**Dual Enrollment Credit Request for Odyssey Charter Schools of Nevada**

March 6, 2023

RE: Letter of Intent

To whom it may concern,

The intent of Odyssey Charter Schools is to expand our dual enrollment course offerings through continued partnership with Western Nevada College (WNC) under the Cooperative Agreement for Specific Enrollment Types. Under the Western Nevada College Affiliation Program, Odyssey Charter School teachers will co-teach with a Western Nevada College professor. The Western Nevada College professor will design the syllabi and blended curriculum for the Odyssey teacher to facilitate. The Odyssey teachers are responsible for in-person lectures, supporting student learning, and grading. Odyssey Charter High School would like to expand the course offerings to include additional courses for our students.

Odyssey Charter High School intends to expand the courses in partnership with WNC by adding the following courses:

- Art 160: Art Appreciation
- Communications 101: Fundamentals of Oral Communications
- CRJ 104: Intro to Admin Justice
- Eng 200: Novels to Film
- GRC 116: Introduction to Digital Art and Design
- GRC 200: Design Thinking and Methodologies
- Soc 101: Principles of Sociology

Sincerely,

Tim Lorenz
Superintendent of Schools
Odyssey Charter Schools of Nevada

# Cooperative Agreement for Specific Dual Enrollment Types

## ODYSSEY CHARTER SCHOOL OF NEVADA

This Cooperative Agreement is made and entered into by and between the Board of Regents of the Nevada System of Higher Education, on behalf of Western Nevada College (hereinafter "WNC"), and ODYSSEY CHARTER SCHOOL OF NEVADA.

### Concurrent Enrollment

Whereas, WNC offers concurrent enrollment, Students enroll in dual enrollment courses taught by WNC approved high school teachers in a secondary environment.

1. The high school teacher agrees to become an affiliate with WNC.
2. High School teachers do not receive payment from WNC.
3. For the 2022-2023 all NSHE institutions will charge $75 per course for concurrent enrollment courses with no additional student and/or special course fee.

### AGREEMENT

WNC and ODYSSEY CHARTER SCHOOL OF NEVADA agree that qualified high school students may participate in WNC Concurrent Enrollment on the terms set forth below.

1.      ODYSSEY CHARTER SCHOOL OF NEVADA students who successfully complete WNC courses will earn the amount of credit typically awarded to college students who successfully complete WNC courses, which is generally 3 credits per course.

2.      Any credits earned by a pupil for the successful completion of a dual credit course will be applied toward earning a credential, certificate or degree.

3.      WNC and ODYSSEY CHARTER SCHOOL OF NEVADA agree that: (a) ODYSSEY CHARTER SCHOOL OF NEVADA will pay 100% of the tuition and fees incurred for the Fall 2022 and Spring 2023 semesters; (b) and ODYSSEY CHARTER SCHOOL OF NEVADA will pay for required textbooks.

4.      The school district or charter school shall establish an academic program for each pupil enrolled in the dual credit course that includes, as applicable, the academic plan developed for the pupil pursuant to NRS 388.205.

1

5.   The school district or charter school shall assign a unique identification number to each pupil who is enrolled in the dual credit course.  That unique identification number may be the unique identifier assigned by WNC.

6.   WNC shall retain the unique identification number assigned to each pupil.

7.   A pupil enrolled in a dual credit course shall remain eligible for interscholastic activities at his or her high school or charter school, and the school district or charter school shall identify how a pupil enrolled in a dual credit course can participate in interscholastic activities.

8.   WNC shall provide a copy of this Cooperative Agreement to the Nevada System of Higher Education and to the Nevada State Board of Education, and the Nevada System of Higher Education shall retain a copy of this Cooperative Agreement.

9. ODYSSEY CHARTER SCHOOL OF NEVADA employees will not be physically present on any property owned or operated by the Nevada System of Higher Education or WNC for the purposes of performing any work pursuant to this agreement.
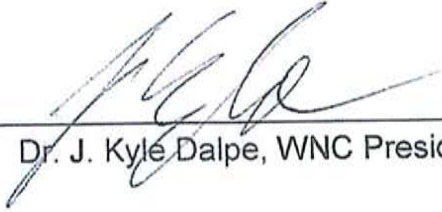
### Dual Credit/Fast Track

Whereas, a high school student enrolls independently in a WNC course that is not offered through a formally established dual enrollment program and taught by a WNC instructor.

1. ODYSSEY CHARTER SCHOOL OF NEVADA agrees to pay 100% of tuition and fees incurred for Fall 2022 and Spring 2023 semesters.
2. Students enrolled in dual or concurrent enrollment courses and/or programs will not be charged an application fee.

This Agreement will terminate at the conclusion of the then current academic term, unless sooner terminated by either party at the conclusion of an academic year on 30 days' written notice.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement and intend that it be effective on the last date written below.

The Board of Regents of the Nevada System of Higher Education, on behalf of Western Nevada College

2

By: _____  Date: 5/23/22

Dr. J. Kyle Dalpe, WNC President

ODYSSEY CHARTER SCHOOL OF NEVADA

By: _____  Date: 5/27/22

Tim Lorenz, Superintendent of Schools

3

### 3. List of Courses

| Subject | WNC Course Number | WNC Credits | WNC Course Title | Odyssey Course Title | Odyssey Course Number | High School Credit | GPA Bonus Points |
|---------|-------------------|-------------|------------------|----------------------|-----------------------|--------------------|------------------|
| Elective-Art | Art 160 | 3 | Art 160- Art Appreciation | Art 160 | TBD | Art/Hum/CTE .5 Credit | .05 |
| Elective - English | COM 101 | 3 | COM 101- Fundamentals of Oral Communications | COM 101 | 1451P001 | Art/Hum/CTE .5 Credit | .05 |
| Elective - Social Studies | CRJ 104 | 3 | CRJ 104- Introduction to Administration of Justice | CRJ 104 | 6271P001 | Art/Hum/CTE .5 Credit | .05 |
| English | Eng 200 | 3 | English 200 - Novels to Film | Eng 200 | TBD | English .5 Credit | .05 |
| Elective-Graphic Design | GRC 116 | 3 | GRC 116 – Introduction to Digital Art and Design | GRC 116 | TBD | Art/Hum/CTE .5 Credit | .05 |
| Elective - Graphic Design | GRC 200 | 3 | GRC 200 – Design Thinking and Methodologies | GRC 200 | TBD | Art/Hum/CTE .5 Credit | .05 |
| Elective-Social Studies | Soc 101 | 3 | Sociology 101 – Principles of Sociology | Soc 101 | 4546P001 | Art/Hum/CTE .5 Credit | .05 |

## 4. Supporting Documentation: Course Descriptions

### Art 160- Art Appreciation

Nevada System of Higher Education Dual Credit Course: This course studies art, artists, and art media of various historical periods to develop the student's capacity to evaluate and appreciate them. The purpose of this course is to provide a foundation of knowledge that allows students to further their study of American History and/or apply this knowledge to meet their personal and professional needs. Students earn three credits from Western Nevada College. Students earn .5 high school credit that meets the Arts/Humanities/CTE  requirement towards graduation.

### Communications 101- Fundamentals of Oral Communications

Nevada System of Higher Education Dual Credit Course: Introduces the principles and practices of public speaking. Theory and practice in the composition and delivery of public speeches. Techniques of message development, organization, and style. Students earn three credits from Western Nevada College. This course counts towards one high school credit in Arts/Humanities/CTE  towards graduation.

### CRJ 104- Intro to Admin Justice

Nevada System of Higher Education Dual Credit Course: American criminal justice system, its development, components, and processes; includes consideration of crime and criminal justice as a formal area of study. Examine the history and philosophy of the systems for the administration of justice in America. Involve various sub-systems, roles, and theories of the Criminal Justice System. The course will examine the adjudication and sentencing processes of offenders and examines the origins of adult correctional facilities and the juvenile justice system.  Students earn three credits from Western Nevada College. Students earn .5 high school in Arts/Humanities/CTE  towards graduation.

### Eng 200- Novels to Film

Nevada System of Higher Education Dual Credit Course: This course studies film and novels to examine the transformation in genre when novels are made into films. Students read novels and view films based on those novels to examine the impact of each form upon the audience as well as to understand the differences between literary and film genre.  This course emphasizes critical reasoning and writing skill.  Students

earn three credits from Western Nevada College. Students earn .5 high school in English towards graduation. Prerequisite: English 102 is recommended.

### GRC 116- Introduction to Digital Art and Design

NSHE Dual Credit Course: Introduces students to Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop, and Acrobat). Students will explore design ideation, process, and effective design thinking and analysis as it relates to Graphic Design Presents projects and design exercises that will increase students' technical fluency in industry standards for Graphic Design software applications. Students earn three credits from Western Nevada College. Students earn .5 high school credits in Arts/Humanities/CTE  towards graduation. Prerequisites: Basic Computer Skills.

### GRC 200-  Design Thinking and Methodologies

NSHE Dual Credit Course: Builds upon the skills and processes learned GRC 116. Further investigation and advanced techniques of Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop, and Acrobat). The course broadens the techniques for design ideation, process, and effective design thinking and analysis. The class will present projects and design exercises that will increase students' technical fluency in industry standards for Graphic Design software applications. Designed to increase conceptual thinking and improve technical skillsets. Students earn three credits from Western Nevada College. Students earn .5 high school credits in Arts/Humanities/CTE towards graduation. Prerequisites: GRC116.

### Soc 101- Principles of Sociology

NSHE Dual Credit Course: Principles of Sociology, explains sociological principles underlying the development, structure, and function of culture, society, human groups, personality formation, and social change. Students earn three credits from Western Nevada College. Students earn .5 high school credits in Arts/Humanities/CTE  towards graduation.

5. Supporting Documentation: Course Syllabi

Art 160 – Art Appreciation
Instructor: Amy Ghilieri, Ph.D.
Location: Online
Contact Info:
       Email: amy.ghilieri@wnc.edu
       Phone: (775) 445-4289
       Office Hours: BRIS 326, by appt.

**Number of Credits:** 3

**Transferability of Course within Nevada:** This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.

**Prerequisites:** No course prerequisites.

## I.      Course Description

This course studies art, artists, and art media of various historical periods to develop the student's capacity to evaluate and appreciate them.

## II.      Course Objectives and Linkage to General Education Program

The purpose of this course is provide a foundation of knowledge that allows students to further their study of American History and/or apply this knowledge to meet their personal and professional needs. *The information in the parenthesis after a course objective refers to the specific general education (GE) learning outcome that the objective meets. Objectives without this information are not linked to WNC's general education program.*

Upon successful completion of this course, students will have demonstrated they can:
1. Demonstrate a working knowledge of key art concepts, principles, themes, and major content areas to explain and appreciate art forms from different times and cultures. (GE 1)

2. Locate, evaluate, and appropriately use information from multiple resources to complete art projects and papers. (GE 4)

3. Use critical thinking and creativity to select and apply recognized methods suitable for understanding significant or enduring aesthetic problems. (GE 6)

4. Appreciate individual artworks and the underlying aesthetic, cultural, philosophical and social influences that affected the artists who created them.

## III. Topics

There is no itemized list of topics for this class.

**Grading Scale:**
A 93 or higher        A- 90-92
B+ 88-89        B 83-87        B- 80-82
C+ 78-89        C 73-77        C- 70-72
D+ 68-69        D 63-67        D- 60-62
F 59 or lower

**Assignments**
Daily Journals                            15%
Exams                                     30%
Formal Papers                             15%
Final Project                             15%
Projects/Discussion                       25%

Daily Journals – 5 days per week you will complete a journal regarding your observations about the day. The purpose of these journals is to pay more attention to the world around you. Split a piece of paper into four quadrants: 5 things you heard during the day, 5 things you saw, 5 things you smelled, and the spiral (this is discussed in the intro video). These do not have to be great academic or esoteric interpretations; just note your sensory experiences during the day.

Exams – There are two exams that are equally weighted. Exams are not cumulative. Multiple choice and essay.

Formal Papers – Please see Canvas for more details
1) What is art?
2) Gallery review

Final project – Your topic is largely up to you. We will discuss what you have in mind during the second week of class. You will pick a particular movement or artist and present your information to the class during the final week in a 5 minute video. You will also need to create a piece of art in the style of the movement or person you have selected to do your presentation on.

Projects/Discussion – Please complete the art project described for the day and post your results in the online discussion. Then, please respond to the person who posted immediately before you AND 3 of your classmates. If you are the first person to post you may pick any 4 to respond to. In your responses, please discuss what you think went well and also provide constructive criticism.

**Late work will not be accepted. Emailed assignments will not be accepted. There are no make-ups for exams. Individual assignment appeals must be done within one week of grading. Uploading any of your work or my course materials to any website will result in an F for the course. Sharing any or your work or my course materials, or receiving them from another person, will also result in an F for the course.**

**Canvas Orientation**: This course is conducted entirely online through Canvas. You need to go through the Canvas Student Orientation to familiarize yourself with the functions of this

Learning Management System. The answers for technical questions using the system are found there. You are responsible for using those resources when you encounter technical questions with Canvas. I am to be contacted only after you have returned to the Canvas Orientation to seek answers.

**Conduct**: This course is designed to encourage a great deal of discussion about a variety of topics and issues including controversial themes and adult material. It is quite possible that there will not be a consensus on these issues; thus, we will work together to create a virtual environment where all participants feel free to express themselves. This will be accomplished by following basic rules of courtesy: no name-calling or use of pejorative language directed at either classmates or outside groups will be allowed in Discussion Forums, private communication with the instructor or Office Hours. If you are frustrated about something that takes place in or out of the course, a discussion forum is not a place to vent that frustration. You will be removed from the course if this becomes a problem.

**Online Office Hours:** There are no online office hours, but you are welcome to make appointments to see me at the Carson campus Monday-Fridays. I am also available through the class Inbox and at the email address at the top of the syllabus. I will respond to all student communication within 48 business hours.

**Academic Dishonesty**: Student conduct shall conform to the standards of conduct set forth in the Western Nevada College 2014-2015 Catalog (located at the back of this syllabus. Consider yourself warned). Cheating in any form or manner will result in an automatic semester grade of "F" for this course. Uploading your work or any course materials to any website will result in an F for the course. Additionally, sharing your work with another student will also result in an F for the course.

**Free Tutoring**
The Academic Skills center provides free tutoring in BRIS 330. This includes in –person tutoring, and online tutoring. Please visit  http://www.wnc.edu/studentservices/asc/online/

**Email Contact**: As a WNC student, it is your responsibility to ensure your email is properly registered with myWNC. In certain instances like class cancellation or schedule change, I will use the online roster to email the class.

**Disability Services:** WNC supports providing equal access for students with disabilities. Susan Trist (DSS coordinator) is available to discuss appropriate academic accommodations that students may require. Please either meet with me or contact Susan (445-4459) at your earliest convenience.

https://wnc.kanopy.com/

Class Schedule*

Day 1 – Introductions. What is art, art criticism.
Due: Discussion – share an art memory

Day 2 – Fundamentals of art and design
Due: Project discussion: wire portrait

Day 3 – Prehistoric and Ancient Egypt
Due: Paper #1

Day 4 – Drawing, Shading, Ancient Greece
Due: Project discussion: seeing

Day 5 – Sculpture, Paint, Rome

Day 6 – China, Japan
Due: Project discussion: color

Day 7 – Exam #1

Day 8 – Museums, Photography
Due: Project discussion: photography

Day 9 – Printing
Due: Paper #2

Day 10 – Middle Ages, Renaissances, Baroque Art
Due: Final Project Proposal

Day 11 – Rococo, Neoclassicism, Romanticism, Orientalism, Realism, Impressionism
Due: Project discussion: linear perspective

Day 12 – Contemporary Art
Due: work on your final project

Day 13 – Fauvism, Expressionism, Cubism, Futurism, Surrealism, Bauhaus, Mexican Muralism, Pop Art
Due: work on your final project

Day 14:
Due: Exam #3

Day 15: Final Projects/Discussion

*Syllabus is subject to change at instructor's discretion

<div align="center">

**Western Nevada College**

**Communications 101 – Fundamentals of Oral Communications – Fall 2022**

**Syllabus**

</div>

**Instructor:** Geraldine Pope
**Credits:** 3
**Prerequisites:** None
**Transferability of Course within Nevada:** This course transfers within Nevada.
**Course Location:** MATER Academy

**Instructor Availability**

Office Hours: By appointment
Email: Patrick.Carter@materacademynv.org

**Course Description**

Introduces the principles and practices of public speaking. Theory and practice in the composition and delivery of public speeches. Techniques of message development, organization, and style.

**Course Objectives and Linkage to General Education**

       The information in parentheses after a course objective refers to the specific general education learning outcome (SLO) that the objective meets. Objectives without this information are not linked to WNC's general education program.

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

1. Identify techniques of oral communication with regard to purpose and function. (SLO 1)
2. Identify key components within the major theories of oral communication. (SLO 1)
3. Produce effective oral presentations suitable in style and content to a variety of forms of public speaking and audiences. (SLO 1)
4. Use an outline appropriate for the presentation type to organize information in a way that promotes the effective communication of ideas. (SLO 6)
5. Locate, evaluate, and appropriately use information from multiple sources to support presentations. (SLO 4)

**Required Text**

Tucker, Barbara and Kristin Barton. *Exploring Public Speaking: 4th Edition*. Online, 2019. Available in Canvas.

**COURSE ASSIGNMENTS**

Communications Journals - 25pts each
Introduce Yourself Speech - 100pts
Introduce Yourself Speech Outline - 50pts
Story Speech - 100pts
Story Speech Outline - 50pts
Historic Speech Presentation - 100pts
Historic Speech Presentation Outline - 50pts
Persuasive Speech - 100pts
Persuasive Speech Outline - 50pts
Demonstration Speech - 100pts
Demonstration Speech Research Guide - 50pts
Demonstration Speech Outline - 50pts
Communications 101 Awards Speech - 100pts
Communications 101 Awards Speech Outline - 50pts

Accumulated course grade will be taken out of 1,200 points total.

Evaluation/Grading: For each Communications Journal, students will be able to earn up to 25 points. For the Introduce Yourself Speech, the Introducing Someone Else Speech, the Story Speech, the Persuasive Speech, and the Historic Background Speech students will be able to earn up to 100 points for the speech itself and up to 50 points for their outline of the speech. For the Demonstration speech students will be able to earn up to 100 points for the Speech, and 50 points each for the Demonstration Speech Research Guide and the Demonstration Speech Outline. The grading for these speeches will be based upon students' ability to: demonstrate understanding of the prompt, their non-verbal communication skills, their verbal communication skills, and their engagement with the material.  A full grading rubric for presentations follows.

**Speech Rubric**

|  | **Ratings** | | | |
|---|---|---|---|---|
| **Criteria** | **Exemplary** | **Proficient** | **Developing** | **Beginning** |
| Verbal Communication | | | | |
| Enunciation | The speaker enunciates clearly and distinctly throughout the speech. | The speaker enunciates clearly and distinctly in the majority of the speech. | The speaker makes an effort to enunciate clearly in the speech. | The speaker is working on enunciating in a public speaking environment. |
| Vocabulary | The speaker uses a variety of specialized vocabulary appropriate to the subject of the speech. | The speaker uses some specialized vocabulary appropriate to the subject of the speech. | The speaker uses formal language appropriate to an academic environment. | The speaker uses informal language. |
| Tone and Inflection | The speaker consistently and effectively uses vocal tone and inflection to emphasize key points. | The speaker occasionally uses vocal tone and inflection to emphasize key points. | The speaker attempts to use vocal tone and inflection to emphasize key points. | The speaker is working on their ability to use tone and inflection effectively in a public speaking environment. |
| Volume | The speaker varies their volume to engage the audience while maintaining an appropriate volume for the speaking environment. | The speaker maintains an appropriate volume for the speaking environment. | The speaker attempts to use an appropriate volume level for the speaking environment. | The speaker is working on finding the appropriate volume level for the speaking environment. |
| Non-Verbal Communication | | | | |
| Poise | The speaker appears comfortable, confident, and natural in the public speaking environment. | The speaker is mostly comfortable and confident and recovers from any small mistakes quickly. | The speaker displays some physical signs of nervousness, but attempts to work through those feelings of discomfort. | The speaker displays multiple physical signs of nervousness. |
| Eye-Contact | The speaker consistently and effectively uses direct eye contact to engage the audience. | The speaker makes consistent direct eye contact with audience members. | The speaker makes inconsistent eye contact with the audience. | The speaker makes limited eye contact with the audience. |
| Body Language | The speaker effectively and consistently uses body motions and gestures in a descriptive way to emphasize important points. | The speaker has natural body movements and gestures, and includes some use of gestures in a descriptive way to emphasize important points. | The speaker has natural body movements and gestures. | The speaker has limited body movements and gestures. |
| Organization | | | | |
| Focus | The speech maintains a clear focus on a central topic. | The speech largely focuses on a central topic. | The speech has a central topic. | The speech has a central topic. |
| Structure | The speech has a distinct introduction in which the content of the speech is outlined, a logically organized body in which the ideas presented in the introduction are developed, and a conclusion in | The speech has a distinct and effective introduction, body, and conclusion. | The speech has an introduction, body, and conclusion. | The speech presents information without a formal organizational structure. |

| | which key points are summarized for the audience. | | | |
|---|---|---|---|---|
| Assignment Requirements | | | | |
| Content | The speech demonstrates the relevant elements and theories of oral communication for the type of speech required by the assignment prompt. | The speech demonstrates the relevant elements of oral communication for the type of speech required by the assignment prompt. | The speech demonstrates some elements of oral communication. related to public speaking. | The speech demonstrates an effort to engage elements of oral communication. |
| Time | The length of the speech falls within the required time window. | The length of the speech is within 30 seconds or less of the length requirement. | The length of the speech is within 1 minute or less of the length requirement.. | The length of the speech is more than 1 minute longer or shorter than the length requirement. |

Canvas: For this class, all grades will be recorded in Canvas. For issues with Canvas, please contact the Library. Phone: (775) 445-3229 Email: refdesk@wnc.edu

## COURSE POLICIES

### Attendance

Students are expected to attend all classes for which they have registered. Attendance will be taken every day at the beginning of class. If you are more than 15 minutes late for class you will be considered absent for the day. Missing class may negatively affect your grade and could result in dismissal from the class. Please note that any absences for which an approved written excuse is provided will not be held against the student.

### Discussion Decorum

In order to foster an environment that supports open academic inquiry it is essential that you treat others with respect. This means that you must be respectful in your use of language: there will be no yelling, there will be no name calling, and there will be no attempts to intimidate classmates into agreeing with you. Further, when in discussion, it is essential that you listen respectfully to your classmates at all times. Failure to be respectful and civil to your fellow students and/or professor could result in dismissal from the class.

Additionally, this is a college course, and as such students will be presented with material that handles adult themes and which they may find challenging - this is essential to the successful achievement of the learning objectives detailed in the "Course Objectives" section. It is important that students are made to feel uncomfortable, and that they learn to face and explore that discomfort.

### Email

Email is the best way to contact me during the semester, and you are guaranteed a response withing 48 hours Monday-Friday. Rather than using the Canvas messaging system, I encourage you to email me directly at [Patrick.Carter@materacademynv.org](mailto:Patrick.Carter@materacademynv.org). As Canvas frequently has outages, there is a chance that if you message me through Canvas I will not receive your message in a timely manner; emailing me directly (at [Patrick.Carter@materacademynv.org](mailto:Patrick.Carter@materacademynv.org)) will get the message to me more quickly and make it easier for me to respond in a timely manner.

## Late Work

LATE WORK WILL <u>NOT</u> BE ACCEPTED.  If you are absent the day an assignment is due it is your responsibility to ensure that your work is still turned in on time, either via email or through Canvas.  If I have not received the assignment by the stated due date and time, you will receive 0 points for that assignment.  Please be sure to finish assignments at least 24 hours before they are due to avoid any computer/printer emergencies that might prevent you from being able to turn your work in on time.

## Academic Honesty

Western Nevada College is committed to academic integrity and will not tolerate any acts of academic dishonesty, including cheating, plagiarism, falsifying data, or assisting others in the commission of any of these acts.  Any instance of academic dishonesty may result in a grade of "F" on the assignment, a grade of "F" in the course, or worse at the discretion of the instructor.  Students who receive an "F" in the course for academic dishonesty will not be able to withdraw "W" from the course. For more information please see the Western Nevada College Policy Manual.

## Disability Statement

Western Nevada College is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. It is also our goal to be as accessible as possible. If you anticipate any issues related to format, materials, or requirements of this course, please meet with me so that we may address accessibility concerns with the DSS office.

Any student with a disability needing academic adjustments is required to register with Disability Support Services (DSS) office. To receive academic accommodations for this class, please submit an application for services which can be found here:

[https://cascade.accessiblelearning.com/WNC/ApplicationStudent.aspx](https://cascade.accessiblelearning.com/WNC/ApplicationStudent.aspx)

You will then be contacted by a DSS staff member to schedule an appointment. If you have questions about DSS services you can contact Susan Trist at [susan.trist@wnc.edu](mailto:susan.trist@wnc.edu) or 775-445-4459.

**Tobacco Use Policy**

WNC is officially a tobacco free campus. We are excited to be joining over 1700 tobacco free campuses across the United States. As of now, the use of tobacco and vapor products are prohibited on all WNC property, including inside buildings, and all outdoor areas. Tobacco and smoke free includes all tobacco products. SMOKING means inhaling, exhaling, burning, or carrying any liquid or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs and marijuana, whether natural or synthetic, in any manner or in any form. 'Smoking' also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form. Support and commitment from our students allow us to continue our efforts for a healthy campus. We thank you for your dedication to a tobacco free WNC.

For more information, please go to our website, www.wnc.edu/healthy-campus/

Nevada Tobacco Quitline:  1-800-QUITNOW or online at nevadatobaccoquitline.com

**Withdrawal Policy**

I cannot issue a "W" for students who exceed their allowed absences or otherwise disappear.  In order to withdraw from a class, the student must complete the appropriate steps online through their MyWNC.  The last day to drop classes with a full refund is September 3, 2022, and the last day to switch from Credit to Audit is October 27, 2022. Students who stop attending/participating in class without first officially withdrawing from the class will be issued a grade of "F" as their final grade.

**Right of Revision Statement**

The instructor and Western Nevada College reserve the right to make changes to this syllabus and/or schedule as necessary.

**SPEECH PROMPTS**

**Introduce Yourself Speech**

Throughout your life, you will find that you need to introduce yourself to new groups of people, sometimes these introductions will be informal but sometimes you will need to introduce yourself formally. For this reason, your first speech will be a formal introduction of yourself.

The purpose of this speech is to introduce yourself to the group. This will be a formal introduction in which you will include:

- Your full name and the name you prefer to go by.
- Your hobbies/interests.
- Why you chose to take college classes.
- Your experience with and feelings about public speaking.
- A goal you have for your participation in this class.

This speech should be 2-4 minutes in length so when you practice your speech, plan on a speaking time of about 3 minutes.

**Introduce Yourself Speech Outline**

The first step to successful public speaking is planning out what you are going to say, and one way to do that is to outline your speech ahead of time. For this assignment you will create an outline of your Introduce Yourself Speech. You don't have to script out everything you are going to say, but your outline should include notes on what you want to say for each of the following:
- Your full name and the name you prefer to go by.
- Your hobbies/interests.
- Why you chose to take college classes.
- Your experience with and feelings about public speaking.
- A goal you have for your participation in this class.

Your speech will need to be from 2 to 4 minutes in length, so consider how much time you will need to discuss each item (not every item will require the same length of time to cover) and base how many notes you write to prepare based on that need.

Your submission should be typed in Times New Roman 12pt font, should be organized in a logical way, and will need to be submitted as a .pdf, .doc, or .docx file.
**Story Speech**

Telling stories is one of the oldest art forms for a very good reason, stories can entertain us, they can share life lessons, and they can be an important way that we engage with our culture and share that culture with others.

For this speech you are going to practice the fine art of storytelling. You should try to choose a story that you know well, and it can be a personal anecdote, a fairy tale or fable, a historical anecdote, or your favorite story about a writer/celebrity/or public personality; you should not tell the story of a film or television show. While you can use credible outside sources to help clarify the details of your story, the speech itself should be your version of the story and should be told in your own words.

This speech should be 2-4 minutes in length so when you practice your speech, plan on a speaking time of about 3 minutes.

**Story Speech Outline**

The first step to successful public speaking is planning out what you are going to say, and one way to do that is to outline your speech ahead of time. For this assignment you will create an outline of your Story Speech. You don't have to script out everything you are going to say, but your outline should include notes on what you want to say for each of the following:
- The kind of story you are going to tell (personal anecdote, fairy tale or fable, historical anecdote, story about a writer/celebrity/or public personality).
- The main characters of your story.
- At least 3 key plot points in your story.
- The one thing you want the audience to take away from your story.

Your speech will need to be from 2 to 4 minutes in length, so consider how much time you will need to discuss each item (not every item will require the same length of time to cover) and base how many notes you write to prepare based on that need.

Your submission should be typed in Times New Roman 12pt font, should be organized in a logical way, and will need to be submitted as a .pdf, .doc, or .docx file.

**Historic Speech Presentation**

For this speech, you will be researching a famous speech from history. To begin, select your speech by visiting americanrhetoric.com and choose from the many hundreds of speeches they have available.

For this speech you will be presenting background and biographical information on the historic speech you have chosen. Your speech should include the following:

- Biographical information about the speaker of the historic speech you are researching.
- Where and when the speech was originally given.
- Any other contextual information that is important to know about this speech.
- At least two credible sources to inform you on the speaker/speech you are discussing. (Be sure to give appropriate attribution for this information during your speech.)
- A visual aid in the form of a PowerPoint or other presentation platform, with at least 3 slides.

This speech should be 4-6 minutes in length so when you practice your speech, plan on a speaking time of about 5 minutes. For this assignment you may use one 3X5 notecard for notes when you give your speech.

**Historic Speech Presentation Outline**

The first step to successful public speaking is planning out what you are going to say, and one way to do that is to outline your speech ahead of time. For this assignment you will create an outline of your Historic Speech Presentation. You don't have to script out everything you are going to say, but your outline should include notes on what you want to say for each of the following:

- When and where the historic speaker was born.
- When and where the speech was originally given.
- Why this speech is important in history.
- At least one quote from each of your 2 credible outside sources. (Be sure to include a citation in APA citation format.)
- At least one specific thing you will include on each slide of your visual aid.

Your speech will need to be from 4 to 6 minutes in length, so consider how much time you will need to discuss each item (not every item will require the same length of time to cover) and base how many notes you write to prepare based on that need.

Your submission should be typed in Times New Roman 12pt font, should be organized in a logical way, and will need to be submitted as a .pdf, .doc, or .docx file.

**Demonstration Speech**

From time to time in life you may be called upon to demonstrate a skill, whether you are

teaching someone how to perform the skill themselves or just want to share what you can do with others you will find that demonstration speaking comes up again and again.

The purpose of this speech is to provide a demonstration of a skill to the audience. The skill you choose to demonstrate should be something in which you are proficient and which can be reasonably accomplished in a classroom. For the speech, be sure to bring any props that are necessary to demonstrate your skill and if a second person is necessary to demonstrate your skill be sure that you take the time to practice with that person as much as is required to give a smooth demonstration.

This speech should be 4-6 minutes in length so when you practice your speech, plan on a speaking time of about 5 minutes.


**Demonstration Speech Outline**

The first step to successful public speaking is planning out what you are going to say, and one way to do that is to outline your speech ahead of time. For this assignment you will create an outline of your Demonstration Speech. You don't have to script out everything you are going to say, but your outline should include notes on what you want to say for each of the following:
- The skill you are going to demonstrate.
- Any props you will need, or if you need a second person what you will need them to do.
- At least 3 key steps of your demonstration.

Your speech will need to be from 4 to 6 minutes in length, so consider how much time you will need to discuss each item (not every item will require the same length of time to cover) and base how many notes you write to prepare based on that need.

Your submission should be typed in Times New Roman 12pt font, should be organized in a logical way, and will need to be submitted as a .pdf, .doc, or .docx file.


**Persuasive Speech**

Throughout our lives, there will be times when we try to convince others that we are correct about something, and that is where persuasive speaking comes in.

The purpose of this speech is to persuade the audience to see your point of view. For this assignment, you will choose a film, television series, or book that you will persuade us is either good or bad. Your speech will need to include the following:

- The title of the film, tv series, or book you are speaking on.
- Your position on your subject (are you convincing us that it is good or bad).
- At least 3 reasons for your position on this subject.
- A quote from at least 1 credible outside source to support your opinion. (Be sure to give appropriate attribution for this quote during your speech.)

This speech should be 4-6 minutes in length so when you practice your speech, plan on a speaking time of about 5 minutes.


**Persuasive Speech Outline**

The first step to successful public speaking is planning out what you are going to say, and one way to do that is to outline your speech ahead of time. For this assignment you will create an outline of your Persuasive Speech. You don't have to script out everything you are going to say, but your outline should include notes on what you want to say for each of the following:
- The title of the film, tv series, or book you are speaking on.
- Your position on your subject (are you convincing us that it is good or bad).
- At least 3 reasons for your position on this subject.
- A quote from at least 1 credible outside source to support your opinion. (Be sure to include a citation in APA citation format.)

Your speech will need to be from 4 to 6 minutes in length, so consider how much time you will need to discuss each item (not every item will require the same length of time to cover) and base how many notes you write to prepare based on that need.

Your submission should be typed in Times New Roman 12pt font, should be organized in a logical way, and will need to be submitted as a .pdf, .doc, or .docx file.


**Communications 101 Awards Ceremony Speech**

Here at the end of the semester, you have a chance to celebrate your classmates and all of the amazing work you have done this semester during our Communications 101 Awards Ceremony.

For this speech, you are going to work with a classmate to create a presentation in which you will introduce this person and bestow an award upon them based on their work in Communications 101 this semester. The award you grant your partner can be whatever you want (within reason) but some examples might be "Best Humorous Speech," "Best Eye Contact,"

"Best Poise in Public Speaking," "Best Brainstorming for Speeches," or even "Best Clapping for Other Speeches." This will be a formal presentation and should include true and accurate information about your classmate.

To get information for your speech, you will need to interview your classmate to learn more about them that you can include in your introduction of them. Your speech must include:
- The full name of the person you are introducing and the name they prefer to go by.
- A short entertaining anecdote from the person's life.
- Important moments in their personal history.
- The accomplishments this semester of which they are most proud.
- The award you are conferring upon them.

This speech should be 2-4 minutes in length so when you practice your speech, plan on a speaking time of about 3 minutes.

**Communications 101 Awards Ceremony Speech Outline**

The first step to successful public speaking is planning out what you are going to say, and one way to do that is to outline your speech ahead of time. For this assignment you will create an outline of your Communications 101 Awards Ceremony Speech. You don't have to script out everything you are going to say, but your outline should include notes on what you want to say for each of the following:
- The full name of the person you are introducing and the name they prefer to go by.
- A short entertaining anecdote from the person's life.
- Important moments in their personal history.
- The accomplishments this semester of which they are most proud.
- The award you are conferring upon them.

Your speech will need to be from 2 to 4 minutes in length, so consider how much time you will need to discuss each item (not every item will require the same length of time to cover) and base how many notes you write to prepare based on that need.

Your submission should be typed in Times New Roman 12pt font, should be organized in a logical way, and will need to be submitted as a .pdf, .doc, or .docx file.

SCHEDULE

Week 1
  Discussion: The Syllabus
              Thinking about public speaking
  Classwork: Brainstorming your Introduce Yourself Speech

Week 2
  Reading: Chapter 1: The Basics of Public Speaking (1-19)
  Discussion: The basic elements of public speaking
              Public speaking and fear
  Classwork: Managing fear of public speaking

Outlining your Introduce Yourself Speech
DUE MONDAY: Communications Journal 1
DUE FRIDAY: Introduce Yourself Speech Outline


Week 3

Reading: Chapter 2: Audience Analysis and Listening (20-43)
In class: Introduce Yourself Speeches
DUE MONDAY: Communications Journal 2


Week 4

Reading: Chapter 4: Developing Topics for Your Speech (62-77)
Appendix A: Cultural Diversity in Public Speaking (324-329)
Discussion: Picking the story you want to tell
Telling a story
Classwork: Brainstorming your Story Speech
DUE MONDAY: Communications Journal 3


Week 5

Reading: Chapter 6: Organizing and Outlining Your Speech (89-108)
Chapter 12: Informative Speaking (238-255)
Discussion: Key elements in Informative Speaking
Classwork: Outlining your Story Speech
DUE MONDAY: Communications Journal 4
DUE FRIDAY: Story Speech Outline


Week 6

In class: Story Speeches

Week 7

Reading: Chapter 5: Researching Your Speeches (78-88)
Chapter 7: Supporting Your Speech Ideas (109-133)
Discussion: Using evidence to support your speech
Picking a Historic Speech for your presentation
Researching your Historic Speech
Classwork: Brainstorming your Historic Speech Presentation
DUE MONDAY: Communications Journal 5


Week 8

Reading: Chapter 8: Introductions and Conclusions (134-155)
Chapter 9: Presentation Aids in Speaking (156-192)
Discussion: Using visuals effectively

Presenting your ideas so people can understand them
Classwork: Outlining your Historic Speech Presentation
Planning your visual aids for your presentation
DUE MONDAY: Communications Journal 6
DUE FRIDAY: Historic Speech Presentation Outline

Week 9

In class: Historic Speech Presentations

Week 10

Discussion: What you need for an effective demonstration
Classwork: Brainstorming your Demonstration Speech
Key terms for your Demonstration Speech
DUE FRIDAY: Demonstration Speech Research Guide

Week 11

Reading: Chapter 10: Language (193-209)
Chapter 11: Delivery (210-237)
Discussion: Why the words we choose matter
Delivering our presentations effectively
Classwork: Identifying the steps in your demonstration
Outlining your Demonstration Speech
DUE MONDAY: Communications Journal 7
DUE FRIDAY: Demonstration Speech Outline

Week 12

In class: Demonstration Speeches

Week 13

Reading: Chapter 13: Persuasive Speaking (256-285)
Discussion: Strategies of persuasion
Classwork: Brainstorming your Persuasive Speech
Finding a source to support your opinion
DUE MONDAY: Communications Journal 8

Week 14

Reading: Chapter 14: Logical Reasoning (286-304)
Discussion: Using logic to persuade your audience
Classwork: Picking the right strategies for your Persuasive Speech

Outlining your Persuasive Speech
DUE MONDAY: Communications Journal 9
DUE FRIDAY: Persuasive Speech Outline


Week 15

In class: Persuasive Speeches


Week 16

Reading: Chapter 15: Special Occasion Speaking (305-323)
Appendix D: Humor Appendix (is that anything like the funny bone?) (378-382)
Discussion: Speaking to Entertain
Classwork: Brainstorming Interview Questions
DUE MONDAY: Communications Journal 10


Week 17

Classwork: Partner Interviews
Outlining your Communications 101 Awards Ceremony Speech
DUE FRIDAY: Communications 101 Awards Ceremony Speech Outline


Week 18

In Class: Communications 101 Awards Ceremony Speeches

# Western Nevada College
# Criminal Justice Program

## Course Syllabus

# CRJ 104, Section # 1001 Class Location: REYN 114

## Introduction to Administration of Justice

## Fall 2022 Semester    Units: 3        Prerequisites:  None

Transfer: CRJ 104 is offered by the following Nevada System of Higher Education Institutions:

Two Year: WNC, TMCC, GBC / Four Year: UNR, UNLV, NSC

Instructor: **Gregory Sly**              **Class Schedule:  Mon / Wed 9:30 am – 10:45 am**

E-mail: gregory.sly@wnc.edu  / Office Phone: 775 445-4427 / Cell: (530) 721-2387 (**texts only please**) Identify yourself and your course/course section so instructor can form best response.

Office: Reynolds Bldg., Rm. 104 D. Office hours:

**OFFICE HOURS:**

| | |
|---|---|
| **Monday (Carson)** | **8:45 AM - 9:15 AM & 12:15 PM - 1:00 PM** |
| **Tuesday (Douglas)** | **10:45 AM - 11:15 AM** |
| **Tuesday (Fallon)** | **12:30 PM - 1:00 PM (Fallon)** |
| **Wednesday (Carson)** | **8:45 AM - 9:15 AM & 12:15 PM - 1:00 PM** |
| **Thursday (Carson)** | **11:15 AM - 1:00 PM** |
| **Friday** | **By Appointment Only (Zoom)** |

For Division Contact: Division Assistant for Professional and Applied Technology, Western Nevada College, 775-445-4272,  2201 W. College Parkway, Carson City,  NV 89703.  Division Office located in Reynolds Building.

**Course "textbook" requirement: Connect Access Card, mandatory:  Connect Online Access for Introduction to Criminal Justice, 10th Edition, Author: Bohm, Publisher: McGraw-Hill, ISBN: WNC Bookstore: ISBN # 9781260813586 for a Connect print card access code.  We will NOT use a paper textbook, only the Connect Access online linked to Canvas. It is your responsibility to obtain this on time.  Course assignments begin first day of class.  If you need assistance, please contact instructor.**

**Web access / CANVAS access and utilization are required for this course. You will also need access to and use of word processing software to prepare and submit written assignments.**

Western Nevada College supports providing equal access for students with disabilities. This syllabus is available in alternate format upon request. Susan Trist (DSS Coordinator) is available to discuss appropriate academic accommodations that students may require. Please contact Susan Trist (775-445-4459 or susan.trist@wnc.edu) at your earliest convenience.

Changes in Course Requirements and/or Syllabus: The instructor reserves the right to change course requirements and/or the syllabus if circumstances dictate. Students will be given notice prior to any such changes. Additional "Discussions" assignments in Canvas may be added during course.

You are required to read and understand the entire syllabus. If you don't understand something, it is your obligation to contact the professor for an explanation. If you are having trouble with Canvas, there is a help number you can call on the main Canvas page.

*Note that all times within the course schedule are Pacific Standard.

MICROSOFT WORD and PDF are the primary formats for your course assignments that you will turn in for grading. If you have another type of Word Processing software, save assignments in the plain text format so that the instructor can open and read them. Plain text format is an option on the "Save As" drop down menu. If the instructor cannot open/access your submitted assignment, you will be required to immediately submit an emailed copy of your assignment to the instructor's email address.

**There is an important component to this course called <u>Smart Book (Connect)</u>**. Be sure to complete the student training provided by the publisher, McGraw-Hill, on how to use and benefit from the Smart Book learning system. Your purchased Connect Access Code is your pathway to access the Smart Book, training, and the required chapter work and chapter tests/quizzes in Canvas. There are fourteen (14) identified Connect chapters assigned within this course. There is a "McGraw-Hill Connect" access tab in your Canvas course. Assignments are accessed in Canvas by clicking on each assignment directly.

You are expected to keep up with your reading, chapter assignments, all tests/quizzes, CANVAS discussion(s) and required written assignments. Each of these has a due date which you must meet. **No late work will be accepted without prior written permission from the instructor.** If you run into any emergencies or computer related difficulties in completing your assignments, contact instructor ASAP so such can be addressed with no assignments missed. On a case by case basis, the instructor may determine it appropriate to extend a due date for extra-ordinary reasons. This is the exception, not the rule. Any alteration to an assignment due date must be issued by the instructor in writing. Students not submitting assignments by written due dates will receive a zero score for the involved assignment.

<u>Expectations:</u> You are responsible for keeping up with all assignments and participating in the classroom and/or online. Consistent attendance/participation is required. If you decide to drop the course, but do not drop the course with admissions and records, you will receive a grade of "F." **Dropping the course is your responsibility**.

The instructor will respond to you as soon as possible, normally within twenty-four (24) hours (weekends and holidays excluded), regarding any questions you may have. If this time frame is not met, please reach out again as the instructor may not have received your initial contact.

Instructor will place a priority on grading your written assignments within a week of receipt. Keep in mind, at any one time, your instructor may have up to 90 essays/assignments to grade at the same time. Your course work is very important and your instructor reads all works.  To provide your work with the review it deserves, if circumstances warrant additional time for review, the instructor will take that time prior to issuing the assignment grade.  You may submit your written assignment early, prior to the due date.  This may expedite review of your assignment. (Note: Smart Book chapter work and quizzes each have both availability and due dates programmed in the system which must be followed.)

**Course Information:**

CRJ 104 Course Description: American criminal justice system, its development, components, and processes; includes consideration of crime and criminal justice as a formal area of study.

Examine the history and philosophy of the systems for the administration of justice in America. Involve various sub-systems, roles, and theories of the Criminal Justice System.  The course will examine the adjudication and sentencing processes of offenders, examines the origins of adult correctional facilities and the juvenile justice system.

Criminal justice courses, at times, contain/present graphic and mature content, as do the associated careers.  This is not a religion studies course, nor a course on specific cultures, however, effective policing and administration of justice includes knowledge and understanding of communities, citizens, as well as social, religious, and cultural aspects of the community.  Therefore, course material and presentations will at times include these topics.

**CRJ 104 Course Objectives:**

The objectives of this course are to:

- Explore the history and operations of the four criminal justice system components, the law, police, courts, and corrections.
- Describe the criminal justice process.  Cover sources and operations of criminal law, including constitutional law that governs police and other actors in the system.
- Introduce criminological theory and victimology. Apply critical thinking and research related to criminal justice and policies.

**CRJ 104 Course Outcomes (SLOs):**

Outcome:  Demonstrate a basic understanding of the field of criminal justice including its key components and the importance of research and critical thinking to criminal justice policy.

Measure: Understanding will be evaluated through course discussions, exams, and assignments using standards known in advance.

Outcome: Identify central issues and ideas about criminological theory and the study of crime victims.

Measure: Ability will be assessed through discussions, exams, and assignments using standards known in advance.

Outcome: Identify and define the roles and functions of the police, courts, and corrections components of the criminal justice system including their key actors and organizational structures.

Measure: Ability will be assessed through discussions, exams, and assignments using standards known in advance.

Outcome: Understand the importance of law including the US constitution in regard to the functioning and goals of the criminal justice system.

Measure: Understanding will be evaluated through course discussions, exams, and assignments using standards known in advance.

**Schedule:**

General planned schedule for topics covered by the Canvas curriculum and Smart Book:  (Note, the instructor will at times slightly modify plans for each topic/segment to best deliver course curriculum.)  As students, you are an important part of instruction planning, and based upon student participation and feedback, the plans for course work may change at times during the course.  The posted Connect Smart Book chapter work and quiz time frames will not change without prior notice from the instructor.

This is a sixteen-week semester starting August 29, 2022 and ending December 16, 2022.  The WNC published holiday schedule will be followed.

Week One        Introduction and assigned Discussions
Week Two        CHAPTER 1: Crime and Justice in the United States
Week Three      CHAPTER 2: Crime and Its Consequences
Week Four       CHAPTER 3: Explaining Crime
Week Five       CHAPTER 4: The Rule of Law
Week Six        CHAPTER 5: History and Structure of American Law Enforcement
Week Seven      CHAPTER 6: Policing: Roles, Styles, and Functions
Week Eight      CHAPTER 7: Policing America: Issues and Ethics
Week Nine       CHAPTER 8: The Administration of Justice
Week Ten         CHAPTER 9: Sentencing, Appeals, and the Death Penalty
Week Eleven      CHAPTER 10: Institutional Corrections
Week Twelve      CHAPTER 11: Prison Life, Inmate Rights, Release, and Recidivism
Week Thirteen   CHAPTER 12: Community Corrections
Week Fourteen  CHAPTER 13: Juvenile Justice
Weeks Fifteen    CHAPTER 14: The Future of Criminal Justice in the United States
Week Sixteen     Finals Week


**Smart Book Assignments and Quiz Schedule:**

> **Note:  Although assignment dates and due dates differ throughout the course, the <u>time</u> on each date that a Connect item is due is always <u>11:59 PM</u>.  Note, the first week discussion has a 5:00 pm due time.  This is related to financial aid attendance requirements.**

In this course online text there are fourteen chapters to be completed.  For each chapter, students are to complete the Smartbook assignment and a test (Quiz).  Starting Week Two, one chapter will be assigned for completion each week, ending with Week Fifteen.  The Connect assignments and weekly

tests are all listed in Canvas under Assignments, with due dates listed for each.  Each Connect assignment and each Connect test/quiz is scored up to 25 points.

**Smart Book Chapter Assignments**

This is a study helper and each chapter is worth 25 points toward your course grade.  Make sure you complete the entire exercise, as if you don't, you receive a zero, even if you finished 99% of the exercise. So make sure you complete this each time.  Also, it should be completed before taking the test/quiz, as it will greatly assist you in getting a good grade.  Again, each chapter is made available pursuant to the posted calendar and there are due dates.  If the due date is not met, you will automatically receive a zero.  On a case by case basis, the instructor may determine it appropriate to extend a due date for extra-ordinary reasons.  This is the exception, not the rule.  Any alteration to an assignment due date must be issued by the instructor in writing.  Students not completing assignments by written due dates will receive a zero score for the involved assignment.

**Smart Book Tests/Quizzes**

Each test/quiz is accessed in Canvas and is taken within Smart Book Connect and is timed and dated. In other words, you must take them during certain timeframes.  The quizzes will include differing numbers of questions, and be timed at 90 minutes. In other words, you have 90 minutes to answer all questions. If you have read the material, participated in the Smartbook exercises, and have taken notes, you should be prepared for each quiz.  You will have only one attempt at each quiz.  Each quiz is worth up to 25 points toward your course grade.   On a case by case basis, the instructor may determine it appropriate to extend a due date for extra-ordinary reasons.  This is the exception, not the rule.  Any alteration to a quiz due date must be issued by the instructor in writing.  Students not completing quizzes by written due dates will receive a zero score for the involved quiz.

**Discussions Assignments:**

There are also Discussion Assignments for this course.  The first and second Discussion Assignments will be due the first week of class.  These assignments will also serve as attendance documentation for financial aid, so please make sure you complete these on time.  Following the first two discussions, additional discussions may be assigned throughout the semester.  (If for reasons associated with public health the course is transitioned to online, then additional Discussion Assignments will be announced.) Discussion assignments will correlate with textbook chapter topics.  Due dates will be listed in Canvas.

For each assigned Discussion Assignment, students shall read/review all provided materials and submit discussion responses in Canvas by the posted due date.  Additional curriculum and videos may be embedded within the Discussion Assignments to expand learning of each topic.  Discussion assignment instructions may include students reviewing other student entries and/or responding to other student submissions within the Discussion Assignment.  Please provide professional responses and keep in mind that everyone's thoughts and opinions are important and valued.  Student interaction can support the learning process through expanded ideas and sharing viewpoints. Disrespect of another student's responses is not appropriate and will not be permitted.

The schedule and due dates for all Discussion Assignments will be listed in Canvas.  The due date is for the student's discussion submission.  The assignments will remain open after the initial due date so students can comment the following day on other student's submissions when assigned.  Note" for in

person course sections, the majority of "Discussions" will take place in the classroom and will be included in the "Participation" grading.

**Additional Writing Assignments:**

The following writing assignments and instructions are located in Canvas under the writing assignment tab.

1) **Written Outline** Assignment, pursuant to posted instructions, is worth up to 100 points. No late work is accepted without prior written instructor approval.
2) **Written Essay Assignment (Police Ethics),** pursuant to posted instructions, is worth up to 100 points. No late work is accepted without prior written instructor approval.
3) **Written Essay Assignment (Criminal Violation Pathway)**, pursuant to posted instructions, is worth up to 100 points. No late work is accepted without prior written approval by instructor.

**Attendance and Participation**

Required and graded up to 100 points. Students start with 100 points and during the course points awarded are reduced by the instructor for student's failure to attend and/or participate and complete assignments as required. See Canvas for additional details. The definition of attendance for online students is included in Canvas in Assignments under the Attendance and Participation assignment.

**Final**

End of course final requirements differ for face to face and online course sections. "Final exam" activities may involve test(s) or writing assignment submission. Additionally, the last Smart Book test/quiz and chapter assignment takes place at the beginning of finals week. See your Canvas course for requirements for your section. Please complete the final work by the due date as there will not be time for extensions as the semester will end.

**Course Grades**     (Note: No Incomplete "I" grades issued for this course)

Your final grade will be graded on the % of total points you received in the course. Grades will be earned/assigned on the basis of the total cumulative points earned on the Smart Book chapter assignments, quizzes, discussion questions, written outline assignment, essay assignments, final written assignment, attendance/participation, etc.: (achieved point %) 90%-100% is an A (Superior), 80%-89% is a B (Above Average), 70%-79% is a C (Average), 60%-69% is a D (Below Average), and below 60% is F (Failure). In this course, plus/minus grading will not be used.


**Applicable Policies:**

Statement on Academic Dishonesty: Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty. Academic dishonesty will not be tolerated and penalties can include filing a final grade of "F"; reducing the student's final course grade one or two full grade points; awarding a failing mark on the coursework in question; or requiring the student to retake or resubmit the coursework.

Statement on Audio and Video Recording: The use of covert video/audio surveillance for anything other than a criminal investigation on the campuses of the Nevada System of Higher Education is prohibited. If, in a criminal investigation, such video surveillance is used, it must be approved by the President or the President's designee. This policy shall not interfere with the legitimate use of videotaping for academic purposes.

Statement of Title IX: WNC is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the Title IX Coordinator.

**Class Cancellations**

A class may be canceled in the event that an instructor's absence is unavoidable (i.e., personal emergency, jury duty, etc.).
When a class is canceled, WNC or the instructor will make every attempt to notify students using at least one of the following methods of communication. Please keep in mind it is the student's responsibility to keep their contact information current with TMCC.
- Notification to student's WNC email account
- Phone call to student
- Note posted on classroom door
Students may also contact the department directly regarding class cancellations.
Note that snow closures or other campus emergencies are announced prominently on all WNC website pages.

**Rules of Order for students:**

1. Cheating is not permitted. Those caught cheating on an exam/quiz, homework, or assignment can expect to be punished to the fullest extent of the college's guidelines. These punishments may include, but are not limited to, failure on the exam/assignment and/or failure in the course.  Assignment collaboration between students is only allowed if previously approved by or assigned by the course instructor.

2. You will be responsible for all chapter reading assignments, tests, outlines, written assignments, power points, and the discussion Canvas assignments.  Course work starts week one and continues weekly throughout the course, through finals week.  No late work will be accepted without prior written instructor approval per listed guidelines.

3. There are NO make-up exams or assignments.  If you fail in timely completion of an exam or assignment, you will earn an 'F' grade (0 points) for that piece of missed work. If you experience any computer related issue affecting assignment completion, contact the instructor ASAP (prior to the due date) for assistance.  On a case by case basis, the instructor may determine it appropriate to extend a due date for extra-ordinary reasons.  This is the exception, not the rule.  Any alteration to an assignment/test due date must be issued by the instructor in writing.  Students not submitting

assignments and/or completing tests by written due dates will receive a zero score for the involved assignment/test.

4.  Please respect others.  Disrespect in any form will NOT be tolerated!

5.  Online course students are expected to check email, sign in to Canvas, and complete assignments/tests timely to earn participation points.

**Additional Student Notifications/Requirements:**

**Student Support Resources and Assistance:**

The following resources are provided for students to access for college services and assistance:  https://www.wnc.edu/students/ (Links to an external site.)

CANVAS Assistance / Web College:   https://wnc.instructure.com/courses/2613420

Counseling Services:  https://www.wnc.edu/counseling/ (Links to an external site.)

Tutoring Services:   https://wnc.mywconline.com/ (Links to an external site.)

Disability Services:   https://www.wnc.edu/dss/ (Links to an external site.)

ADA Subtitles / Closed Caption:  Videos embedded in this course for students have CC - Closed Captioned tabs for initiating CC services on video screen.  See CC tab at bottom of video screen to access these services.

**Statement for Syllabi Regarding COVID-19**

While the risk of hospitalization or death due to COVID-19 has significantly diminished, risk of infection is the highest it has been. Western Nevada College recommends that students, faculty and staff continue to observe good-sense protocols in order to reduce risk of exposure to anyone who may be immune compromised, elderly, or have other risk factors.

WNC abides by Centers for Disease Control and Prevention (CDC), the State of Nevada, and Nevada System of Higher Education (NSHE) guidelines regarding face coverings. There are no face covering requirements at this time. WNC strongly recommends the use of masks in crowded settings and in lab courses where partners or groups may be working in close proximity. WNC can provide masks for students and employees who desire them.

WNC urges faculty, staff, and students to monitor for potential symptoms at all times, and to seek testing if an exposure or symptoms have occurred. If any faculty, staff or student has tested positive, please report the positive test result by completely filling out the form at https://www.wnc.edu/covid-19/self-reporting-form/. This will allow WNC to perform a risk analysis.

**If you test positive, please do not come on campus.**

CDC guidelines and NSHE requirements may change at any time, and this course may change to online delivery in the interest of public health and safety, during the semester.

Thank you!  Enjoy the course.

<div align="center">

**Western Nevada College**
**English 200 - Novels to Film - Fall 2022**
**Syllabus**

</div>

**Instructor:** Rebecca Allen, Geraldine Pope
**Credits:** 3
**Prerequisites:** Eng. 102 or permission of instructor
**Transferability of Course within Nevada:** This course transfers within Nevada.
**Course Location:** Online

**Geraldine Pope Availability:**
Office Location: WNC Carson Campus BRIS 328
Online Office Hours: By appointment
Online Office Hours Link: https://wnc-edu.zoom.us/j/98314134346
Online Office Hours Passcode: OFFICE
Email: geraldine.pope@wnc.edu

**Course Description**
This course studies film and novels to examine the transformation in genre when novels are made into films. Students read novels and view films based on those novels to examine the impact of each form upon the audience as well as to understand the differences between literary and film genre. This course emphasizes critical reasoning and writing skills.

**Course Objectives**
The purpose of this course is to provide a foundation of knowledge that allows students to further their study of film and/or apply knowledge to meet their personal and professional needs. *The information in the parentheses after a course objective refers to the specific general education (GE) learning outcome that the objective meets. Objectives without this information are not linked to WNC's general education program.*
Upon completion of this course students should be able to:
-    Understand the impact of cultural and historical events on the development of selected novels and films (GE 5)
-    Recognize and understand the various literary and historic movements that have evolved into the selected novels and films (GE 5)
-    Recognize what literary and cinematic elements make up the aspects of the novel and film (GE 1)
-    Recognize and understand the importance of certain novelists and directors in a historic perspective as well as their particular styles
-    Recognize the similarity between certain literary and cinematic techniques

**Linkage of course to educational program mission and outcomes:**

- Are able to demonstrate college level reading, writing, and oral communication skills.
- Possess adequate problem solving, creative reasoning, and critical thinking skills.
- Can engage in meaningful self-assessments and work effectively with others.
- Utilize effective and efficient learning skills, including locating and evaluating sources of information.
- Have knowledge of the subject matter to a level that is appropriate to the emphasis of their degree.
- Develop and improve their creative abilities.
- Appreciate the need for continuing education and lifelong learning.
- Will succeed at transfer institutions.

**Required Texts**

Short Stories:

Alexie, Sherman - "This is What it Means to Say Phoenix, Arizona"
Chiang, Ted - "Story of Your Life"
Dick, Philip K. - "Minority Report"
Irving, Washington - "The Legend of Sleepy Hollow"
Du Maurier, Daphne - "The Birds"
Thurber, James - "The Secret Life of Walter Mitty"

Films:

*Smoke Signals* dir. Chris Eyre (PG-13)
*Arrival* dir. Denis Villeneuve (PG-13)
*Minority Report* dir. Steven Spielberg (PG-13)
*Sleepy Hollow* dir. Tim Burton (R)
"The Legend of Sleepy Hollow" dir. James Algar (unrated)
*The Birds* dir. Alfred Hitchcock (PG-13)
*The Secret Life of Walter Mitty* dir. Ben Stiller (PG)

**COURSE ASSIGNMENTS**

Journals - 390 pts (13 at 30 pts each)
VSPs - 250 pts (5 at 50 pts each)
Analysis of a Scene Presentation - 100 pts
Accumulated course grade will be taken out of 740 points total.


Evaluation/Grading: Students will earn up to 30 points per Journal. Each Very Short Paper will be worth 50 points. For Analysis of a Scene Presentation Assignment, students will be able to earn up to 100 points. The grading for these assignments will be based upon the students' ability to: demonstrate understanding of the assignment prompt, create an analysis of the fiction, support that analysis with appropriate evidence, to follow MLA format guidelines as appropriate, and to achieve basic technical requirements.

Rough Drafts: Rough drafts may be submitted for review no later than 5 class days before the assignment is due, either via email or in person. Rough drafts will not be graded, nor will I speculate as to what grade the paper might receive, rather the rough draft review process is an opportunity for you to address any concerns you may have regarding that particular assignment.

Revisions:Students who have earned a grade of "C" (79%) or below any of the VSPs will have the opportunity to rewrite their essay for a higher grade. Revisions will be accepted one week (7 days) after the initial assignment has been returned to the student. Please note that revisions should be more than simply correcting grammar mistakes or rewriting one or two sentences. Revisions should reflect a deeper understanding and interpretation of the subject than the original submission. Revision scores replace the original scores unless lower than the original (in which case the grade will remain the same). If you have received a "0" on an assignment because of a violation of academic integrity you will not be provided an opportunity to rewrite the paper for a higher grade.

## COURSE POLICIES

### Discussion Decorum

Throughout the semester students will be required to participate in discussions on subjects related to the course materials. In order to foster an environment that supports open academic inquiry it is essential that you treat others with respect. This means that you must be respectful in your use of language: there will be no yelling, there will be no name calling, and there will be no attempts to intimidate classmates into agreeing with you. Failure to be respectful and civil to your fellow students and/or professor could result in dismissal from the class.

Additionally, this is a college course, and as such students will be presented with material that handles adult themes and which they may find challenging - this is essential to the successful achievement of the learning objectives detailed in the "Course Objectives" section. It is important that students are made to feel uncomfortable, and that they learn to face and explore that discomfort; this is done in an effort to push students out of their comfort zones and to provide them with opportunities to expand their critical and analytical skills.

### Late Work

Late work will be accepted at the discretion of the instructor, and the acceptance of late work will be determined by the instructor on a case-by-case basis.

### Academic Honesty

Western Nevada College is committed to academic integrity and will not tolerate any acts of academic dishonesty, including cheating, plagiarism, falsifying data, or assisting others in the commission of any of these acts.  Any instance of academic dishonesty may result in a grade of "F" on the assignment, a grade of "F" in the course, or worse at the discretion of the instructor. Students who receive an "F" in the course for academic dishonesty will not be able to withdraw "W" from the course. For more information please see the Western Nevada College Policy Manual.

### Disability Statement

Western Nevada College supports providing equal access for students with disabilities. This syllabus is available in alternate format upon request. Susan Trist (DSS Coordinator) is available to discuss appropriate academic accommodations that students may require. Please contact Susan Trist (775-445-4459 or susan.trist@wnc.edu) at your earliest convenience.

### Tobacco Use Policy

WNC is officially a tobacco free campus. We are excited to be joining over 1700 tobacco free campuses across the United States. As of now, the use of tobacco and vapor products are prohibited on all WNC property, including inside buildings, and all outdoor areas. Tobacco and smoke free includes all tobacco products. SMOKING means inhaling, exhaling, burning, or carrying any liquid or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs and marijuana, whether natural or synthetic, in any manner or in any form. 'Smoking' also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form. Support and commitment from our students allow us to continue our efforts for a healthy campus. We thank you for your dedication to a tobacco free WNC.

For more information, please go to our website, www.wnc.edu/healthy-campus/

Nevada Tobacco Quitline:  1-800-QUITNOW or online at nevadatobaccoquitline.com


**Withdrawal Policy**

I cannot issue a "W" for students who exceed their allowed absences or otherwise disappear.  In order to withdraw from a class, the student must complete the appropriate steps online through their MyWNC.  Students who stop attending class without first officially withdrawing from the class will be issued a grade of "F" as their final grade.


**Right of Revision Statement**

The instructor and Western Nevada College reserve the right to make changes to this syllabus and/or schedule as necessary.

<u>SCHEDULE</u>

**Week 1 - Elements of Literature and film**
      Discussion: Elements of Literature
      In Class: Analyzing a piece of literature
      Discussion: Elements of Film
      In Class: Practicing analyzing film

**Week 2**
      Read: "Minority Report" by Philip K. Dick
      Discussion: Elements of Literature in "Minority Report"
      In Class: Annotating as you go in the "Minority Report" Short Story Journal
      DUE: "Minority Report" Short Story Journal

**Week 3**
      Watch: *Minority Report* dir. Steven Spielberg
      Discuss: Elements of film in Spielberg's *Minority Report*
      In Class: Minority Report Film Journal
      DUE: Minority Report Film Journal

**Week 4**
      Discussion: Comparing "Minority Report" and *Minority Report*
      In Class: Writing a short comparison
      DUE: VSP 1

**Week 5**
      Read: "Story of Your Life" by Ted Chiang
      Discussion: Elements of literature in "Story of Your Life"
      In Class: "Story of Your Life" Short Story Journal
      DUE: "Story of Your Life" Short Story Journal

**Week 6**
      Watch: *Arrival* dir. Denis Villeneuve
      Discuss: Elements of film in Villeneuve's *Arrival*
      In Class: Arrival Film Journal
      DUE: Arrival Film Journal

**Week 7**

Discussion: Comparing "Story of Your Life" and *Arrival*
In Class: Writing day
DUE: VSP 2

**Week 8**

Read: "The Birds" by Daphne du Maurier
Discussion: Elements of Literature in du Maurier's "The Birds"
In Class: "The Birds" Short Story Journal
DUE: "The Birds" Short Story Journal

**Week 9**

Watch: *The Birds* dir. Alfred Hitchcock
Discussion: Elements of Film in Hitchcock's *The Birds*
In Class: The Birds Film Journal
DUE: The Birds Film Journal

**Week 10**

Discussion: Comparing "The Birds" and *The Birds*
In Class: Writing day
DUE: VSP 3

**Week 11**

Read: "The Legend of Sleepy Hollow" by Washington Irving
Discuss: Elements of Literature in Irving's "The Legend of Sleepy Hollow"
In Class: "The Legend of Sleepy Hollow" Short Story Journal
DUE: "The Legend of Sleepy Hollow" Short Story Journal

**Week 12**

Watch: *Sleepy Hollow* dir. Tim Burton
Discussion: Elements of film in Burton's *Sleepy Hollow*
In Class: *Sleepy Hollow* Film Journal
DUE: *Sleepy Hollow* Film Journal

**Week 13**

Watch: "The Legend of Sleepy Hollow" dir. James Algar

Discussion: Elements of Film in Algar's "The Legend of Sleepy Hollow"

In Class: "The Legend of Sleepy Hollow" Short Film Journal

DUE: "The Legend of Sleepy Hollow" Short Film Journal

Discussion: Comparing "The Legend of Sleepy Hollow," *Sleepy Hollow,* and
"The Legend of Sleepy Hollow"

In Class: Writing Day

DUE: VSP 4


## Week 14

Read: "This is What it Means to Say Phoenix, Arizona" by Sherman Alexie

Discussion: Elements of fiction in Alexie's "This is What it Means to Say
Phoenix, Arizona"

In Class: "This is What is Means to Say Phoenix, Arizona" Short Story Journal

Discussion: Presentation Brainstorming

In Class: Presentation Rough Outlining


## Week 15

Watch:  *Smoke Signals* by Chris Eyre

Discussion: Element of Film in Eyre's *Smoke Signals*

In Class: *Smoke Signals* Film Journal


## Week 16

Discussion: Comparing "This is What it Means to Say Phoenix, Arizona" and
*Smoke Signals*

In Class: Writing day

DUE: VSP 5


## Week 17

Read: "The Secret Life of Walter Mitty" by James Thurber

Discussion: Elements of fiction in Thurber's "The Secret Life of Walter Mitty"

In Class: "The Secret Life of Walter Mitty" Short Story Journal

DUE: "The Secret Life of Walter Mitty" Short Story Journal

Watch: *The Secret Life of Walter Mitty* dir. Ben Stiller

Discussion: Elements of film in Stiller's *The Secret Life of Walter Mitty*

In Class: *The Secret Life of Walter Mitty* Film Journal

DUE: *The Secret Life of Walter Mitty* Film Journal

Discussion: Comparing "The Secret Life of Walter Mitty" and
*The Secret Life of Walter Mitty*


## Week 18

In Class: Writing Day
In Class: Presentations
DUE: Analysis of a Scene Presentation

**WESTERN NEVADA COLLEGE**
**GRC 116 - Introduction to Digital Art & Design**
**Fall 2022**
**3 credits, Transferability of Course within Nevada: This course transfers as GRC 116**

**Instructor:** Jayna Conkey
**Phone:** 445-4293 Email: The best way to contact me is through Canvas.
**Office:** Aspen 220
**Office Hours:** Mon/Wed. 12:30-2:00pm (on campus), Tues/Thurs: 4:00-5:00pm (online), or by appointment.

**My Availability:** I am not available on weekends or holidays. The best time to contact me is Monday through Thursday. I consistently check my email on these days and will have a response to your emails or phone calls within 24 to 48 hours depending on how involved the response is. Fridays are hit and miss as I usually have required meetings scheduled.

**This is not a self-paced course:** DO NOT WAIT UNTIL THE LAST MINUTE to complete lessons and assignments. You will not be able to get your work done. Students need to participate on a regular basis - you will have a lesson that opens up every Monday each week of the semester. You should log onto Canvas on Mondays to see what you need to do. Also, you will have an assignment due **EVERY Monday.** *Late assignments will not be accepted.* Plan on spending between 5-10 hours per week to complete tutorials and assignments for this course. If you are unable to participate and keep up with required assignments, then please consider withdrawing from this class.

**IF YOU COME TO ANY WNC CAMPUS: Statement Regarding COVID-19**
While the risk of hospitalization or death due to COVID-19 has significantly diminished, risk of infection is the highest it has been. Western Nevada College recommends that students, faculty and staff continue to observe good-sense protocols in order to reduce risk of exposure to anyone who may be immune compromised, elderly, or have other risk factors.

WNC abides by Centers for Disease Control and Prevention (CDC), the State of Nevada, and Nevada System of Higher Education (NSHE) guidelines regarding face coverings. There are no face covering requirements at this time. WNC strongly recommends the use of masks in crowded settings and in lab courses where partners or groups may be working in close proximity. WNC can provide masks for students and employees who desire them.

WNC urges faculty, staff, and students to monitor for potential symptoms at all times, and to seek testing if an exposure or symptoms have occurred. If any faculty, staff or student has tested positive, please report the positive test result by completely filling out the form at https://www.wnc.edu/covid-19/self-reporting-form/. This will allow WNC to perform a risk analysis.

If you test positive, please do not come on campus.

CDC guidelines and NSHE requirements may change at any time, and this course may change to online delivery in the interest of public health and safety, during the semester.

## Course Description
Introduction to Digital Art & Design will introduce students to the Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop and Acrobat). Students will explore design ideation, process, and effective design thinking and analysis as it relates to Graphic Design. Students will produce design exercises and projects that will increase their technical fluency in industry-standards for Graphic Design software applications.

## Course Objectives and Linkage to Student Learning Outcomes
Course objectives are what each student is expected to learn about Graphic Design. The information in the parentheses after a course objective refers to the specific Student Learning Outcome (SLO) that the objective meets.
Upon successful course completion, the student will have demonstrated they can:
- Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (SLO1)

1

- Implement design principles, operate design software, and build projects (SLO7)
- Integrate knowledge and skills to analyze and evaluate designs (SLO6)

**Prerequisite:**  Basic computer skills

## Required Materials:
1. **Mac or PC computer—CHROMEBOOKS WON'T WORK!!!:** Access to a reliable computer is a must to complete this course!  If your computer is posing problems for you, this is not an excuse for being unable to meet deadlines.
2. **Firefox, Safari or Google Chrome Browser:**  Canvas works best with Firefox or Chrome. Don't use Internet Explorer.
3. **Adobe InDesign, Illustrator and Photoshop - current version of CC:**  You can purchase the software through **Adobe.com** for **$19.99** per month for the student version. https://www.adobe.com/creativecloud/plans.html?plan=edu&promoid=K42KVSWP&mv=more Adobe software is available on the computers in the Cedar 320 lab on the main campus as well as the WNC campus libraries located in Carson and Fallon. Due to COVID-19, you may need to make an appointment before going to a lab.

## About Computer Requirements:
WNC has computers available with the required Adobe software. Labs are located at main campus in the Cedar Building - Room 320, and the Dini Library (The Cedar Lab is open Mondays - Thursdays from 10am to 7pm and Fridays from 12pm to 4pm call this number to make an appointment:  (775) 445-3335.  There is a  lab assistant available at Cedar lab but you need to call ahead to check his schedule. WNC libraries are open on Saturdays. The software is also available at WNC's Fallon Campus Library (call 423-7565 to find out their hours and make an appointment).

**Chromebook Users!  If you have a Chromebook, it WILL NOT WORK for this class. Adobe software cannot run on Chromebooks because they are only built for documents and smaller apps. They don't have the processing power or memory to handle Adobe apps.**

## Technological Skills Required for this Course:
This course uses the online learning platform called Canvas.  Canvas is very user-friendly and a Canvas Student Orientation is available within the online class that includes links to "how to do" information for things like taking quizzes, posting on discussion boards, etc.  Canvas also provides 24/7 online help for students.   Here is a link for an overview of the Canvas interface: https://vimeo.com/74677642

Students need to know how to adjust their computer and browser settings to run Canvas.  You can find out how to prepare your computer to run Canvas, what browsers work with it, and so on by clicking on this link  http://guides.instructure.com/s/2204/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas

## GRADING:
Typically, you should plan on spending between 5-10 hours per week to complete lessons and assignments for this course. All assignments, due dates, and possible points are available in Canvas - click on the Grades link or Syllabus link on left side of screen to see the list. Assignments are graded using a rubric (grading guide). A copy of the rubric is attached to each assignment in Canvas. Grading is based on a point system.

## Projects
Projects provide the major tool to meet the second course objective - Implement design principles, operate design software, and build projects. The five projects are meant to compliment the knowledge gained from the exercises and introduce new design and technical skills.  Projects are worth 50 points each. **No late projects will be accepted.**  In the Graphic Design field designers meet deadlines or lose jobs.

## Exercises
Exercises provide the major tool to meet the second course objective - Implement design principles, operate design software, and build projects.  Seven exercises are meant to increase your awareness and understanding of graphic design, they will be assigned throughout the beginning of the semester.  Exercises are worth 30 points each. **No late exercises will be accepted.**

## Assignments:

*Exercise 1: Vector Drawing Technical Practice with Adobe Illustrator (30 pts)*
*Exercise 2:  Vector Drawing using Adobe Illustrator - Pen Tool/Continuous Line Drawings (30 pts)*
*Exercise 3:  Sketch out different Logo Designs for a fictitious business  (30 pts)*
*Exercise 4: Create Type Classifications/Alignments using Adobe InDesign (30 pts)*
*Exercise 5:  Create Typographic Hierarchy using Adobe InDesign (30 pts)*
*Exercise 6:  Revise Logo Design Assign Color/Black/Knockout Values using InDesign (30 pts)*

*Project 1:  Build logo design in Adobe Illustrator (50 pts)*
*Project 2:  Photoshop tools, selections, repair image, collage using masks (50 pts)*
*Project 3:  Photoshop unexpected  montage and self-portrait (50 pts)*
*Project 4:  Build Another Logo Design - Black and White (50 pts)*
*Project 5:  Logo + T-shirt/Hat design (50 pts)*

## Quizzes/Final Exam

Quizzes provide the major tool to meet the first course objective - Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design.  Six quizzes and one final exam will be assigned throughout the semester.  **No late quizzes will be accepted.**

Points are as follows:
Quiz 1 = 50 points
Quiz 2 = 30 points
Quiz 3 = 50 points
Quiz 4 = 20 points
Quiz 5 = 30 points
Quiz 6 = 30 points
Final Exam = 80 points

## Discussions/Critiques

Discussions/Critiques provide the major tool to meet the third course objective - Integrate knowledge and skills to analyze and evaluate designs. Participation in critiques is a requirement for this course. All students will upload their designs and share in articulating, analyzing and evaluating each other's work. There are four critiques. Each critique is worth 15 points. **CRITIQUES ARE DUE BY 7:00pm on the due dates. No late critiques will be accepted.**

Five projects worth 250 points, six exercises worth 180 points, six quizzes/final exam worth 290 points, four critiques worth 60 points = 780 total points possible for this class. Your grades will posted in Canvas. Points will be calculated and converted to percentages and letter grades. These update automatically as assignments are graded.

| | | | |
|---|---|---|---|
| 743-780 = A | 663-694 = B | 585-616= C | 507-538 = D |
| 702-742 = A- | 624-662 = B- | 546-584 = C- | 468-506 = D- |
| 695-701 = B+ | 617-623 = C+ | 539-545 = D+ | below 468= F |

| | | | |
|---|---|---|---|
| A | 100% | to | 94.0% |
| A- | < 94.0% | to | 90.0% |
| B+ | < 90.0% | to | 87.0% |
| B | < 87.0% | to | 84.0% |
| B- | < 84.0% | to | 80.0% |
| C+ | < 80.0% | to | 77.0% |
| C | < 77.0% | to | 74.0% |
| C- | < 74.0% | to | 70.0% |
| D+ | < 70.0% | to | 67.0% |
| D | < 67.0% | to | 64.0% |
| D- | < 64.0% | to | 61.0% |
| F | < 61.0% | to | 0.0% |

3

## Academic Integrity

Students are expected to do their own work.  If a student turns in a project done by someone else, he/she will receive 0 points for that project and will not be allowed to make it up. Please refer to the WNC catalog for the Academic Dishonesty policy.

## Withdrawals/Incompletes - WNC has policies regarding withdrawal and F grades:

1. Faculty are not allowed to issue a W grade.
2. Students who want to withdraw from the class must submit the request for a W to the Admissions & Records office by **October 27, 2022.  This is the last day to change from credit to audit or audit to credit for full-term classes through myWNC and the last day to drop full-term classes with a "W."**  Please refer to WNC's policy about Incompletes.
3. Students who do not formally withdraw from the class will receive the grade they have earned based on the points accumulated for the course.

## Proofreading

You must check spelling, grammar, and punctuation before submitting assignments! You will be penalized for any errors. Professional designers are held responsible for proofreading and any errors are unacceptable!

## Course Structure

This course has been divided into 15 Modules, one for each week of the semester.   Use either the Home or Modules links (on the left side of the Canvas screen) to access the weekly schedule.

## WNC Disability Support Services

Western Nevada College is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. It is also our goal to be as accessible as possible. If you anticipate any issues related to format, materials, or requirements of this course, please meet with me so that we may address accessibility concerns with the DSS office.

Any student with a disability needing academic adjustments is required to register with Disability Support Services (DSS) office (located in the  Cedar Building, Room 208). To receive academic accommodations for this class, please submit an application for services which can be found here:  https://www.wnc.edu/dss/

You will then be contacted by a DSS staff member to schedule an appointment. If you have questions about DSS services you can contact Susan Trist at susan.trist@wnc.edu or 775-445-4459.

## Title IX

WNC does not discriminate on the basis of race, color, national origin, sex, disability, age, gender identity or expression, sexual-orientation, protected veteran status, genetics, or religion in its programs and activities and provides equal access to facilities to all.  Inquiries concerning the application of non-discrimination policies may be referred to:  Title IX Coordinator: (775) 445-4231, Western Nevada College, 2201 West College Parkway, Carson City, NV  89703.  For further information on notice of non-discrimination, visit https://www.wnc.edu/human-resources/title-ix/

## AIGA

Founded in 1914 as the American Institute of Graphic Arts, AIGA remains the oldest and largest professional membership organization for design and is now known simply as "AIGA, the professional association for design.  We have a local chapter you may want to join.  Reno/Tahoe AIGA.

## A Few Words

Online classes require discipline on your part; if you have problems with procrastination (and we all do to some degree) online classes may not be for you. You need to establish a schedule and stick to it. If you don't, it will become very difficult for you to complete the class.

4

**WESTERN NEVADA COLLEGE**
**GRC 200 - Design Thinking & Methodologies**
**Spring 2023**
**3 credits, Transferability of Course within Nevada: This course transfers as GRC 200**

**Instructor:** Jayna Conkey
**Phone:** 445-4293  Email: The best way to contact me is through Canvas.
**Office:** Aspen 220
**Office Hours:** Mon. 9-11:00am (on campus), Tue, Wed, Thurs: 4:00-5:00pm (online) or by appointment.

**My Availability:** I am not available on weekends or holidays. The best time to contact me is Monday through Thursday. I consistently check my email on these days and will have a response to your emails or phone calls within 24 to 48 hours depending on how involved the response is. Fridays are hit and miss as I usually have required meetings scheduled.

**This is not a self-paced course:** DO NOT WAIT UNTIL THE LAST MINUTE to complete lessons and assignments. You will not be able to get your work done. Students need to participate on a regular basis - you will have a lesson that opens up every Monday each week of the semester. You should log onto Canvas on Mondays to see what you need to do. Also, you will have an assignment due EVERY Tuesday. *Late assignments will not be accepted.* Plan on spending between 5-10 hours per week to complete tutorials and assignments for this course. If you are unable to participate and keep up with required assignments, then please consider withdrawing from this class.

## IF YOU COME TO ANY WNC CAMPUS - Statement Regarding COVID-19:

While the risk of hospitalization or death due to COVID-19 has significantly diminished, risk of infection is the highest it has been. Western Nevada College recommends that students, faculty and staff continue to observe good-sense protocols in order to reduce risk of exposure to anyone who may be immune compromised, elderly, or have other risk factors.

WNC abides by Centers for Disease Control and Prevention (CDC), the State of Nevada, and Nevada System of Higher Education (NSHE) guidelines regarding face coverings. There are no face covering requirements at this time. WNC strongly recommends the use of masks in crowded settings and in lab courses where partners or groups may be working in close proximity. WNC can provide masks for students and employees who desire them.

WNC urges faculty, staff, and students to monitor for potential symptoms at all times, and to seek testing if an exposure or symptoms have occurred. If any faculty, staff or student has tested positive, please report the positive test result by completely filling out the form at https://www.wnc.edu/covid-19/self-reporting-form/. This will allow WNC to perform a risk analysis.

If you test positive, please do not come on campus.

CDC guidelines and NSHE requirements may change at any time, and this course may change to online delivery in the interest of public health and safety, during the semester.

## Course Description

Design Thinking & Methodologies will build upon skills and processes learned in GRC 116, Introduction to Digital Art & Design. Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop and Acrobat) will be further investigated, and more advanced techniques will be explored. Students will broaden their techniques for ideation, process, and effective design thinking and analysis. Students will produce studio design exercises and projects that will increase their technical fluency in Graphic Design industry-standard software applications. This class will increase conceptual thinking and improve technical skillsets.

**Prerequisites: GRC 116**

## Course Objectives and Linkage to Student Learning Outcomes

Course objectives are what each student is expected to learn about Graphic Design. The information in the parentheses after a course objective refers to the specific Student Learning Outcome (SLO) that the objective meets.

Upon successful course completion, the student will have demonstrated they can:

1

- Apply terminology, concepts, principles, and practices from the range of topics important to graphic design (SLO1)
- Implement design principles, build projects, and operate design software (SLO7)
- Integrate knowledge and skills to analyze and evaluate designs (SLO6)

## Required Materials
1. **Mac or PC computer—CHROMEBOOKS WON'T WORK!!!:** Access to a reliable computer is a must to complete this course! If your computer is posing problems for you, this is not an excuse for being unable to meet deadlines.
2. **Firefox, Safari or Google Chrome Browser:** Canvas works best with Firefox or Chrome. Don't use Internet Explorer.
3. **Adobe InDesign, Illustrator and Photoshop - current version of CC:** You can purchase the software through **Adobe.com** for **$19.99** per month. https://www.adobe.com/creativecloud/plans.html?plan=edu&promoid=K42KVSWP&mv=more Adobe software is available on the computers in the Cedar 331 lab on the main campus as well as the WNC campus libraries located in Carson and Fallon.

## About Computer Requirements:
WNC has computers available with the required Adobe software. Labs are located at main campus in the Cedar Building - Room 320, and the Dini Library (The Cedar Lab is open Mondays - Thursdays from 10am to 7pm and Fridays from 12pm to 4pm call this number to make an appointment: (775) 445-3335. There is a lab assistant available at Cedar lab but you need to call ahead to check his schedule. WNC libraries are open on Saturdays. The software is also available at WNC's Fallon Campus Library (call 423-7565 to find out their hours and make an appointment).

**Chromebook Users! If you have a Chromebook, it WILL NOT WORK for this class. Adobe software cannot run on Chromebooks because they are only built for documents and smaller apps. They don't have the processing power or memory to handle Adobe apps.**

## Technological Skills Required for this Course
This course uses the online learning platform called Canvas. Canvas is very user-friendly and a Canvas Student Orientation is available within the online class that includes links to "how to do" information for things like taking quizzes, posting on discussion boards, etc. Canvas also provides 24/7 online help for students. Here is a link for an overview of the Canvas interface: https://vimeo.com/74677642

Students need to know how to adjust their computer and browser settings to run Canvas. You can find out how to prepare your computer to run Canvas, what browsers work with it, and so on by clicking on this link http://guides.instructure.com/s/2204/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas

## Grading
Typically, you should plan on spending between 5-10 hours per week to complete tutorials and assignments for this course. All assignments, due dates, and possible points are available in Canvas - click on the Grades link or Syllabus link on left side of screen to see the list. Assignments are graded using a rubric (grading guide). A copy of the rubric is attached to each assignment in Canvas. Grading is based on a point system.

## Projects
Projects provide the major tool to meet the second course objective - Implement design principles, operate design software, and build projects. The three projects are meant to compliment the knowledge gained from the exercises and introduce new design and technical skills. Two projects are worth 50 points each and the final project is worth 85 points. **No late projects will be accepted.** In the Graphic Design field designers meet deadlines or lose jobs.

## Exercises
Exercises provide the major tool to meet the second course objective - Implement design principles, operate design software, and build projects. Nine exercises are meant to increase your awareness and understanding of graphic design, they will be assigned throughout the semester. See last page of this syllabus for list of exercises and points. **No late exercises will be accepted.**

## Quizzes/Final Exam
Quizzes provide the major tool to meet the first course objective - Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design. Two quizzes and one final exam will be assigned throughout the semester. **No late quizzes will be accepted.**

Points are as follows:
Quiz 1 = 50 points
Quiz 2 = 30 points

## Discussions/Critiques
Discussions/Critiques provide the major tool to meet the third course objective - Integrate knowledge and skills to analyze and evaluate designs. Participation in critiques is a requirement for this course. All students will upload their designs and share in articulating, analyzing and evaluating each other's work. There are five critiques. Each critique is worth 15 points. **CRITIQUES ARE DUE BY 7:00pm on the due dates. No late critiques will be accepted.**

Three projects worth 185 points, nine exercises worth 370 points, two quizzes worth 80 points, five critiques worth 75 points = 710 total points possible for this class. Your grades will posted in Canvas. Points will be calculated and converted to percentages and letter grades. These update automatically as assignments are graded.

| | | | |
|---|---|---|---|
| 675 - 710 = A | 604 - 631 = B | 533 - 562 = C | 462 - 489 = D |
| 639 - 674 = A- | 568 - 603 = B- | 497 - 532 = C- | 426 - 461 = D- |
| 632 - 638 = B+ | 561 - 567 = C+ | 490 - 496 = D+ | below 426 = F |

## Academic Integrity
Students are expected to do their own work.  If a student turns in a project done by someone else, he/she will receive 0 points for that project and will not be allowed to make it up. Please refer to the WNC catalog for the Academic Dishonesty policy.

## Withdrawals/Incompletes - WNC has policies regarding withdrawal and F grades
1. Faculty are not allowed to issue a W grade.
2. Students who want to withdraw from the class must submit the request for a W to the Admissions & Records office by **MARCH 31, 2023.  This is the last day to change from credit to audit or audit to credit for full-term classes through myWNC and the last day to drop full-term classes with a "W."**  Please refer to WNC's policy about Incompletes.
3. Students who do not formally withdraw from the class will receive the grade they have earned based on the points accumulated for the course.

## Proofreading
You must check spelling, grammar, and punctuation before submitting assignments! You will be penalized for any errors. Professional designers are held responsible for proofreading and any errors are unacceptable!

## Course Structure
This course has been divided into 15 Modules, one for each week of the semester.   Use either the Home or Modules links (on the left side of the Canvas screen) to access the weekly schedule.

## WNC Disability Support Services
Western Nevada College is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. It is also our goal to be as accessible as possible. If you anticipate any issues related to format, materials, or requirements of this course, please meet with me so that we may address accessibility concerns with the Disability Support Services (DSS) office.
Any student with a disability needing academic adjustments is required to register with DSS office. If you are not yet registered with the DSS office and require accommodations, please submit an application for services which can be found here:
 https://cascade.accessiblelearning.com/WNC/ApplicationStudent.aspx

You will then be contacted by a DSS staff member to schedule an appointment. If you have questions about DSS services you can contact Susan Trist at susan.trist@wnc.edu or 775-445-4459 or stop by the office located on the Carson campus, Cedar 208.

## Title IX
WNC does not discriminate on the basis of race, color, national origin, sex, disability, age, gender identity or expression, sexual-orientation, protected veteran status, genetics, or religion in its programs and activities and provides equal access to facilities to all.  Inquiries concerning the application of non-discrimination policies may be referred to:  Title IX Coordinator:

(775) 445-4231, Western Nevada College, 2201 West College Parkway, Carson City, NV 89703. For further information on notice of non-discrimination, visit https://www.wnc.edu/human-resources/title-ix/

## AIGA
Founded in 1914 as the American Institute of Graphic Arts, AIGA remains the oldest and largest professional membership organization for design and is now known simply as "AIGA, the professional association for design. We have a local chapter you may want to join. Reno/Tahoe AIGA.

## A Few Words
Online classes require discipline on your part; if you have problems with procrastination (and we all do to some degree) online classes may not be for you. You need to establish a schedule and stick to it. If you don't, it will become very difficult for you to complete the class.

## Assignments
*Exercise 1: Color Harmonies/Geometric Pattern - 30 pts*
*Exercise 2: Color & Visual Depth - 30 pts*
*Exercise 3: Vector Drawing - 30 pts*
*Exercise 4: Pathfinder/Clipping Masks/Text on a Path/Logo - 40 pts*
*Exercise 5: Photoshop - add pattern to object - 30 pts*
*Exercise 6: Photoshop - clipping masks, adjustment layers, warp effect - 80 pts*
*Exercise 7: Photoshop - design trends - 60 pts*
*Exercise 8: InDesign Stationery Set - 40 pts*
*Exercise 9: Infographic Practice - 30 pts*

*Project 1: Illustrator Portrait - 50 pts*
*Project 2; Logo Design Nonprofit Org - 50 pts*
*Project 3: Infographic Design - 85 pts*

4

<div align="center">

**Western Nevada College**

**Sociology 101  – Principles of Sociology**

**Syllabus**

</div>

**Instructor:** Geraldine Pope
**Credits:** 3
**Prerequisites:** None
**Transferability of Course within Nevada:** This course transfers within Nevada.
**Course Time:** Online
**Course Location:** Online

**Instructor Availability**

Office Location: Online
Connection Information: Office Hours module in Canvas
Office Hours: By Appointment
Email: geraldine.pope@wnc.edu

**Course Description**

Sociology 101 (SOC 101), Principles of Sociology, explains sociological principles underlying the development, structure, and function of culture, society, human groups, personality formation, and social change.

**Course Objectives**

The information in the parentheses after a course objective refers to the specific general education (GE) learning outcome that the objective meets.  Objectives without this information are not linked to WNC's general education program.

Students who pass this course must demonstrate that they can:

- Identify important terminology, concepts, principles, themes, and major content areas in sociology.  (SLO 1)
- Write quality essays and assignments. (SLO 2)
- Locate, evaluate, and appropriately use information from multiple resources to complete assignments and papers. (SLO 4)
- Describe, explain, or apply selected concepts and principles from approaches and perspectives in sociology. (SLO 6)

**Linkage of course to educational program mission and outcomes:**

1

This course addresses the following Student Learning Objectives of the General Education Mission by ensuring that successful students:

• Are able to demonstrate college level reading, writing, and oral communication skills.

• Possess adequate problem solving, creative reasoning, and critical thinking skills.

• Can engage in meaningful self assessments and work effectively with others.

• Utilize effective and efficient learning skills, including locating and evaluating sources of information.

• Appreciate the need for continuing education and lifelong learning.

**Required Text**

Conerly, Tonja R., Kathleen Holms, and Asha Lal Tamang. (2021) *Introduction to Sociology 3e*. Texas: OpenStax.

**COURSE ASSIGNMENTS**

Discussions - 20pts each (280pts total)
Sociology Journals - 25pts each (350pts total)
Syllabus Quiz - 5pts total
Essay Exams – 50pts each (100pts total)
Documentary Analysis  - 100pts total
Annotated Bibliography - 100pts total

Accumulated course grade will be taken out of 935 points total.

Evaluation/Grading: Students will be able to earn up to 20 points for each Discussion. Each of the Sociology Journals is worth 25 points. For the Syllabus Quiz, students can earn 5 points. Each Essay Exam will be worth 50 points. For the Documentary Analysis students can earn up to 100 points. For the Annotated Bibliography, students can earn up to 100 points. The grading for these assignments will be based upon students' ability to: meet the requirements of the assignment prompt, clearly communicate ideas, provide insight into the subject of discussion, and follow APA format and documentation guidelines. Full grading rubrics are available for all written assignments in Canvas under the individual assignments.

Rough Drafts: Rough drafts of the written assignments may be submitted for review no later than 3 class days before the assignment is due, either via email or in person. Rough drafts will not be graded, nor will I speculate as to what grade the paper might receive, rather the rough draft

2

review process is an opportunity for you to address any concerns you may have regarding that particular assignment.

Revisions: Students who receive a grade of "C" (79% or below) on Documentary Analysis and/or the Annotated Bibliography will have the opportunity to rewrite for a higher grade. Revisions will be accepted one week (7 days) after the initial assignment has been returned to the student. Please note that revisions should be more than simply correcting grammar mistakes or rewriting one or two sentences. Revisions should reflect a deeper understanding and interpretation of the subject than the original submission. Revision scores replace the original scores unless lower than the original (in which case the grade will remain the same). All revisions must be submitted with the original essay attached.

Canvas: Canvas: For this class there will be a number of online components that can be accessed via the Canvas system. Students will need to set up their Canvas login information (if they have not done so already), for questions regarding this process please refer to the Library. Library Phone: (775) 445-3229 or Email: refdesk@wnc.edu

3

**COURSE POLICIES**

**Email**

       Email is the best way to contact me during the semester, and you are guaranteed a response within 48 hours Monday-Friday. Rather than using the Canvas messaging system, I encourage you to email me directly at [geraldine.pope@wnc.edu](mailto:geraldine.pope@wnc.edu). As Canvas frequently has outages, there is a chance that if you message me through Canvas I will not receive your message in a timely manner; emailing me directly (at [geraldine.pope@wnc.edu](mailto:geraldine.pope@wnc.edu)) will get the message to me more quickly and make it easier for me to respond in a timely manner.

**Assignments**

       LATE WORK WILL NOT BE ACCEPTED.  If you are unwell or have an emergency the day an assignment is due it is your responsibility to ensure that your work is still turned in on time, either through the Canvas system or via email. If the assignment has not been submitted by the end of the day it is due, you will receive 0 points for that assignment.  Whenever possible, please be sure to finish assignments at least 24 hours before they are due to avoid any computer emergencies that might prevent you from being able to turn your work in on time.  All assignments will be graded and returned to you within 2 weeks of the due date.

**Withdrawal Policy**

       I cannot issue a "W" for students who stop participating in the course.  In order to withdraw from a class, the student must complete the appropriate forms online through their MyWNC.  The last day to drop classes with a full refund is June 18, 2022, and the last day to switch from Credit to Audit is July 15, 2022. Students who stop attending/participating in class without first officially withdrawing from the class will be issued a grade of "F" as their final grade.

**Academic Honesty**

       Western Nevada College is committed to academic integrity and will not tolerate any acts of academic dishonesty, including cheating, plagiarism, falsifying data, or assisting others in the commission of any of these acts.  Any instance of academic dishonesty may result in a grade of "F" on the assignment, a grade of "F" in the course, or worse at the discretion of the instructor.  Students who receive an "F" in the course for academic dishonesty will not be able to withdraw "W" from the course. For more information please see the Western Nevada College Policy Manual.

4

**Disability Statement**

Western Nevada College supports providing equal access for students with disabilities. This syllabus is available in alternate format upon request. Susan Trist (DSS Coordinator) is available to discuss appropriate academic accommodations that students may require. Please contact Susan Trist (775-445-4459 or susan.trist@wnc.edu) at your earliest convenience.


**Tobacco Use Policy**

WNC is officially a tobacco free campus. We are excited to be joining over 1700 tobacco free campuses across the United States. As of now, the use of tobacco and vapor products are prohibited on all WNC property, including inside buildings, and all outdoor areas. Tobacco and smoke free includes all tobacco products. SMOKING means inhaling, exhaling, burning, or carrying any liquid or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs and marijuana, whether natural or synthetic, in any manner or in any form. 'Smoking' also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form. Support and commitment from our students allow us to continue our efforts for a healthy campus. We thank you for your dedication to a tobacco free WNC.

For more information, please go to our website, www.wnc.edu/healthy-campus/

Nevada Tobacco Quitline:  1-800-QUITNOW or online at nevadatobaccoquitline.com


**Right of Revision Statement**

The instructor and Western Nevada College reserve the right to make changes to this syllabus and/or schedule as necessary.

5

**COURSE INFORMATION**

**Discussion Decorum**

      Throughout the semester students will be required to submit a discussion post on that week's reading.  In order to foster an environment that supports open academic inquiry it is essential that you treat others with respect.  This means that you must be respectful in your use of language: there will be no yelling (you should never use ALL CAPS in any discussion post), there will be no name calling, and there will be no attempts to intimidate classmates into agreeing with you.  Further, when reading a post from a classmate it is essential to actually read the entire post, do not just read the first line and then respond.  Failure to be respectful and civil to your fellow students and/or professor will result in the loss of points for the post and could result in dismissal from the class.

      This is a college course, and as such students will be presented with material that handles adult themes and which they may find challenging - this is essential to the successful achievement of the learning objectives detailed in the "Course Objectives" section.  It is important that students are made to feel uncomfortable, and that they learn to face and handle that discomfort; this is done in an effort to provide students with opportunities to expand their critical and analytical skills.

**Lectures**

      Each week there will be lecture materials to help inform and situate our online discussion; students are required to listen to all of the lectures that accompany the reading and videos for that week. Some of these lectures will be in the form of audio files and some lectures will be in video form. For the video lectures, you may need to click on the "External Link" icon (a small box with an arrow pointing out of the upper right corner) which is located next to the title of the video on the video page. Please be sure to listen to/watch any lectures for that week, in their entirety, before posting to the discussion board. Lectures will be available via Canvas in the Module for that week. For some weeks there will also be videos for students to watch to help situate our discussions, be sure to view all supplemental materials before posting to the discussion board for that week.

6

**ASSIGNMENTS**

**Essay Exams**

        A total of two essay examinations (worth 50 points each) will be given over the course of the semester. Additionally, you are required to complete a Syllabus and Canvas Quiz (worth 5 points). Essay exams will cover assigned readings and lecture materials covered up to the date of the exam/quiz.

**Sociology Journals**

        The field of sociology covers a wide range of subjects and encompasses many different theories and perspectives. To help you navigate these ideas, you will complete a Sociology Journal for each subject covered throughout the semester in which you will go over content from the readings and lectures, and connect this content to your personal experiences and the world around you.

**Documentary Analysis**

The modern sociologist is lucky to have many tools at their disposal, not the least of which is a video camera. While cameras are often used in laboratory experiments to record participant responses, another way to implement a camera while exploring social issues is through the medium of documentary film. For this assignment, you will start by selecting a documentary from the list below to discuss and analyze; since you will be analyzing the documentary closely you should be sure to take notes while you are watching the film. In choosing a documentary to watch, please keep in mind that you will also be creating an annotated bibliography on the subject of the documentary, so be sure to pick a subject that you find interesting and about which you would like to learn more. Select one of the following documentaries to watch for this assignment:

*Paris is Burning* (1990) - available for rent

*Three Identical Strangers* (2018) - Hulu

*Crack: Cocaine, Corruption & Conspiracy* (2022) - Netflix

*Minding the Gap* (2018) - Hulu

*Grey Gardens* (1975) - HBOMax

*White Hot: The Rise and Fall of Abercrombie & Fitch* (2022) - Netflix

*Untold: Crime & Penalties* (2021) - Netflix

*Fyre Fraud* (2019) -  Hulu

*Untold: Malice at the Palace* (2021) - Netflix

*The Last Blockbuster* (2020) - Netflix

*The Battered Bastards of Baseball* (2014) - Netflix

*Grass is Greener* (2019) - Netflix

*They Call us Monsters* (2016) - Youtube

*Wework or The Making and Breaking of a $47 Billion Unicorn* (2021) - Hulu

*The State of Texas vs. Melissa* (2020) - Hulu

*The Sentence* (2018) - Hulu

*LuLa Rich *Full Series* (2021) - Amazon Prime

*The Woman Who Wasn't There* (2012) - Amazon Prime

*Banking on Bitcoin* (2019) - Youtube

*Good Hair* (2009) - Youtube

*Bigger Stronger Faster* (2008) - Youtube

*Americans in Bed* (2013) - HBOMax

*Class Action Park*  (2020) HBOMax

*Miss You Can Do It* (2013) - HBOMax

*Mondays at Racine* (2013) - HBOMax

*Going Clear: Scientology and the Prison of Belief* (2015) - HBOMax

*Heroin(e)* (2017) - Netflix

After watching your chosen documentary, choose at least 3 aspects of the film that you believe are relevant to the study of sociology (social institutions, socialization, social stratification, deviance, role strain, etc) to analyze. You will write a paragraph of 200-400 words on each element (3 paragraphs in total), describing how that element of the film relates to a specific area of sociology and how at least one of the sociological perspectives would explain the element you are analyzing. Be sure to use the terminology and concepts from the course to develop and describe your interpretation.

Your submission should be in Times New Roman 12pt font, have 1-inch margins, and should include APA formatted citations as appropriate.

**Annotated Bibliography**

For this assignment, you will compile an Annotated Bibliography of 4 - 6 sources that are related to the topic of the documentary you watched for the Documentary Analysis assignment. Your sources must meet the following criteria:

- Contains relevant academic or professional literature relevant to the research topic.
- Is published by a scholarly source.
- Was retrieved using the Academic Search Premier database (also known as EBSCOhost) through the WNC Library website.

In each entry of your Annotated Bibliography you must include:

- Complete bibliographic information in correct APA citation format for each entry. (For more information about APA citation formatting, check out the Purdue OWL APA Style Guide.
- An identification of the type of source, including the research approach used for any sources that are original research study articles (i.e., quantitative, qualitative, mixed methods, etc.), if applicable.
- A brief summary of the source.
- A brief description of the results or findings of the source. If the source is an original research study, include supporting details.
- A critique that identifies one strength and one weakness of the source.

Additionally, each entry should be uniformly formatted and presented in alphabetical order by the authors' last name.

Your paper must use 12 point font in Times New Roman, have 1-inch margins, and be double spaced.

9

<u>SCHEDULE</u>

Week 1

     Read: Syllabus

          *Introduction to Sociology* Chap. 1 (7-25)

     Lecture: The Sociological Perspective

     Supplemental Video: Sociology Research Methods: Crash Course Sociology #4

     In class: Syllabus and Canvas Quiz

          Introduce Yourself Discussion

          The Sociological Perspective Discussion

Week 2

     Read: *Introduction to Sociology* Chap. 3 (65-86)

     Lecture: Cultural Relativism and Ethnocentrism

     Supplemental Video: Symbols, Values & Norms: Crash Course Sociology #10

               Cultures, Subcultures and Countercultures: Crash Course #11

     In class: Culture Discussion

     **Due Monday: Sociology Journal 2**

Week 3

     Read: *Introduction to Sociology* Chap. 4 (97-113)

     Lecture: Self-Fulfilling Stereotypes

     Supplemental Video: Social Interaction & Performance: Crash Course Sociology #15

     In class: Society and Social Interaction Discussion

     **Due Monday: Sociology Journal 3**

Week 4

     Read: *Introduction to Sociology* Chap. 5 (119-137)

     Lecture: Socialization

     Supplemental Video: Paul Bloom - Can Prejudice Ever Be a Good Thing?

               Socialization: Crash Course #14

     In class: Socialization Discussion

     **Due Monday: Sociology Journal 4**

Week 5

     Read: *Introduction to Sociology* Chap. 6 (147-163)

     Lecture: Status Symbols

     Supplemental Video: Social Groups: Crash Course #16

               Formal Organizations: Crash Course Sociology #17

10

In class: Groups and Organization Discussion
**Due Monday:  Sociology Journal 5**


Week 6

Read: *Introduction to Sociology* Chap. 7 (173-192)

Lecture: Conformity and Deviance

Supplemental Videos: Deviance: Crash Course Sociology #18

Theory & Deviance: Crash Course Sociology #19

Crime: Crash Course Sociology #20

In class: Deviance and Social Control Discussion

**Due Monday: Sociology Journal 6**


Week 7

Read:  *Introduction to Sociology* Chap. 9 (235-254)

Lecture: Social Mobility in the US

Supplemental Videos: Social Stratification in the US: Crash Course Sociology #23

Social Class & Poverty in the US: Crash Course Sociology #24

The Impact of Social Class: Crash Course Sociology #25

In class: Social Stratification in the United States Discussion

**Due Monday: Sociology Journal 7**


Week 8

Lecture: Exam Review

In class: Midterm Essay Exam


Week 9

Read: *Introduction to Sociology* Chap. 10 (263-279)

Lecture: Global Stratification

Supplemental Video: Global Stratification & Poverty: Crash Course #27

In class: Global Inequality Discussion

**Due Monday: Sociology Journal 8**


Week 10

Read: *Introduction to Sociology* Chap. 11 (289-318)

Lecture: Race and Ethnicity

Supplemental Video: Race & Ethnicity: Crash Course #34

Racial/Ethnic Prejudice & Discrimination: Crash Course #35

Nina Jablonski - Skin Color is an Illusion

In class: Race and Ethnicity Discussion

11

**Due Monday: Sociology Journal 9**
**Due Sunday: Documentary Analysis**

Week 11

Read: *Introduction to Sociology* Chap. 12 (330-355)

Lecture: What does it mean to be a Feminist?

Supplemental Video: Sex & Sexuality: Crash Course #31

Gender Stratification: Crash Course Sociology #32

Theories of Gender: Crash Course Sociology #33

Kimberle Crenshaw Discussies 'Intersectional Feminism'

In class: Gender, Sex, and Sexuality Discussion

**Due Monday: Sociology Journal 10**

Week 12

Read: *Introduction to Sociology* Chap. 14 (409-429)

Lecture: Family as an Agent of Socialization

Supplemental Video: Theories About Family & Marriage: Crash Course #37

Jenna McCarthy - What You Don't Know About Marriage

AJ Jacobs - The World's Largest Family Reunion

In class: Relationships, Marriage, and Family

**Due Monday: Sociology Journal 11**

Week 13

Read: *Introduction to Sociology* Chap. 17 (495-512)

Lecture: Engaging in Your Political System

Supplemental Videos: Politics: Crash Course Sociology #30

50 Years of Amnesty International

Bureaucracy Basics: Crash Course Government and Politics #15

In class: Goverment and Politics Discussion

**Due Monday: Sociology Journal 13**
**Due Sunday: Annotated Bibliography**

Week 14

Read: *Introduction to Sociology* Chap. 18 (521-549)

Lecture:  How Socialization Affects Career Choice

Supplemental Video: Economic Systems & the Labor Market: Crash Course Sociology
#29

In class: Work and the Economy Discussion

**Due Monday: Sociology Journal 12**

12

Week 15

Read: *Introduction to Sociology* Chap. 21 (625-642)

Lecture: Using Your Sociological Imagination to Change the World

Supplemental Videos: The 1960's in America: Crash Course US History #40

Kailash Satyarthi: How to Make Peace? Get Angry

In class: Where do you go from here?

**Due Monday: Sociology Journal 14**


Week 16

Lecture: Review

In class: Final Essay Exam

13

6. Board Approval

| Odyssey Charter Schools | | |
|---|---|---|
| **Public Board of Directors Meeting** | | |
| *2251 South Jones Blvd.* | | |
| **Las Vegas, NV  89146** | | |
| Phone:  (702) 257-0578     Fax:  (702) 307-1870     E-mail:  Odyssey@odysseyk12.org | | |
| **Wednesday, February 22, 2023** | | |
| **Minutes** | | |
| **Open Session – 5:10 PM** | | |
| **Call to Order:** | | **Time:  5:22 p.m.** |

| 1.  Roll Call | Michelle Battle – Board Secretary | Absent/Present |
|---|---|---|
| **Board Members:** | Alan Diskin | Present |
| | Richard Douglas | Absent |
| | Larry Moulton | Present |
| | Sue Huff | Present |
| | Sharon Rushforth | Present |
| | Serena Guimarey | Present |
| | | |
| **Staff:** | Tim Lorenz<br>Superintendent of Schools | Present |
| | Shelli Guthrie<br>Executive Director of School Operations | Present |
| | Gerry Born<br>Elementary School Principal | Present |
| | Dr. Julie Charles<br>Middle School Principal | Present |
| | Derek Stafford<br>High School Principal | Present |
| | Robert Handwerker<br>Director of Business & Finance Services | Present |
| | Stephanie Han<br>Director of Human Resources | Present |
| | Michelle Battle<br>Board Secretary | Present |

| | | |
|---|---|---|
| **2. Pledge of Allegiance:** | | Alan Diskin |
| **3. Introduce Guests:** | | Dallas Miller, Rebecca Fitzgerald |

| For Possible Action: | 4. Accept Agenda |
|---|---|

| | |
|---|---|
| Motion: | Sharon Rushforth |
| 2<sup>nd</sup>: | Serena Guimarey |
| Board Discussion: | The agenda was reviewed and approved. |
| Vote: | Unanimous |

| Discussion / Information: | 5. Public Comments |
|---|---|

(*Please limit comments to three minutes*)

*Action may not be taken on the matters discussed during this period until specifically included on an agenda as an action item.*

*Serena Guimarey made the recommendation to have a booth at events where parents can ask questions concerning the school.*

## 6. Superintendent's Report

1. **Superintendent's Report**

   **Odyssey Updates**
   - Principal Report of data related to student discipline.
     - § There is no discipline to report at this time.
   - Title I Updates
     - § The Clark County School District increased the percentage for Title I eligibility. It moved from 60% to 75%.
     - § Odyssey Charter HS = 58%
     - § Odyssey Charter MS = 61%
     - § Odyssey Charter ES = 73%
     - § At this time the Odyssey ES is the only program receiving Title I fund.
   - Title III Updates
     - § Odyssey continues English Learner tutoring to assist students in the core academic areas.
   - Nevada Academic Content Standards

   **Student Progress**
   - HS - All juniors and seniors (who have not taken the test) will take the American College Test (ACT). Odyssey will also be administering the Science Criterion Reference Test (CRT) assessments and End of Course (EOC) exams.
   - MS - All students grade 6-8 will take the Smarter Balanced Assessment Consortium (SBAC) exams.
   - ES - Students in grades 3-5 will take the Smarter Balanced Assessment Consortium (SBAC) exams.

   **Finances**
   - Final amended budget was reviewed just prior to the general Board Meeting during the Budget Hearing.

   **Personnel**
   - Odyssey currently has 157 staff members who will all be returning for the 2023/2024 school year. This 100% retention rate can be attributed to the great work of the Director of Human Resources, Ms. Stephanie Han, and the generosity of the Odyssey Board of Directors in giving Staff Retention Bonuses.

   **Building and Tenant Improvements**
   - Odyssey has settled into the new Elementary School facility and are very pleased with the outcome of the building.

| | |
|---|---|
| | o The administrative team would like to take the Board of Directors on a tour of the new building in June |

| | |
|---|---|
| **For Possible Action:** | **7. Approval of Consent Agenda**<br>    a) Approval of October's Minutes<br>    b) Approval of Odyssey Charter School 2023 – 2024 School Calendar<br>    c) Approval of 2022 – 2023 Extra Duty Stipends<br>    d) Approval of 2022 – 2023 Educational Services Contracts<br>    e) Approval of Renewal of Critical Labor Shortage Designation – AP Calculus (2023-2025)<br>    f) Approval of Crystal Clean Contract<br><br><br>*Attachment #1* |
| Motion: | Larry Moulton |
| 2nd: | Serena Guimarey |
| Board Discussion: | The agenda was reviewed and approved. |
| Vote: | Unanimous |
| **For Possible Action:** | **8.** Approval of New Dual Enrollment Courses<br><br>*Attachment #2* |
| Motion: | Sue Huff |
| 2nd: | Sharon Rushforth |
| Board Discussion: | The Western Nevada College Cooperative Agreement for Specific Enrollment Types will allow for the current enrollment of Odyssey Charter High School students. Under the Western Nevada College Affiliation Program, Odyssey Charter School teachers will co-teach with a Western Nevada College Professor. The Western Nevada College Professor will design the syllabi and blended curriculum for the Odyssey teacher to facilitate. The Odyssey teachers are responsible for teaching the in-person lectures, supporting student learning, and grading.  Odyssey Charter High School would like to expand the course offerings to include additional courses for our students.<br><br>Odyssey Charter High School would like to add the following additional courses:<br>Art 160: Art Appreciation<br>Communications 101 – Fundamentals of Oral Communications<br>CRJ 104: Intro to Admin Justice<br>Eng 200: Novels to Film<br>GRC 116 – Introduction to Digital Art and Design<br>GRC 200 – Design Thinking and Methodologies<br>Soc 101: Principles of Sociology<br><br>Odyssey's continued partnership for Dual Enrollment courses with WNC application to expand to add these additional courses will be submitted to NDE after Odyssey's Board of Directors approves the courses. After the NDE Board of Education approves these Dual Enrollment Courses, Odyssey will submit these courses for approval to NDE Distance Learning in their next window for course approval. The NDE Distance Learning Course Application is open from October 1 - November 30. |

| | Odyssey Charter Schools of Nevada Board voted unanimously for approval for continuing a  Cooperative Agreement between Western Nevada College and Odyssey Charter School and expanding to include the following courses: Art 160: Art Appreciation;  Communications 101 – Fundamentals of Oral Communications; CRJ 104: Intro to Admin Justice; Eng 200: Novels to Film; GRC 116 – Introduction to Digital Art and Design; GRC 200 – Design Thinking and Methodologies; and Soc 101: Principles of Sociology. |
|---|---|
| Vote: | Unanimous |

| **Information/Discussion:** | **9.** Clark County School District Charter Contract Renewal |
|---|---|
| Motion: | |
| 2nd: | |
| Board Discussion: | Odyssey's Charter Contract with CCSD is on the agenda with the CCSD Board of Trustees for renewal at tomorrow's meeting. The renewal will be for three years and is expected to be approved on their consent agenda. |
| Vote: | |

| **For Possible Action:** | **10.** Approval of Odyssey Charter School Request to Change Sponsorship Pursuant to NAC 388A.300 |
|---|---|
| Motion: | Sue Huff |
| 2nd: | Serena Guimarey |
| Board Discussion: | Odyssey Superintendent and Executive Director of School Operations were informed by Dan Tafoya, CCSD Coordinator of the Office of Charter Schools, that at the conclusion of Odyssey's new three year Charter Contract, CCSD intends to discontinue sponsoring charter schools. Because of that, Odyssey recommends that we request a change of sponsorship from CCSD to the SPCSA (State Public Charter School Authority). |
| | The request for change in sponsorship is governed by Nevada law, specifically NAC  388A.300. The criteria for eligibility for change of sponsorship are listed in the NAC. At this time, Odyssey meets all of the criteria. Criteria include the charter school being in sound financial condition as determined by the most recent annual audit and the charter school being rated at least three stars on the NSPF at the last rating of the charter school. |
| | Odyssey Superintendent and Executive Director of School Operations will meet with the SPCSA later this week to have an introductory meeting with the SPCSA's leadership team. Odyssey recommends that the Board vote to approve Odyssey's request to change sponsorship from CCSD to the SPCSA. We will work with the SPCSA on the process and timing of the change. |
| | We are generating a list of questions for the SPCSA and know there will be some changes and administrative details needing solutions. Some questions we know must be answered are in regards to staff health insurance, the transfer of data from CCSD's Infinite Campus to Odyssey's own Infinite Campus, and new auditing procedures. |
| Vote: | Unanimous |

| **For Possible Action:** | **11.** Approval of Permanent Facility Purchase/Lease Options and Partners |
|---|---|
| | *Attachment #3* |
| Motion: | Sharon Rushforth |
| 2nd: | Serena Guimarey |
| Board Discussion: | It was discussed that one of the foundational pieces of the success of charter schools is the campus setting and facilities, and the need to ensure the perpetuity of a quality campus setting that meets the needs of the charter school. |
| | Odyssey currently has a dynamic high-quality campus setting with leases |

that do include options which will need to be acted upon when the current lease terms expire in the September 2026.

The BOD previously directed Odyssey Administration to create a long-term facility recommendation.

The following was presented to the Board (note that the choice between buying our current location and moving to a new location was not presented or discussed at this time):

 Administration researched 27 organizations that offered everything from short-term financing thru turnkey solutions.

 Mr. Handwerker individually met with 11 of the organizations at least once.

 Tim Lorenz, Shelli Guthrie and Robert Handwerker had calls/meetings with 4 organizations at least once; 3 of which were invited to on campus meetings/tours/interviews.

 All had their specific strengths and areas of focus. They all had their weaknesses too.

 As we are not real estate or lending experts, we concluded that we need expertise in both categories. Reliable Expertise

     o No single firm offered both R/E and Finance at the ideal level,

     o But we can get development and finance to work in synchrony.

     o As the research and interviews progressed, it became obvious that the need for real estate expertise at the highest level is much more critical than financing expertise at this stage—whether we are negotiating to buy our current location, or doing a ground up new build, we need this expertise first.

     o Without a building, we don't need financing, and it became clear that there are more financing alternatives available that fit our needs than there are expertise/alternatives on the R/E side.

     o For this reason, we feel that one specific entity stood above the rest—Charter School Development Corporation--25 years in this business, 225 charter schools built. They are not trying to sell us other services (they are only in the charter school real estate business).

 They offer a true turnkey process, from site acquisition to permits to development to COI.

 They are invested as much as we are in the project (they may own it forever)

 Their terms a very transparent

 We have already received outstanding and unsolicited references for Charter School Development Corporation (CSDC), from one of their direct competitors and a very reputable and established municipal bond financial institution.

 Regardless of whether we stay here or do a build to suit, they offer a 15 year lease with two 5 yr option periods—total of 25 years

 Clear determination of purchase option price from the start. 105% of documented development costs/purchase price, and the option to buy can be optioned at any time, from day 1 to day 9,125--allows us to keep all appreciation, they do not share in the appreciation if we buy, it is all Odyssey's.

 Initial Rent calculated at 1.22% of debt service, Clear rental increases 1% year

 5% borrowing rate (they use internal/CIFF funds)

 Partial Payment deferral period available in first years to allow for issues with a drop in enrollment if we relocate

 Option to pay down their debt whenever and as often as we like, lowering our monthly rent and also lowering the required ending price.

2 documents were presented:

1. Letter of Intent Essentially an expression of terms that we would agree upon in a binding legal agreement, such as the 105% purchase price, how rent is calculated, etc. The last paragraph of the document specifically states that it is not legally binding and cannot serve as the basis for a cause of action by either party.

2. Pre-Development Agreement. Essentially, to get to the point of actually closing on a property, this or any other property, research is performed, and expenses are incurred. This document essentially allows CSDC to get reimbursed for approved expenditures on our behalf if we pull out

of the deal. Items such as appraisals or environmental studies.

Please note item 9 of the agreement does not bind or obligate any Odyssey employee, board member, student or parent.

It was recommended that we have that we have CSDC present to the BOD and allow a Q & A session.

Prior to the presentation, we will ask CSDC to provide Odyssey with an executable Letter of Intent and Pre-Development Agreement for review and possible approval.

| | |
|---|---|
| Vote: | Unanimous |
| **For Possible Action:** | **12.** Approval of Head Custodian Salary Scale *Attachment #4* |
| Motion: | Sharon Rushforth |
| 2nd: | Serena Guimarey |
| Board Discussion: | Ms. Han noted that our custodian, Margarita Teran has taken on additional custodial responsibilities and leadership of our custodial team as our campus has grown over the years. The new pay scale for the Head Custodian position is aligned with the pay range of Clark County School District. Ms. Han added that our pay scales have more steps than CCSD and we are in the process of condensing them to match CCSD. The change will be effective July 1st, 2022. |
| Vote: | Unanimous |
| **For Possible Action:** | **13.** Approval of Cash Investing and Risk Management |
| Motion: | Larry Moulton |
| 2nd: | Sharon Rushforth |
| Board Discussion: | Odyssey continues to research banking options that can offer lower fees and better opportunities to earn interest income than Wells Fargo is currently offering, while still providing the level of security against risk that is currently provided by Wells Fargo under their collateralization agreement with the State. |

The strategy that Signature Bank presented to the Finance Committee regarding risk mitigation through investments backed by United States Treasury Bills was presented; specifically, that these investments are the same or stronger than the securities that Wells Fargo has pledged under their agreement with the State of Nevada.

A recommendation was made to the BOD to:

 Wait until the new Charter School Contract is in place with our new sponsor and then to ask the sponsors approval to move a portion of our cash funds to a US Govt Money Market account.

 Once approved by the Sponsor, to then seek approval from the State's Treasurer office for an investment in US Govt MM with Signature Bank.

| | |
|---|---|
| | If the Sponsor and Treasurer provide their approval, Odyssey shall formalize an policy for BOD approval and then can move $1,500,000 to Signature. |
| Vote: | Unanimous |

| | |
|---|---|
| **For Possible Action:** | **14.** Approval of Odyssey Charter School Letter of Communication Academics from CCSD 2021 – 2022 |
| | *Attachment #5* |

| | |
|---|---|
| Motion: | Sharon Rushforth |
| 2ⁿᵈ: | Sue Huff |
| Board Discussion: | The letter is attachment 5 in the Board Book. Due to the Covid-19 pandemic, the State of Nevada did not rate schools on the NSPF for the 2021-2022 school year. All schools are listed as No Rating. However, schools, including Odyssey, did test our students last year, and the state processed the tests and issued Index Scores based on the existing NSPF Framework. These index scores are an indicator of what the school's star ratings would have been if the state applied them to the Framework and issued star ratings. Based on the index scores the high school and middle schools would have received ratings of three stars, and the elementary school would have received a rating of two stars. We believe that during the pandemic, the hardest hit students were those at the elementary level. It is at this developmental stage that students are building their academic foundations and mastering the basic building blocks on which further learning is built. The elementary school is working diligently to regain loss of learning due to Covid-19. |
| Vote: | Unanimous |

| | |
|---|---|
| **For Possible Action:** | **15.** Approval of Clark County School District Annual Charter School Compliance Review 2021 – 2022. |
| | *Attachment #6* |

| | |
|---|---|
| Motion: | Sue Huff |
| 2ⁿᵈ: | Serena Guimarey |
| Board Discussion: Vote: | Items 15 and 16, while separate items on the agenda, will be discussed together. Every year, CCSD conducts an extensive audit of Odyssey, following requirements in the law. For the 2021-2022 school year, Odyssey earned the overall rating of "Meets Standards". There is one section that was marked requiring corrective action, the area of testing and accountability. Odyssey had three testing irregularities out of 6,604 tests administered during the 2021-2022 test season. All procedures were followed for reporting test irregularities set forth by NDE and Clark County School District's Plan for Test Administration and Test Security 2021-2022, including following the mandated timelines for reporting and correcting the test irregularities. As part of the testing irregularity reporting process, Odyssey submitted action plans to the NDE to prevent the two specific types of test irregularities. CCSD's AARSI department received these submissions as well. Because test irregularities are common and Odyssey followed all required reporting procedures and corrective actions within the correct time periods, Odyssey is unsure why this area was considered non-compliant, and CCSD has not replied to our inquiries for further explanation. However, strong corrective steps were implemented to prevent these types of test irregularities and Odyssey feels confident these particular irregularities will not be repeated |
| | Unanimous |

| | |
|---|---|
| **For Possible Action:** | **16.** Approval of Report of Progress Non-Compliance Corrective Action Plan 2021 - 2022 |
| | *Attachment #7* |

| | |
|---|---|
| Motion: | Sue Huff |
| 2ⁿᵈ: | Serena Guimarey |

| Board Discussion: | A full, extensive explanation of the test irregularities are included on the |
| --- | --- |
| Vote: | Report of Non-Compliance Corrective Action Plan attached to the Board Book |
| | Unanimous |

| For Possible Action: | **17. Citizen Participation** - None |
| --- | --- |

| (*Please limit comments to three minutes*) |
| --- |
| *Action may not be taken on the matters discussed during this period until specifically included on an agenda as an action item.* |

| For Possible Action: | **18. Adjournment** |
| --- | --- |

| Motion: | Larry Moulton |
| --- | --- |
| 2nd: | Sharon Rushforth |
| Board Discussion: | |
| Vote: | Unanimous |
| Time: | 7:26 p.m. |

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the meeting location, or by contacting Michelle Battle, Board Secretary, 2251 South Jones Blvd., Suite 6160, Las Vegas, NV. 89146, or by email mbattle@odysseyk12.org. This meeting will be held remotely, and you may attend through Google Meet, Meeting ID:meet.google.com/qii-prci-rkk, Phone Numbers:1 904-425-2294, PIN: 308 880 862#

The Odyssey Charter School Board of Directors may take items on the agenda out of order; may combine two or more agenda items for consideration; and may remove an item from the agenda or delay discussion relating to items on the agenda at any time.

This agenda was posted on the Odyssey Charter School Web Page at www.odysseyk12.org, Nevada Public Notice Website at https://notice.nv.gov/ and in the following libraries: Las Vegas, Sahara, Clark County, Sunrise, Spring Valley, Whitney, West Charleston, Rainbow, and West Las Vegas.

# Odyssey Charter Schools
# Public Board of Directors Meeting

## 2251 South Jones Blvd.
## Las Vegas, NV  89146

Phone:  (702) 257-0578        Fax:  (702) 307-1870        E-mail:  Odyssey@odysseyk12.org

## Monday September 26, 2022

## Minutes

## Open Session – 8:00 AM

| Call to Order: | | Time: 8:00 a.m. |
|---|---|---|
| **1.  Roll Call** | **Michelle Battle – Board Secretary** | **Absent/Present** |

| Board Members: | Alan Diskin | Absent |
|---|---|---|
| | Richard Douglas | Present |
| | Larry Moulton | Present |
| | Sue Huff | Present |
| | Sharon Rushforth | Present |
| | Claudia Galvan | Absent |
| | Serena Guimarey | Present |
| | | |
| Staff: | Tim Lorenz<br>Superintendent of Schools | Present |
| | Shelli Guthrie<br>Executive Director of School Operations | Present |
| | Gerry Born<br>Elementary School Principal | Absent |
| | Dr. Julie Charles<br>Middle School Principal | Absent |
| | Derek Stafford<br>High School Principal | Absent |
| | Robert Handwerker<br>Director of Business & Finance Services | Present |
| | Stephanie Han<br>Director of Human Resources | Present |
| | Nancy Herrod<br>Director of Federal Programs | Absent |
| | Michelle Battle<br>Board Secretary | Present |

| | |
|---|---|
| **2. Pledge of Allegiance:** | Larry Moulton |
| **3. Introduce Guests:** | Rebecca Fitzgerald |

| | |
|---|---|
| **For Possible Action:** | **4. Accept Agenda** |
| Motion: | Sharon Rushforth |
| 2nd: | Serena Guimarey |
| Board Discussion: | The agenda was reviewed and approved. |
| Vote: | Unanimous |

| | |
|---|---|
| **Discussion / Information:** | 5. **Public Comments** - None |
| | *(Please limit comments to three minutes)*<br>*Action may not be taken on the matters discussed during this period until specifically included on an agenda as an action item.* |

| | |
|---|---|
| **For Possible Action:** | **6**. **Approval of July's Minutes**<br><br>*Attachment #1* |
| Motion: | Sue Huff |
| 2nd: | Serena Guimarey |
| Board Discussion: | The minutes were reviewed and approved. |
| Vote: | Unanimous |

| | |
|---|---|
| **For Possible Action:** | **7. Approval of Critical Labor Shortage Designation – School Nurse**<br><br>*Attachment #2* |
| Motion: | Richard Douglas |
| 2nd: | Serena Guimarey |
| Board Discussion: | Stephanie Han presented the data related to the recruitment challenges for the full time School Nurse position. It was noted that we would not be able to fill the high needs position without the designation of Critical Labor Shortage. The designation will be reviewed every two years to determine if the designation requires renewal. |
| Vote: | Unanimous |

| | |
|---|---|
| **For Possible Action:** | **8. Approval of 2022/2023 New and Revised Licensed Employee Contracts**<br><br>*Attachment #3* |
| Motion: | Sharon Rushforth |
| 2nd: | Richard Douglas |
| Board Discussion: | Stephanie Han reviewed the 2022/2023 contracts for new licensed employees and the revisions for licensed employee contracts that were approved during the previous Board meeting. |
| Vote: | Unanimous |

| | |
|---|---|
| **For Possible Action:** | **9. Approval of Cooperative Agreement**<br><br>*Attachment #4* |
| Motion: | Sue Huff |
| 2nd: | Richard Douglas |
| Board Discussion: | Odyssey Charter School is proposing entering into a Cooperative Agreement between Western Nevada College and Odyssey Charter School to provide the |

opportunity for Odyssey Charter High School students to earn both high school level and college level credits on a concurrent basis, and to also expand the subject matter of courses available under Odyssey's current Dual Enrollment Program.

The Western Nevada College Cooperative Agreement for Specific Enrollment Types will allow for the dual enrollment of Odyssey Charter High School students. Under the Western Nevada College Affiliation Program, Odyssey Charter School teachers facilitate the course on the OCHS campus and via Canvas. WNC provides a mentor Professor who creates the syllabus, assignments, assessments, and the curriculum in Canvass. The WNC Mentor Professor regularly meets with the OCHS Teacher.

Odyssey will offer the following courses through WNC:
- US History 101
- US History 102
- Political Science 101
- Economics 100
- Math 124

Odyssey's dual enrollment partnership with WNC and for these courses was approved by the Nevada State Board of Education on September 1, 2022.

Odyssey Charter Schools of Nevada Board voted unanimously for approval for entering a Cooperative Agreement between Western Nevada College and Odyssey Charter School and including the following courses US History 101; US History 102; Political Science 101; Economics 100; and Math 124.

| | |
|---|---|
| Vote: | Unanimous |

| For Possible Action: | 10. Citizen Participation - None |
|---|---|

*(Please limit comments to three minutes)*
*Action may not be taken on the matters discussed during this period until specifically included on an agenda as an action item.*

| For Possible Action: | 11. Adjournment |
|---|---|
| Motion: | Sue Huff |
| 2ⁿᵈ: | Richard Douglas |
| Board Discussion: | |
| Vote: | Unanimous |
| Time: | 8:12 a.m. |

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the meeting location, or by contacting Michelle Battle, Board Secretary, 2251 South Jones Blvd., Suite 6160, Las Vegas, NV. 89146, or by email mbattle@odysseyk12.org.

The Odyssey Charter School Board of Directors may take items on the agenda out of order; may combine two or more agenda items for consideration; and may remove an item from the agenda or delay discussion relating to items on the agenda at any time.

This agenda was posted on the Odyssey Charter School Web Page at www.odysseyk12.org, Nevada Public Notice Website at https://notice.nv.gov/ and in the following libraries: Las Vegas, Sahara, Clark County, Sunrise, Spring Valley, Whitney, West Charleston, Rainbow, and West Las Vegas.