



HUM206: Introduction to Television Arts  
 Mesa Community College, Internet Section  
 Fall 2008

- o Section 40371: Internet
  - o MyMCC WebCT/Blackboard Shell
  - o HUM206 Wetpaint Wiki: <http://hum206.wetpaint.com/>
- o Section36284: Monday 7:10-9:50pm, LA2N

## Course Handbook/Syllabus

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## Instructor Information

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### *Office Hours:*

- M: 11:00am-12:00pm; 6:30-7:00pm
- T: 6:30-7:00pm
- W: 11:00am-12:00pm
- By Appointment

## **Letter to the Student**

**Welcome!** I hope that you enjoy this course; however, be warned...it is not easy! You will **not** only be watching television, you'll be writing...a lot! You will be responsible for close and critical viewing, reading, and writing; with a lot of it required outside of the optional face-to-face course period. However, I think the concepts you learn, the material you will view, and the technologies you will use in this class are important to becoming critical, yet humane, consumers in our contemporary, primarily visual, culture.

I have tried to do two major things in this course:

1. To introduce you to the major concepts used when producing and writing about television; and
2. To introduce you to major theories and original writings about how television shows are interpreted and consumed.

The first goal addresses fundamental concepts and elements in television studies. The second goal is an applied goal, helping you begin thinking and dialoguing about television in a critically engaged manner. A side benefit of the theoretical part of the course is that it will strengthen your ability to read difficult but influential texts in television studies. As you read and write about these texts, you will strengthen your own vocabulary and writing skills.

This is also a highly technologically mediated course. You will be responsible for working with a variety of different technologies to accomplish the course goals. A side benefit to working with these technologies is that you will be more comfortable with our ever changing, increasingly technological world, and learn how to more readily adapt in and to it.

Although I firmly believe that a student is responsible for his or her own learning, I also take my role as course instructor, learning facilitator, seriously. Part of being a good student is knowing when you need help and seeking your instructor out for it. Do not wait until you are too far behind to catch up; if you need help, ask early, ask often!

Good Luck, and may we have a fun journey together!  
Shelley

***Shelley***

## Course Information

### ***Purpose of the Course***

This course exists as an introduction to film studies. It presents basic film concepts that a student would use to discuss film, and other visual arts. The course fits into general education curriculum as one possible route of introducing the humanities and arts.

The course also fits into the Arizona General Education Curriculum (AGEC) matrix in one way. It fulfills one of the Core Requirements: Humanities (HU). As a Humanities course it asks that you critically engage in multiple perspectives, becoming aware of different understandings of how the world functions.

### ***Course Description***

Being able to analyze television provides a basis for understanding both visual and narrative rhetorical techniques. This course is an introduction to major television elements used to talk about the production and consumption of films.

As a humanities course, based in the English department, there will be a lot of reading and writing in this class. You will not *just* be watching television and writing reviews. In fact, you will be responsible for reading, and researching, a lot of material as well as participating in discussions (either face-to-face or online) on a weekly basis.

This course has a heavy technological component. Most of your work will be published in a wiki. You will not only participate in online discussions, but also be responsible for designing and building wiki web pages about various course content. .

As you can see, we will be using some newer technologies in this course. Although I am generally lenient about giving appropriate time to learning the technology, I do expect you to take some time the first week and play with the technology so that you become familiar with it. If you are sincerely concerned about needing to learn new technologies for this course, you may want to find another course to take this semester.

### ***Course Competencies/Objectives***

History and development of electronic media and its impact on popular arts. Prerequisites: None.

1. Describe the functions and artistic responsibilities of each of the major members of a television crew.
2. Describe and apply principles of aesthetics used in the critical analysis of a television show.
3. Identify the technical elements of a TV show and explain how those elements are used to stimulate different emotional responses from the audience and to illuminate the lives of the characters.
4. Describe the characteristics of live drama, vaudeville, radio, and movies as sources of material in early television.
5. Analyze several significant TV shows to explain the techniques television artists use to express their ideas and values.
6. Describe historic television programming breakthroughs, including their impact both at the time and later.
7. Identify the names and major works of significant TV artists from the beginning of TV broadcasting through the present.
8. Describe how TV has reflected and interpreted major events in the last 45 years.
9. Describe the characteristics and representative examples of major TV genres, such as sitcoms, social comedies, dramas, news, sports.
10. Describe the use of live drama, vaudeville, radio, and movies as sources of material in early television advertising.

11. Describe both the benefits and negative impact of television ads on viewers.
12. Identify and describe issues which television advertising is likely to encounter in the future.
13. Describe programming strategies for success in commercial television and non-commercial programming.
14. Describe major views about the impact of television shows of various genres on the American public.
15. Describe factors common to both national and local television news shows, such as topic selection, limitations on depth of news coverage, and importance of personal attributes of news anchors.
16. Describe various theories on the impact of television violence on viewers.
17. Describe the evolution and social impact of the use of sex on television.
18. Describe regulation of television, such as licensing requirements, providing equal time, and the fairness doctrine, and the impact on both television and its viewers.
19. Compare television programming and its impact in the United States with that in other countries.

### **Time Commitment**

Please recognize that most college courses expect two to three hours of work outside the class, for every one hour in class. So, for a three credit hour class (during sixteen weeks) that would equate to three hours in class, and six to nine outside of class. For those of you who do not come to class, this equates to nine to twelve hours of work a week.

## **Course Materials**

### **Required Materials**

- Butler, Jeremy G. *Television: Critical Methods and Applications*. 3rd ed. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2007. ISBN: 978-0805854152
- A college-level dictionary and a thesaurus, for example <http://www.m-w.com/>
- Access to the Chicago Manual of Style guide:
  - <http://www.wisc.edu/writing/Handbook/DocChicago.html>
  - [http://www.chicagomanualofstyle.org/CMS\\_FAQ/new/new\\_questions01.html](http://www.chicagomanualofstyle.org/CMS_FAQ/new/new_questions01.html)
- Various television episodes/shows that you will watch on a weekly basis. Although we will try to make anything mandatory something you can stream on the internet, you may be responsible for tracking down and renting a few shows throughout the semester.

### **Required Technologies**

- Access to a computer with a high-speed internet connection (you will be watching video streamed over the internet)
- Access to a television with DVD player
- MyMCC Account (<http://www.mc.maricopa.edu/mymcc/>)
- Wetpaint Wiki Account (<http://hum206.wetpaint.com/>)
- MS Word or other word processor that can export to RTF (rich text file):
  - Open Office: [http://www.filehippo.com/download\\_openoffice/](http://www.filehippo.com/download_openoffice/)
  - Google Docs: <http://docs.google.com/>
  - Zoho Writer: <http://www.zohowriter.com/jsp/home.jsp>
  - Think Free: <http://www.thinkfree.com/>
- Browser Readers/Players/Plug-Ins, etc.:
  - Adobe Acrobat Reader: <http://www.adobe.com/products/acrobat/readstep2.html>
  - Flash: <http://www.adobe.com/shockwave/download/alternates/#fp>
  - Shockwave: <http://www.adobe.com/shockwave/download/alternates/#sp>
  - Java: <http://www.java.com/en/download/manual.jsp>

### ***Suggested Technologies***

- Online Storage account: <http://box.net/>
- Online Social Bookmarking Account: <http://delicious.com/>
- RSS Aggregator: <http://www.google.com/reader/> or <http://www.newsgator.com/>
- Personal Portal: <http://www.google.com/ig> or <http://www.pageflakes.com/>
- Online diagramming service: <http://www.glifly.com/>
- CutePDF: <http://www.cutepdf.com/Products/CutePDF/writer.asp>
- Browser Readers/Players/Plug-Ins, etc.
  - Quicktime: <http://www.apple.com/quicktime/download/win.html>
  - RealPlayer: <http://www.real.com/freeplayer/?rppr=rnwk>
  - MSWord Viewer: <http://www.microsoft.com/downloads/details.aspx?FamilyId=95E24C87-8732-48D5-8689-AB826E7B8FDF&displaylang=en>

## **Communication Policies**

### ***Methods of Communication***

- Email—all email communication must be done via preferred email address that you provide me with.
- Wiki—most of your course work will be posted within various areas the Wetpaint Wiki (<http://hum206.wetpaint.com/>).
- Calendar—the course schedule (deadlines) will be posted in the Google Calendar shared presented at the Wetpaint wiki. The schedule is subject to change. You will be notified of any changes in the course announcements.
- Synchronous Communication—we will have at least two student-instructor conferences during the course. This may be scheduled face-to-face or it may occur via another synchronous method (telephone, chat, instant message, etc.)

### ***Communicating with the Instructor***

If you have any questions, concerns, or other general comments about the class, the best way to communicate with the instructor is via email. The instructor reserves the right to take up to 72 hours to respond to your communication. The instructor may have to do some grading, look something up, or may just be taking care of his or her own life requirements. Therefore, do not put off your homework to the last minute, have a question, and then expect the instructor to respond prior to the deadline.

### ***Announcements***

Official course announcements, especially those that mark official changes to the syllabus and/or course schedule and assignments deadlines, are made via the announcements board in the Wetpaint wiki. Individualize announcements and messages will be sent via email. Be sure to check your email and the course announcements page regularly.

## Course Policies

### ***Statement of Accommodation***

I would like everyone to know that I am willing to make any reasonable accommodation for limitations due to any disability, including learning disabilities. If you have or think you have a disability, including a learning disability, please make an appointment with an advisor at disability resources as soon as possible. They can assist you with appropriate accommodations for you in your classes. Please see MCC's Disability Resources & Services center (<http://www.mc.maricopa.edu/students/disability/>), and then me, to discuss any special needs you might have.

### ***Attendance, Participation, and Withdrawal Policies***

Because so much of our learning will take place in class, you must participate in class on a regular basis to receive credit for this course. Since attending Monday night classes is optional, your attendance is based on submitting work. With the exception of the first week, if you do not submit any work for over a two deadline period (generally two weeks), I reserve the right to withdraw you from the course. I do not withdraw anyone during the last two weeks of the course. In regards to the first week, if you do not submit work by Thursday, midnight, during the first week of classes, I will withdraw you from the course. If you want to be withdrawn from the course before the last two weeks, please be sure to ask me to do so. Please take attendance and participation seriously; since this class is a community of thinkers who will discuss and collaborate on ideas, your absence or lack of preparation hurts others as well as yourself. So please participate in class on time and have your homework completed.

### ***Completion Policies***

Due dates for assignments are listed in the course schedule. All assignments are due by 11:59pm on their due date. All assignments must be turned in by the date and time listed, **no late assignments will be accepted!** Because you will be responding to other students' work in this class, your timely completion of assignments affects others in the course.

Although it is possible that the technology can fail, it is ultimately your responsibility to submit the work, in the method requested, by the due date. (If there is an institutional, server side, technology error, I will learn about it. If no one is able to submit their work, a new deadline will be assigned. However, if only a few people were unable to submit the work, it is not an error on the instructor's, institution's, or district's side.) If you are having difficulty submitting an assignment, it is your responsibility to contact the instructor before the assignment is due. Otherwise, you risk receiving no credit for the assignment.

### ***Disposition of Papers***

Students should keep their own papers for at least one semester. Among other things, any student who appeals a course grade will need to submit copies of all graded course papers with the appeal.

### ***Safe Classroom Environment Statement***

This classroom will be a safe learning environment for everyone individual insofar as I am able to ensure that outcome. This means I will treat all students with the respect they deserve, and in turn, I expect respect to be given to the instructor and to every individual in class. *Disagreement does not constitute disrespect.* We all have different points of view, different personal values, different life experiences, and different personal preferences that we bring with us to the classroom. I call these differences diversity, and diversity is welcome in the academic area. This is the stuff of which great discussions are made, and potentially, this diversity adds interesting dimensions to our interpersonal relationships. Consequently, I expect all students to respect the rights and needs of their classmates. Students cannot feel safe to express themselves without the assurance that their ideas, attitudes, and beliefs will be treated with respect.

Therefore, I ask that all student monitor their language and ways of talking about people, views, issues, and situations. For example, sexist, racist, or homophobic language will not be tolerated. Students may encounter ideas of which they have never hear or of which they disapprove or feel uncomfortable. I do not hope to change people's ideas, but I do hope to introduce students to ideas that will require them to think critically. If you feel you or others are not being treated respectfully, please see me immediately. Consult the Student Handbook for college policies regarding sexual harassment and other abusive behaviors.

Finally, please do not write or talk about any criminal activity you may have knowledge of—as a witness, as a victim, or as a perpetrator. This may seem like an odd thing to caution you about, but if you were to write about such activity, I may be legally required to report it to the authorities.

### ***Learning Centered Environment Statement***

Everyone does not learn in the same manner; therefore, it is important that we construct an environment that facilitates learning for the greatest number of individuals. In other words, try not to engage in behaviors that disturb the learning environment. Disturbing behaviors include (but are not limited to):

- acting disrespectfully to classmates or the teacher,
- talking out of turn (without raising a hand to be acknowledged),
- blurting out irrelevant comments,
- making comments that are off-topic and demonstrate you are not paying attention,
- criticizing, laughing at, or putting down other students,
- making comments or acting in way that promotes ignorance or stupidity rather than intelligence and competence,
- poking, prodding, or otherwise disturbing another student,
- sleeping or otherwise indicating disengagement from classroom activities,
- walking around the room unnecessarily,
- leaving classroom without permission from the teacher,
- behaving in an unsafe manner in the classroom,
- failing to pay attention and follow directions,
- letting various electronics ring or make other distracting noises, and
- eating and/or drinking (except bottled water) during class time.

### **A Note on Plagiarism**

*Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

Council of Writing Program Administrators

Plagiarism is stealing; it is presenting work as your own that is not exclusively your own. Plagiarism can include turning in part or all of someone else's writing as your own or using information from another source without giving credit. The consequences of plagiarism are severe, including failure of the assignment, probable failure for the course, disciplinary referral to the Dean, and possible expulsion from the institution. Whenever you borrow a phrase, sentence, paragraph—or even an idea stated in your own words—from any outside source without giving credit, you have plagiarized.

Some common examples of plagiarism in academic assignments are:

- the use of paraphrase or quotes from another writer without documentation,
- copying all or parts of another writer's paper,
- having another writer do the paper, and
- purchasing another writer's paper.

In cases where the instructor has carefully considered the evidence and concluded that a student has deliberately plagiarized, the instructor may use any, and all, of the district wide sanctions provided in the student handbook:

- A written warning to the student that s/he has violated the academic code;
- Lowering the assignment or course grade;
- Giving discretionary, additional assignments; and
- Course failure.

Additionally, the instructor may recommend to the department chair and dean any of the following:

- Academic probation;
- Suspension from the college; and
- Expulsion from the college.

If you have any questions about how to acknowledge someone else's words or ideas, or you have a question about whether a source needs to be acknowledged, come talk to me. Please also remember that any writing that you turn in for credit in this course must be written for this course.

## Grading Policies

### ***Assignment Distribution***

Textbook Chapter Project	150 points
Course Outcome Project	200 points
Reading Quizzes (10 points x 13 quizzes)	130 points
Weekly Discussions (25 points x 13 weeks)	325 points
My Show Project	400 points
Various "getting started" assignments the first couple of weeks	45 points
<b>TOTAL</b>	<b>1250 points</b>

### ***Grading Scale***

Grades are determined according to the following scale:

- A (1125-1250)
- B (1000-1124)
- C (875-999)
- D (750-874)
- F (749 or below)

### ***Grading Response Time***

The instructor requests that students allow the instructor one week from the date of submission (original suggested deadline, not if the assignment is turned in late), to post a grade, or provide feedback, on any homework assignments, two weeks for major projects. (Note: the instructor will make every effort to provide faster turn around time-however, sometimes faster turn around is not possible).

## Course Schedule/Calendar

See the Calendar on the Announcements & Schedule page at the wiki. Click on each deadline, and then click on the "more details" link and you will get a separate page that activates the links I've put into the listings.

## Guidelines & Strategies for Student Success

### ***MCC Student Services***

- MCC's Distance Learning Website: <http://www.mc.maricopa.edu/distance/>
- MCC's Writing Center: [http://www.mc.maricopa.edu/dept/d13/eng/writing\\_center.html](http://www.mc.maricopa.edu/dept/d13/eng/writing_center.html)
- Location: Ground floor of the Paul A. Elsner Library & High Technology Center
- Hours: M-R 8am-8pm; F 8am-4pm
- Learning Enhancement Center: [http://www.mc.maricopa.edu/library/LE/location\\_hours.html](http://www.mc.maricopa.edu/library/LE/location_hours.html)
- MCC Library: <http://www.mc.maricopa.edu/library/>
- Databases: (<http://www.mc.maricopa.edu/library/eresources.html>) you need your MyMCC username/password to access them from off campus.
- MCC Publications (college catalog, student handbook, etc.):
- <http://www.mc.maricopa.edu/students/publications.html>
- Other MCC Student Services: <http://www.mc.maricopa.edu/students/current/>

## **Online Resources**

### **Online Writing Resources**

- <http://www.dianahacker.com/resdoc/>
- <http://owl.english.purdue.edu/>
- <http://www.powa.org/>
- <http://writing.colostate.edu/learn.cfm>

### **Online Research Resources**

- <http://www.dianahacker.com/resdoc/>
- <http://www.worldcat.org/>
- <http://www.asu.edu/lib/>
- <http://www.mesalibrary.org/>
- <http://www.lib.washington.edu/uwill/research101/index.html>
- <http://bcs.bedfordstmartins.com/bedfordresearcher/default.asp?uid=0&rau=0>
- <http://www.mediasite.com/default.aspx>

### **Online English Language Learner (ELL) Resources**

- <http://owl.english.purdue.edu/handouts/esl/eslstudent.html>
- <http://www.catesol.org/resource.html>
- <http://www.ohiou.edu/esl/english/grammar/index.html>
- <http://www.englishforum.com/00/>
- <http://polyglot.lss.wisc.edu/lss/lang/esl.html>
- [http://www.esl.net/esl\\_resources.html#students](http://www.esl.net/esl_resources.html#students)
- <http://iteslj.org/links/>

## **Learning Online**

Taking a course online can be a great learning experience for some students and for others it can produce less than optimal outcomes. For this online course, the student and the course instructor use online technology to collaborate together to study rhetoric and to practice writing persuasively. The course requires that students work independently and interdependently with the course instructor and with fellow students. Consequently, students must be able to make a commitment to sustain their participation in the course and to communicate regularly with fellow students registered for the same course and with the instructor.

Students must possess self motivation and direction to progress through the course without being required to physically come to class. Students must also feel comfortable with computer tasks such as using email, browsing the web, using word processing software, and posting messages to an electronic bulletin board.

The most difficult aspect of distance learning that students report is that time management rests on the student's shoulders. I know that you have many other demands on your time, but in order to succeed in this course, you will have to set aside regular time for coursework, reading and writing, and you will need to keep a detailed schedule.

Generally you will have reading, homework, and work on a major writing project each week. You will probably want to be sure to do the following on a weekly basis:

- A couple times a week, take a look at the Course Content section of the course. You will be responsible for reading the deadline dates (in the Calendar) and paying attention to these deadlines.
- Check the discussion boards and announcements, several times a week; there maybe something new.

- Communicate with your instructor regularly. If you have questions or concerns, please email me and let me know.

As you can see, you will stay busy during the term, but student feedback has stated that the class is informative and fun. I hope you will feel the same way at the end of the course. Have fun, and I hope to hear from you in the next day or two!

### ***Guide to Active Viewing & Reading***

Most modern narratives, whether on film or in print, work to draw the audience into the story, to urge viewers and readers to “forget” the real world for a while. This makes reading or movie going absorbing diversions, but it can make it difficult when you’re looking at films and novels as objects of study. We are often so conditioned as passive viewers or readers that taking notes or making critical judgments becomes difficult. To fight “cinema trance” or “reading hypnosis,” use these strategies.

#### **For Viewing Films**

##### **1. Watch it more than once.**

The first time through a movie we are at its mercy. It hides parts of itself to build suspense, and we are swept along, especially by good films. The second viewing reveals much more—we see the foreshadowing, understand character motivations, and can pay more attention to details and background. A third or fourth viewing reveals even more.

##### **2. Take notes.**

Write down everything you can, from a brief plot outline, to thoughts about characterization, observations on the director’s technique, pacing, acting, whatever you notice.

##### **3. Use “REWIND.”**

Watch a few scenes several times to see how they are assembled from different shots. Notice how much is implied rather than shown.

##### **4. Use “Pause.”**

Freeze interesting shots to examine how they are composed—where the subject is in the frame, what is in focus and what is not, etc.

##### **5. Use “MUTE.”**

Watch all or large portions of the film without sound. With no distracting dialog or manipulating score you can see more easily how the camera work and editing are used.

#### **For Reading Criticism**

##### **1. Read and then reread.**

Unless you’re a fast reader, rereading entire critical pieces is probably out of the question. When you’ve finished the first reading, though, go back and reread the first paragraph or couple of pages. Knowing now how things work out, look at how the author established the context and introduced the issues. Reread other pivotal points to see how they help to construct the conclusion.

##### **2. Write in the book.**

Fight your reluctance to write in books. It is important. Underline significant passages and make notes in the margins. Mark pages with post-its or (gasp) bend over corners.

##### **3. Make an outline.**

Work out the order of ideas, including those that the authors sets as a context prior to writing the piece, in order to see the argument more clearly.

##### **4. Map out the examples.**

Mapping out example relationships in a cluster map can help you see how each example functions in the article and in relationship to the points and other examples. This is especially helpful if there are many points and/or examples.

##### **5. Don’t try to read it all at once.**

If you delay reading until the last minute your only concern becomes finishing. Spread out your reading so you’ll notice not just what the article says, but how it says it.

### ***Techno-Help***

After chatting with some of your classmates from former sections and Technology Support Services, I think many of you might have various “things” called adware or spyware running in the background of your computer operating system. Sometimes these can cause problems when you try to interface with various online technologies, especially educational software (WebCT, WebBoard, BlackBoard, etc.).

You may wonder what adware or spyware is:

- **adware** is defined as: “while not necessarily malware, adware is considered to go beyond the reasonable advertising that one might expect from freeware or shareware. Typically a separate program that is installed at the same time as a shareware or similar program, adware will usually continue to generate advertising even when the user is not running the originally desired program. See also cookies, spyware, and web bugs” (<http://sun.soci.niu.edu/~rslade/secgloss.htm>).
- **spyware** is defined as: “A general term for a program that surreptitiously monitors your actions. While they are sometimes sinister, like a remote control program used by a hacker, software companies have been known to use spyware to gather data about customers. The practice is generally frowned upon” (<http://blackice.iss.net/glossary.php>).

In general spyware and adware are both ways of gathering information and herding customers toward products. There are several reasons they should be removed, not the least of which is to protect your information. You may want to consider downloading some Spyware or Adware software programs. The following are some free programs that I know about. There are others out there, just be sure to do a little research on them before downloading programs you do not know.

- <http://www.lavasoft.de/>
- <http://www.javacoolsoftware.com/>
- <http://www.safer-networking.org/>

If you are using a PC running Windows, you may want to do a Windows update. The following website should get you started on that process: <http://v4.windowsupdate.microsoft.com/en/default.asp>

And, if you do not already have a virus protection program, you should get one. Consider checking out AVG’s free virus protection program: <http://www.grisoft.com/doc/40/lng/ww>

## Handbook/Syllabus Contract Form

### ***Student Responsibilities***

You are expected to contribute positively to the learning environment of the classroom by:

- taking responsibility for your own success in class;
- reading, reviewing, and referring to the course handbook/syllabus for all pertinent information;
- reading, reviewing, and referring to the [MCC College Catalog](#) and [MCC Student Handbook](#) for college policies;
- actively asking questions and seeking out help from the instructor;
- participating regularly in this course in the various virtual environments;
- keeping a copy of all assignments until the end of the semester; and
- immediately reporting all e-mail/computer problems to the professor and it is your responsibility to complete the course assignment and activities even in the face of computer failure.

### ***Instructor Responsibilities:***

- The instructor reserves the right to require proctoring or validation of students' academic work at the instructor's discretion.
- The instructor reserves the right to change or modify course policies, materials, or deadlines in response to student feedback or unforeseen circumstances. Students will be notified by the instructor of any changes in course requirements or policies.
- The instructor requests that students allow the instructor **72 hours** to respond to student emails or other forms of contact.
- The instructor will attempt to be available during weekdays, however, as balance between family and work is important in everyone's lives, the instructor reserves the right to be unavailable on weekends.
- The instructor requests that students allow the instructor one week from the date of submission (original deadline, not if the assignment is turned in late), to post a grade, or provide feedback, on any homework assignments, two weeks for major writing projects. (Note: the instructor will make every effort to provide faster turn around time-however, sometimes faster turn around is not possible)
- The instructor may be "out-of-the-office" for extended periods of time, and requests that students understand that this situation may occur and allow for such inconveniences (however, the instructor will always attempt to email and/or post an announcement to the class about any such circumstances)

### ***Student Agreement***

The signature below, as well as attendance and participation in this class, signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this Handbook/syllabus and the assignments contained within it according to circumstances that may arise during the course of the class. The instructor may drop a student if the student fails to complete the work; however, it is the student's responsibility to drop the course if they do not wish to continue. If the student does not drop the course by the appropriate date the student will receive an F.

(Be sure to ask the instructor any questions concerning the handbook/syllabus before signing below.)

\_\_\_\_\_  
Student's Name, Printed                      Date