines are important. To avoid turning in late papers, don't wait until the deadline to write on your assignment. If you work steadily on your assignments, you will write better and you will avoid being late.

Small Groups

I will discuss with the class how we will break up into small groups to do homework assignments.

Courteousness and Cell Phones

We will be covering some sensitive topics in this class. So, I will expect you to behave appropriately and be open to different opinions. Above all, be courteous to your classmates. Also, one sign of courteousness is that you turn off your cell phone before entering class. If we have repeated problems with your cell phone, I will ask you to leave the classroom for the day. You will take an absence for that day.

Equal Access

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

Plagiarism

My policy for this course and any course that I teach is this: If I determine you are plagiarizing your work, I will automatically give you a ZERO on that document and an F in the course.

MLA Style Manual

The MLA handbook on style will be our source for proper documentation for this course. You may rely on the initial chapter, *Writing about Literature*, for the basic information about writing your research paper. The use of documentation should be sufficient for you to adequately document your paper. If you want a more in depth discussion of documenting your research paper, the websites below might be helpful.

MLA style should be used to format your work. We will discuss this in class. Below is a website <http://www.mla.org> Go to this website and,

Click on "MLA Style" and then click on

[*MLA Handbook for Writers of Research Papers*](#) (for undergraduate college students)

The handbook is offered for sale there. For a template for an MLA research paper, go to this link: http://owl.english.purdue.edu/handouts/print/research/r_mla.html

Essay Format

A template for your use can be found on my website at www.tvcc.edu/faculty/jmills. The basic requirement for most of your class work is to print your name, the course name and number on the first page and staple your work if more than one page is required. All essays should be typed, but handwriting will be accepted. I hope you all have access to a computer so that all of your work can be prepared in typewritten form. It is an important skill to know in today's workplace to be able to compose and revise with a word processor.

Returning Work

Sometimes I'll require a week to return your work, especially those test essays that I need to look at very carefully and grade. I won't **grade** everything you turn in to, but I will respond to it.

Some work perhaps will be evaluated by your peers during Small Group work, and some of your work I won't respond to at all. This might seem strange, but I'll ask you to do a lot of writing because improving your writing means lots of practice—just as learning to play the piano takes lots of practice, and a student wouldn't expect a teacher to listen to the tapes of practice sessions.

I spend a lot of time looking at your papers, thinking about your writing and your ideas, and responding. If you have trouble reading my handwriting, or if you simply want me to clarify what I meant, please see me. I won't be in the least bit upset if you have trouble understanding my comments, but I will be heartbroken if you don't take the time to understand and absorb what I've said.

Evaluation of Students

Each student will be evaluated on the basis of a series of five essays as well as other assignments, attendance, and any necessary quizzes and exams.

Attendance Policy

The student is expected by the instructor and the college to attend every class. See the current TVCC Catalog for the official attendance and absence policy statement.

Student Responsibilities: TO

- Attend class regularly and arrive at class on time,
- Do all assignments and meet deadlines,
- Type all drafts of written work after the first on a word processor, doubled spaced, and properly endorsed,
- Do your own work,
- Be prepared for the work of the day,
- Be attentive in class and to refrain from disrupting class business with side conversations, or trips to the bathroom,
- Participate in class discussions and group assignments,
- Abstain from eating, drinking, smoking, chewing, or personal grooming in class, and
- Shut off cell phones and other such devices during class.

Instructor Responsibilities: TO

- Attend class faithfully,
- Be prepared for the work of the day,
- Explain all assignments clearly and completely,
- Read and respond to essays in a timely manner,
- Be attentive to students' needs and concerns,

- Evaluate fairly and honestly students' achievements and progress,
- Listen and facilitate and encourage, rather than manage and control a student's progress, and
- Be professional in all dealings with students.

Final Exam:

8 – 9:20 a.m. TTH class: Tuesday, Dec. 13, 2005, 9 – 10:30 a.m.

9 – 9:50 a.m. MWF class: Friday, Dec. 9, 2005, 11 – 12:30 p.m.

**GOVERNMENT 2301
AMERICAN and TEXAS CONSTITUTIONS
Fall 2004**

Instructor: Dr. Terry Spurlock, (Gibbs Building, A131. Office Hours: Not applicable for summer. Office Phone: 903.675.6259; Home Phone: 903.675.7277. E-mail: tspurlock@tvcc.edu. Personal web page: www.tvcc.edu/tspurlock.

Scope and Emphasis

Do people need government? If so, why? What desirable goals—if any—can government achieve that individuals cannot achieve by themselves? What is the U.S. and Texas's government's record in furthering these goals?

This course grapples with these questions while surveying the broad and complex subject of American and Texas government and politics. This is difficult to do in one semester, especially when students vary greatly in their understanding of national, state and local politics. I will try to make the subject clear to those with little preparation while challenging those who already know a good deal about American politics.

In this course, you will analyze politics in the U.S. using five major concepts: *freedom, order, equality, majoritarian democracy, and pluralist democracy*. These concepts form the core of our main text: *The Challenge of Democracy*. We will attempt to analyze Texas politics using the same concepts.

Teaching Methods

I will generally lecture each class period, sometimes using computer display technology in my lectures. Each student will be expected to attend class* and to participate in class discussions.

The weekly reading assignments in your texts will be substantial (averaging about 50 pages a week) but not overwhelming. Readings will be referred to in lectures but they will not be systematically reviewed. It is essential, therefore, that you read the assigned material in advance of the lectures. Those who do not will be wasting their time and tuition money. Both the readings and the lectures will figure prominently in the course's exams.

Texts

Kenneth Janda, Jeffrey Berry, and Jerry Goldman, *The Challenge of Democracy, 7th ed.* (Boston: Houghton Mifflin, 2002)
Maxwell, Crain, *Texas Politics Today, 11th ed.* (Belmont, Ca.: Wadsworth, 2004)

Absences

No excused absences. After the equivalent of three weeks absence, a student will be dropped for nonattendance.

Missed Exams

Only one (1)-missed exam can be made up. Students are expected to be present for exams.

Approaches to Learning

The Challenge of Democracy is a general textbook about government and politics in the United States. While it does not argue any particular ideological position, it specifically analyzes politics along two ideological dimensions of value conflicts: between the values of freedom and order on the one hand, and between freedom and equality on the other. The book also invites students to evaluate government in terms of two models of democracy: majoritarianism and pluralism. Its aim is to get you to think about what values government ought to pursue and the ways that government should decide how to pursue those values.

Texas Politics Today is a traditional structural look at Texas government. We will use it in conjunction with the American government book.

Research Paper

All students will write a research paper. Student options for topics are limited to analyzing public opinion or congressional voting data using the **CROSSTABS** program and associated datasets.

Term papers must be typed and at least seven pages. Margins must be one-inch top, bottom, left, and right. Use Arial font, 12 points. Footnotes and bibliography must be placed at the end of the paper. Papers are due no later than **DECEMBER 8, 2004**. Under no circumstances will late papers be accepted. Guides for writing the research paper and sample papers are available on my website; www.tvcc.edu/tspurlock.

Methods of Evaluation

Your grade will be based on your performance on the unit examinations (counting 80%) and the paper (20%).

Course Objectives*

The course content includes, but is not limited to, the following objectives:

United States Government

1. Acquire a general knowledge of the nature and scope of the purpose, the structure, and the organization of the national government.
2. Understand the significance and importance of the U.S. Constitution as it reflects the culture, values, and expectations of the people in changing times.
3. Acquire an understanding of problems solved through intergovernmental relations in the system of federalism
4. Develop knowledge about the potential for individual involvement in the political community to affect policy
5. Develop a basic knowledge of political parties and interest groups and how they impact policymaking
6. Appreciate the responsibilities of the Congress, the presidency, the federal courts, and the bureaucracy in policy development and implementation.
7. Understand the relationship between government and individual liberties

Texas Government

1. Acquire a general knowledge of the nature and scope of the purpose, the structure, and the organization of the state's government
2. Understand the significance and importance of the Texas Constitution as it reflects the culture, values, and expectations of people in Texas.
3. Appreciate the responsibilities of the state legislature, the governor, state courts, and the bureaucracy in policy development and implementation.
4. Acquire an understanding of the problems facing cities and counties.
5. Develop knowledge about the potential individual involvement in the community and in the states' government.
6. Develop a basic knowledge of political parties and interest groups and how they impact policymaking.
7. Comprehend the task of government to provide rights for all Americans.
8. Develop an understanding of the relationship between government and individual rights and liberties

* More specific learning objectives for each lesson are listed in the individual study guides.

**GOVERNMENT 2301
UNITS**

PART I: Dilemmas of Democracy

Unit I: Political Theory

Janda: Chapters 1 and 2.

Maxwell: Chapter 1.

Exam:

PART II: Foundations of American government

Unit II: Constitutionalism

Janda: Chapters 3 and 4.

Maxwell: Chapter 2.

Exam:.....

PART III: Civil Liberties and Civil Rights

Unit III: Civil Liberties

Janda: Chapter 15.

Maxwell: Pages 305-312.

Exam:

Unit IV: Civil Rights

Janda: Chapter 16

Maxwell: Pages 69-72

Exam:.....

PART IV: Linking People with Government.

Unit V: Public Opinion and Political Socialization

Janda: Chapters 5, 6 and 7.

Maxwell: Pages 64-69.

Exam:

Unit VI: Campaigns, Elections and Parties

Janda: Chapters 8, 9, and 10.

Maxwell: Chapters 3, 4 and 5.

Exam:

GOVERNMENT 2301
UNIT I: POLITICAL THEORY

Study Questions: Janda, Chapter 1

1. Recognize the relationship between the United States government and other governments around the world.
2. Explain the differences between normative and empirical theory.
3. List and explain the three major purposes of government.
4. What are the five normative concepts emphasized by Janda? Define these concepts.
5. Explain the connotations of freedom, order and equality as used in American politics.
6. What are the dilemmas faced by modern governments?
7. Discuss the ideological stances on the proper scope of government.
8. Construct a two-dimensional, fourfold classification of American political ideologies using the values of freedom, order and equality.
9. Distinguish between liberals and conservatives with regard to their attitudes about the scope and purpose of government.
10. Define the key terms located in the margins.

Study Questions: Janda: Chapter 2

1. Explain the typology of government based on rule by one, few or many.
2. List and explain the principles of procedural and substantive democracy.
3. What are the differences between the procedural and substantive views of democracy and indicate the key problems with each.
4. Compare and contrast the majoritarian, pluralist and elite models in terms of their assumptions and mechanisms.
5. Explain the criteria used to evaluate whether or not a particular nation is a democracy.
6. Define the key terms located in the margins.

Study Questions: Maxwell, Chapter 1

1. Explain the changes in the partisan power of the Texas system over time.
2. Understand the characteristics of a changing population in Texas.
3. Describe the geographic regions of Texas and how they developed.
4. Discuss Texas' unique political characters that have governed Texas.
5. Understand the role of political scandals in Texas and how they influenced the states' politics.
6. Explain how Texas overcame the oil shocks of the 1980's.
7. Explain the need to equalize school funding.
8. Explain how the Republican Party is changing Texas politics.