Important Notice
My courses run on a simple guideline: that we demonstrate respect in and around our classroom environment. This includes respecting ourselves! Or, we could phrase it as a question: “Is our behavior conducive to creating a positive learning environment?” If we follow these guides, much of the information in this syllabus is unnecessary. Still, this document exists because I strive to be as thorough and helpful to my students as possible. It also exists because this and the other documents that comprise our course documents basically constitute a contract that guides how our course operates. I ask that you read all of my communication with you closely, especially the course documents (Syllabus A, B and the Course Packet). Doing so will help you succeed in my course. Because this document is pretty lengthy and detailed, you’ll probably want to skip reading it, which is why I’ve created the highlights below. Still, I’d encourage you to read, or at the very least, skim the entire document, reading closely those areas that seem important to you. Except where indicated, this is a generic document. Some of these policies may not apply to face-to-face only students while others won’t apply to online only students. If you have a question about any of the following policies, please don’t hesitate to ask me in person or post a question to the “Ask Pablo” discussion forum on Canvas (your question will be answered within 24 hours/1 business day).

Highlights
The following is a list of what you may find to be the most important parts of my course policies. Please look under the specific headings listed for more details. (Or if in doubt, please simply behave respectfully to everyone in the classroom.)

1. Academic Expectations: If you have a question about any of my policies, please don’t hesitate to ask me in person or post a question to the “Ask Pablo” discussion forum on Canvas (your question will be answered within 24 hours/1 business day).

2. Social Expectations: Being this is college, I’ll assume that all of you are here by choice…. It is crucial that we maintain a respectful climate in our classroom and online space.

3. Social Expectations: You are free to eat clean, quiet snacks and drink water or a caffeinated beverage in a closed container—please no meals/soups/noodles, etc.

4. Technology in the Classroom: Please exercise self-discipline and avoid using smart phones, tablets, and laptops during class. If you have a pressing matter to attend to, please step outside the classroom to take care of it.

5. Student Code of Conduct: Students who violate the Student Code of Conduct may be removed from class by the faculty for the class meeting in which the behavior occurred as well as the next class meeting.

6. Plagiarism: Students are expected to be honest and ethical at all times in the pursuit of their academic goals, if they are not, they will face consequences both in the course and with the college.

7. Attendance and Class Participation: Students who don’t attend a class meeting cannot earn participation points for that meeting. However, because no one wants ill students coming to class, you may miss a maximum of two classes without penalty.
8. **Attendance and Class Participation:** If you arrive late to class and I don’t verbally acknowledge that I’ve seen you, please speak with me after class so that you can earn some of the participation points for the day.

9. **Attendance and Class Participation:** Regardless of the reason, students who miss more than six class meetings (three weeks of class time) one week prior to the “Withdrawal Deadline” will be dropped from the course.

10. **Attendance and Class Participation:** If you must enter class late on a speech/presentation day, please wait to hear applause before entering.

11. **Communicating with Me:** I get a lot of emails, so before emailing me, please look for your answer in the course documents, post it to “Ask Pablo,” ask a colleague, or visit me in my office hours.

12. **Communicating with Me:** Since this is my first semester using Canvas and I am unfamiliar with its messaging and emailing capabilities—please feel free to contact me either at pmartin@sdccd.edu or from within Canvas.

13. **Assignment Guidelines:** I will accept an email attachment of your work until you can provide me with a paper copy.

14. **Assignment Guidelines:** If I am asking you to upload a paper electronically (to Canvas, for example), your work must be saved as a PDF or be in a Microsoft Word compatible format—I won’t accept links to Google Docs.

15. **Assignment Guidelines:** Faulty technology does not excuse late work.

16. **Make-Up and Late Policy:** Assignments are considered late if they are submitted after the first 20 minutes of class and then will only be accepted up to one week from the due date (see below for details on penalties).

17. **Make-Up and Late Policy:** Speeches and presentations can not be delivered late unless there is space in our schedule (for a 25% penalty).

18. **Make-Up and Late Policy:** The “Undocumented Freebie” Clause exists for students whose work is done on time but something that cannot be documented and unforeseen gets in the way of it being submitted.

19. **Assessment:** I employ two types of grading or assessment in my classes: formative and summative. The former is geared to promote authentic engagement with the material and promote true learning. The goal of the latter is to reward accurate and complete work.

20. **Grading Logistics:** Your final grade in class will be determined based on how many points you have earned on all of the assignments combined, including extra credit. I round up at X9.4% and above (i.e. 79.4% = a “B” not a “C”).

21. **Extra Credit:** I offer a lot of different ways for you to earn extra credit in this course.

22. **Student Support:** Miramar College offers a wonderful variety of services to help our students succeed, and not just academically, including a food pantry, tutoring, and counseling.

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**About Me**

I’ve been teaching for a long time, and I do it because I love it. I find it to be a deeply rewarding, beneficial, and meaningful career. Plus, it can be a lot of fun! In my opinion, it is our civic duty to be open-minded, conscious, and contributing members to our communities—this is an idea I hope to pass on through my role here. I also want to help you develop (or continue to develop) a passion for learning about our world and our place in it. I hope that together, we can all make this world an even better place. I look forward to sharing a wonderful semester with you.

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**Honors Contract Option**

This class may be available for an honors contract. If you would like to take this course as an honors class, see me before the end of the second week of classes. The honors contract enriches a regular, non-honors course throughout the span of
a semester by establishing a clear distinction in rigor, depth, intensity, cross or inter-disciplinary character, and/or innovative teaching/learning modalities. As a general guideline, students may anticipate an investment of one-quarter to one-third more effort in earning honors credit, something which is noted on the Official Transcript. Each course I teach has its own honors criteria based on the generic contract provided by the Honors Program.

Why make a class “honors?” By signing up for an honors contract, you can apply for Honors Program scholarships when available. If you take six honors courses, you can receive the "honors" designation on your transcript. There are also special transfer agreements for honors students—contact the honors office for the most current status on these agreements. Honors students can also earn a Certificate of Completion in Global Competencies.

**Academic Expectations**

My goals as your instructor are that you take ownership of your learning and that you have great success here. I do my part in that I do not assign busy work. I want to allow you to focus your energies on mastering the concepts and ideas that will benefit your long-term goals while also helping you to develop (or maintain) solid work habits. Many of my students find my courses challenging; they also find that their hard work pays off in much more than just a good grade.

As I hope you will come to see, I want each of you to succeed in this class. That means getting an “A,” having fun, learning something new and exciting—all of that. I like to think that I am not only helping my students learn about Communication, I am helping you learn how to succeed in the work force as well as your daily lives.

Also, this course employs “web-enhanced instruction,” meaning that some assignments must be submitted electronically, and some resources will be made available, via Canvas and a course resources page on the Internet.

**Here are some general tips to help you succeed**

<table>
<thead>
<tr>
<th>Attend class meetings</th>
<th>Be an active learner (ask questions, take notes, make the content meaningful to you)</th>
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<tbody>
<tr>
<td>Complete the reading journals or quizzes</td>
<td>Collaborate with your colleagues</td>
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<tr>
<td>Stay organized</td>
<td>Come to office hours</td>
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<tr>
<td>Come prepared</td>
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**Social Expectations**

Being this is college, I’ll assume that all of you are here by choice. You’re probably here because you have an appreciation for knowledge, the benefits that an education affords, or both. The good news is that I’m here by choice, too. I teach because I love it and I will do my very best to make our time here valuable, rewarding, and meaningful. It is crucial that we maintain a respectful climate in our classroom and online space. I will treat you with the respect you deserve as an individual and as a fellow human being. I would ask that you treat yourself, your fellow classmates, and me with that same respect. Among other things, that means being here, on time, ready to learn. If you are late, you need to enter the classroom as unobtrusively as possible—if you’re late on a presentation day, enter only after you hear applause.

Please use the restroom before or after class, but if you *must* leave to use the restroom, please do so quietly and at an opportune time. I also ask that you respect our space here. You are free to eat clean, quiet snacks and drink water or a caffeinated beverage in a closed container—please no meals/soups/noodles, etc. Please don’t make a mess, and if you do, clean it up yourself. And if you like to chew gum, remember that there is no trash can in the classroom. If you need to dispose of it before a speech, please do so responsibly (by being respectful of our desks and the other students who use them).

*Martin, Syllabus Part B: page 3 of 13*
In my experience, a positive, open, and encouraging classroom environment, whether it’s online or face-to-face, is key to having a great learning experience. Toward that end, I also want to encourage you to enjoy the freedom and individuality the college experience affords you. I would also ask that you be tolerant of these liberties as they are expressed by others. Because this course has an online component, it’s important that we are all sensitive to one another and observe basic online etiquette, or netiquette. In sum, netiquette is very similar to how we would behave if we were interacting with someone face-to-face—we treat them with respect, we strive to be patient, and we remember that they are human beings much like ourselves. Just remember that online, we can’t see or hear each other’s nonverbal cues, hence the need to be extra sensitive in our communication. You can visit http://www.albion.com/netiquette/corerules.html to learn more.

**Technology in the Classroom**

While smart phones, tablets, and laptops are valuable tools in our lives, they can also be very disruptive and distracting in the classroom environment. Please exercise self-discipline and avoid using them during class. If you have a pressing matter to attend to, please step outside the classroom to take care of it. While you are welcome to use your devices for activities during class, please do so only when it is *directly* related to the task at hand. If students use their devices for anything else, I will ask them to put them away. If the distraction persists, those students will lose participation points for the day and will eventually be asked to leave the classroom. NOTE: If students use electronic devices during student presentations, they will also lose participation points. Please see your course packet for more details.

**Student Code of Conduct**

Students are expected to adhere to the SDCCD Student Code of Conduct at all times. Students who violate the Student Code of Conduct may be removed from class by the faculty for the class meeting in which the behavior occurred as well as the next class meeting. Unless it is related to improper use of technology in the classroom, incidents involving removal of a student from class will be reported to the college disciplinary officer for follow up. The Student Code of Conduct can be found in Board of Trustees Policy, BP 3100, Student Rights, Responsibilities and Administrative Due Process posted on the District website at: http://www.sdccd.edu/public/district/policies/index.shtml

**Plagiarism**

In terms of academic integrity, if we all adhere to the principles on which this course is based, plagiarism and academic dishonesty won’t be an issue (plagiarism is presenting the writings or materials of someone else as one’s own without acknowledgement or permission). Basically, students are expected to be honest and ethical at all times in the pursuit of their academic goals. Students who are found to be in violation of Administrative Procedure 3100.3 Honest Academic Conduct will receive:

- a penalty on the assignment, quiz, or exam in question based on the severity of the infraction (i.e. a deduction of between 25-100% points)
- a referral for disciplinary action in accordance with Administrative Procedure 3100.2, Student Disciplinary Procedures (their name will be forwarded to the Dean of Student Services)
- any related speech or presentation will be penalized between 25-100% based on the severity of the infraction

We will discuss plagiarism at least briefly in class, and for further clarification and information on these issues, I invite you to consult with me, contact the office of Student Services, or research on your own.

Martin, Syllabus Part B: page 4 of 13
Attendance and Class Participation

Your attendance is critical to all of us sharing a successful academic experience. Attendance entails more than simply being present—it is the first step in earning participation points for your active, engaged presence in class.

- Engaged students will earn 4 participation points per class (8 points for classes meeting only once per week, or 10 points for 12-week classes)
- Students lose 1/4 of the day's participation points (or 1/8 of the day's points for classes meeting once a week) if they enter class five minutes after the start time and, aside from brief restroom visits, for each 20 minutes (or part thereof) that they miss.
  - If you must enter class late on a student speech or presentation day, please wait to hear applause before entering.
- If you miss class, it is your responsibility to obtain all notes and information by reaching out to one of your colleagues or posting on ”Ask Pablo.” You must also download any necessary handouts from our Course Resources Page, aka the CRP, or request them specifically from me via email or in person if you can’t find them there.
- Students who don’t attend a class meeting cannot earn participation points for that meeting. However, because no one wants ill students coming to class, you may miss a maximum of two classes without penalty. (As a professional courtesy, please email me prior to your absence—I do not need to know the reason.)
  - If you are unable to participate in more than four class meetings (i.e. you miss them), regardless of the reason, you will lose 10 points for each class you do not participate in.
  - Regardless of the reason, students who miss more than six class meetings (that’s three weeks of class time) one week prior to the “Withdrawal Deadline” will be dropped from the course—this date is usually by the end of Week 9 and can be found in Syllabus, Part A.
- There are no “excused” absences, although special circumstances may excuse you from late penalties on your assignments, speeches, or projects (see more on that under “Late Policy”).
- I will drop all students who don’t communicate with me about their absence and:
  - Are not present on the first day of class (and don’t communicate with me about their absence)
  - Miss the second class session in a class that meets once a week
  - Miss the second and third class session in a class that meets twice a week
- It is your responsibility to drop all classes that you are no longer attending—I may not get around to dropping you. And again, if you who miss more than 6 class meetings, regardless of the reason, prior to the “Withdrawal Deadline,” you will be dropped from the course.
- Students who remain enrolled in a class beyond the college’s withdrawal deadline will receive an evaluative letter grade in this class.
- The final grade in this class will be affected by active participation. See the Course Packet for more information on class participation points.
- Roll will be taken at the beginning and end of each class meeting.

Communicating with Me
My door is always open to you, and I encourage you to speak with me after class, during office hours, call my office, or send me an email. Your success is based in part on understanding your responsibilities in this course—so please ask questions! However, please understand that I receive A LOT of emails, so I ask that you be considerate of my time. **Unless you have a personal, private, or urgent matter, here’s what I ask you to do before emailing me** (if it is personal, private, or urgent, please call or email me right away):

1. Review the syllabus, schedule, course packet, and any other course documents
2. Look for an answer in “Ask Pablo,” our online discussion forum—if it’s not there, post your question there and wait 24 hours for a response. (Colleagues who answer these questions can earn extra credit.)
3. Ask a colleague (colleagues can be emailed directly via Canvas)
4. Email or call me after you’ve exhausted these other options

(Remember, you can visit me during office hours for any reason, any time. You should always email me your work if there’s a question of it being on time.)

I use this process because it allows me to focus my energies on answering those questions that really need my time and attention. Of course I want each of you to succeed in this class, so I am available via email Monday through Friday (I’ll reply within 24 hours for online classes and 48 hours for face-to-face classes, usually less), during scheduled office hours, and whenever I’m on campus. I don’t return emails over the weekend. **If you send me an email, include the course name and meeting time (i.e. COMS 103 MW 11:00) in the subject line and sign with your first and last name as well, otherwise I may not read it or respond to it.**

Note: This is my first semester using Canvas and I am unfamiliar with its messaging and emailing capabilities. Unless directed otherwise, please feel free to contact me either at pmartin@sdccd.edu or from within Canvas. Of course, if you don’t like email, please call my office phone: 619-388-7694.

**Assignment Guidelines**

Whether I have asked you to submit your work in class or online, all assignments are due at the beginning of class unless otherwise indicated. If you are absent on a day that you need to submit work in class and cannot have a friend or colleague deliver it on time for you, **I will accept an email attachment of your work until you can provide me with a paper copy.** If neither of these requirements is met, your work will be counted as late (see more on Make-up and Late Policy below). Assignments must be in an established writing style/format (see more on that below), typed in a 12 point or similar standard font (Times, Courier, Tahoma, etc.), be one and a half or double-spaced, and have .5-1” margins. Deviating from these norms will result in losing points.

There are different styles of writing expected in different situations, however for all of the written work you submit in this class, I expect you to use an academic, or more formal tone. This means that you should communicate clearly, use specifics, and avoid slang and an overly conversational tone. If you need more clarification about writing in an academic register, please ask me or visit the ASC (Academic Success Center). Also, major writing assignments must follow either the Modern Language Association (MLA), American Psychological Association (APA) format, Chicago Style format, or whatever style that is used in your major.

If I am asking you to upload a paper electronically (to Canvas, for example), your work must be saved as a PDF or be in a Microsoft Word compatible format (meaning I should be able to open it in MS Word; if it’s not in one of these formats, you must re-upload it ASAP. Everyone gets one “freebie,” but after that, assignments not submitted in the
proper format will be penalized 10% with a 5 point minimum—this is because Canvas can’t evaluate other documents for plagiarism. If you use Google Docs, you’ll need to export your document as a PDF or DOCX—I won’t accept links to Google Docs as they can be worked on after the due date. (Google links will be treated as “late” and penalized accordingly, based on the date that I grade the assignment.)

If a student does not upload their paper via Canvas, it cannot be run through an automatic plagiarism check, thus their paper will automatically be penalized 50%. If you are asked to submit an assignment online, remember that technology can be frustrating—don’t wait until the last minute, give yourself time to work around the frustrations that inevitably pop up. Faulty technology does not excuse late work. If you have difficulty uploading or printing a paper, you can always email your paper to me until you can submit it appropriately.

All papers must provide at least your full name and our class in the upper left or right hand corner.

Make-Up and Late Policy

(Online Students please see the document “Online Course Guidelines” for differences)

- Assignments are considered late if they are submitted after the first 20 minutes of class and then will only be accepted up to one week from the due date (see below for details on penalties).
- Work related to assigned reading (such as online reading quizzes, journals, or reading reviews) will not be accepted late—they will be marked as a zero.
- There are different penalties for major and minor assignments—major assignments are worth 20 points or more, minor assignments are worth fewer than 20 points.
  - Should you submit a major assignment late on the due date, your final grade on the assignment will be penalized 10% or 5 points (10% on assignments worth less than 50 points). After that, late work will be penalized at an additional 10% or 5 points per day. Late work will only be accepted up to one week from the day it is due for a maximum 50% deduction.
  - Minor assignments can be turned in late for half credit up to one week after they are due.
- Speeches and presentations can not be delivered late (unless there is space in our schedule). If you are absent and unable to give a presentation, you will earn a zero. If there is space in our schedule, you will be allowed to present, minus a 25% penalty. (Regular late penalties apply for written and other materials, so submit those if they are complete.) However, if you know beforehand that you must be absent on your presentation date, let me know (as well as your group, if necessary) in advance and I will allow you to trade dates with another student/group if possible.
- In-class tests and quizzes must be taken on the day they are given. There are no make-up exams. If I assign a take-home exam, then I will accept these late but they will be penalized 10% per day (starting 20 minutes after the due date and time that is either listed on the syllabus, or specified in class or email). Late work will only be accepted up to one week from the day it is due for a maximum 50% deduction.
- Always feel free to email me your work if you’re concerned about meeting a deadline. Sometimes, you may need to get creative in order to prove that your work was done on time—doing so is up to you. (Past students have taken pictures of their entire papers and emailed them to me, for example.)
- If you have an emergency or other significant event arise that prevents you from getting your work in on time, communicate with me before it’s due or ASAP, and we may be able to work out alternative arrangements.**
• If you are absent on a day that you need to submit work in class, you can:
  o Have a friend or colleague deliver it to class for you
  o Send me an email attachment of your work and then provide me with a paper copy ASAP—I won’t grade it otherwise.
• All late work, including any extra credit, must be submitted at or before our final class meeting, unless otherwise indicated in class. No late work will be accepted after that.
• If an emergency arises that prevents you from coming to class, I may allow an exception** to these rules if:
  1. You find yourself in a dire or urgent situation that requires your immediate attention and
  2. You contact me before class begins or as soon as possible in person, via email or phone, or by phoning the Administrative Assistant for the School of Liberal Arts.

The “Undocumented Freebie” Clause
If a student’s work is done on time or something unforeseen gets in the way of it being completed and/or being submitted on time (or something along those lines), and this cannot be documented, they get one “undocumented freebie.” This means that if they can attest (i.e. swear that it’s true) in writing (such as an email) to the fact that their work was done on time but they were prevented from submitting it, I will accept their work as “on time.” To qualify, you need to write a letter or email explaining your situation (without private information, please) and signing your name (if submitting an email, I will accept “this is my electronic signature: [your name].” In the event that it’s a speech or presentation that you have to miss, you must upload or email me any related materials that were due or late penalties will be applied to those scores. If you need to make up a presentation or exam, you must coordinate that with me. Due to past experience, the “Undocumented Freebie” can only be used on a final project/exam/paper if I am notified 24 hours before the assignment is due.

Assessment
I employ two types of grading or assessment in my classes: formative and summative. My goal is that by using the former, you engage more authentically with the material and leave this class having truly learned something. The goal of the latter is to reward your efforts by awarding you points for accurate and complete work. (I note how I will assess each assignment in this class in its description in the Course Packet.) According to the Eberly Center for Teaching Excellence & Educational Innovation ([https://www.cmu.edu](https://www.cmu.edu)):

  Formative Assessment: monitors student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. They help students identify their strengths and weaknesses and target areas that need work while also helping faculty recognize where students are struggling and address problems immediately.

  Summative Assessment: evaluates student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Assessment and Grading Logistics
Each assignment is assigned a point value regardless of how it is graded (formatively and summatively). Most, if not all major assignments (those worth a lot of points) are graded summatively using a rubric that I will provide in this packet or
in class. For minor assignments, I generally employ formative grading based on effort and completion of basic requirement. I use $\sqrt{--}$, $\sqrt{\neg}$, $\sqrt{\top}$, and $\sqrt{+}$; equaling 40%, 60%, 80%, and 100% of possible points, respectively. If you have questions about my comments or a score you earned on any assignment, I invite you to discuss it with me for clarification. Should you notice a mistake or disagree with a grade that you’ve earned, please contact me within one week of receiving the grade so that we can discuss it. Discuss is the key word here: we professors are more likely to respond positively to a calm and reasonable request than to a tirade or personal attack. I also encourage you to keep copies of the course syllabus and guidelines as well as all of the material you produce for this class until you’ve received your final grade.

You may have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a Petition for Pass/No Pass to Admissions & Records by the deadline stated in Syllabus, Part A. This option for grading is nonreversible once selected. The petition form is available from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institution. Students seeking an “Incomplete” grade must file a petition with me citing an “unforeseeable, emergency, and justifiable” reason for doing so on or before the last day of class.

**Final Grades**

Your final grade in class will be determined based on how many points you have earned on all of the assignments combined, including extra credit. Please verify and keep track of your grade throughout the semester (using the grade sheet attached to your Syllabus, Part A and compare that to the records in Canvas). Your grade is computed using a percentage. This percentage is calculated by dividing the number of points you’ve earned (to a given point in the semester) by the total number of points possible (to a given point in the semester). Canvas does this for you automatically—again, be sure that you verify the scores there are correct. The grade breakdown is as follows:

- A = above 89.4%
- B = above 79.4%
- C = above 69.4%
- D = above 59.4%
- F = below 59.4%

**Extra Credit**

John Lennon once said, “Life is what happens to you while you’re busy making other plans.” I know that sometimes life can deal you unexpected challenges. This being the case, and me being a fairly strict professor, I offer my students several extra credit (XC) opportunities. **A maximum of 25 points of XC are possible.**

1. Answering your colleagues’ questions in the “Ask Pablo” Forum (1 to 2 points per post depending on the helpfulness of your answer).
2. Identifying an error or inconsistency in any of the course documents or CRP (1 to 2 points.)
3. Attending, helping at, or participating in any extra-curricular campus event (3 points per event/hour). These can be found here (http://www.sdmiramar.edu/calendar) or via the Miramar Touch App. You are also invited to inform me of events you find that you feel are worth XC—see me beforehand so I can approve the event and advertise it to the class.
4. Attending, helping at, or participating in any communication or course-related activity that takes place off-campus or is related to your work. See me for details.
5. Visiting a writing tutor for one of the major assignments for this class (5 points per visit).
6. Visiting any of the offices offering student support on campus (such as those listed at the end of this document; 3 points per visit).
8. Serving as time keeper or tech support person during in-class presentations. (3 points)
9. Provide me with an email or letter stating that I can use the recording from your speech/presentation in my future classes and provide me with a copy of your video either in person (via USB/flash drive) or email me a link to the file (on Google Drive or similar site). I must be able to download it for you to earn XC. (5 points)
10. Providing me with a copy of the notes you take in class (on carbon paper or via an email attachment) (2 points/day)
11. If you have a smart phone, showing me that you’ve downloaded the Miramar Touch App. (2 points)
12. Completing any online surveys that the college asks you to complete. (2 points)
13. Unless you’re in my online class, completing the optional anonymous course survey in Canvas. (5 points)
14. Writing an extra credit paper (a description can be found online on the CRP; up to 10 points).
15. Sharing your work from this class in some other forum, such as delivering one of your speeches, getting an essay published in a local magazine (i.e. The Reader, OB Monthly, etc.). (up to 15 points)
16. Providing me with content that I can use in my teaching along with a summary of the content and how it applies to the course concepts. For example, you might email me a link to a Ted Talk with a description of the video. (2 points per complete example).
17. Doing course related work outside of class as a volunteer or that's not paid (i.e. above and beyond your regular work duties), such as giving a presentation or working on a media production of some kind (i.e. a film or website). (5 points)
18. You can also produce a video (and post it to YouTube or some other video sharing Web site) explaining a relevant communication concept. Contact me beforehand if you wish to do this. (XC points vary)
19. Show me that you’ve registered to vote (or show me that you are already registered), or if an election is taking place this semester, show me your voting receipt. To register: http://registertovote.ca.gov/; to check your status: http://www.sos.ca.gov/elections/registration-status/. (2 points)
20. If you print your work using both sides of the paper, you will earn two points of extra credit (I will check two assignments at random throughout the semester). (2 points per instance)

To receive your XC points, you have a couple of options:
• provide me with a receipt, ticket, or brochure from the event or workshop
• email or print a photo showing your attendance at an event or rally, with a 1-2 sentence description of your experience there
  o Both face-to-face and online students can scan and email these to me or you can mail them to my office via standard mail.
• If these are not possible, I will accept your word as evidence (after all, what do we have in this world if not our word?!

Accommodating Students with Disabilities

Martin, Syllabus Part B: page 10 of 13
• Students with disabilities who may need academic accommodations should notify the professor within the first two weeks of instruction. All information will be kept confidential.

• Students that need evacuation assistance during campus emergencies should also meet with the instructor as soon as possible to assure the health and safety of all students. For more information, you may contact the DSPS Office on your campus or the website at http://dsps.sdccd.edu/

Sustainability on Campus
Miramar College is committed to sustainability on campus and in our classrooms. To minimize the use of paper resources, please consider whether a document may be shared digitally rather than printed. When a document must be printed, decrease the default setting on your margins to 0.8” and print on both sides of the paper (students who do this on the first assignment will be awarded two points extra credit). Please utilize the recycle bins in your classroom by depositing all plastics (#1-7), paper, cans, and cardboard inside. You are encouraged to bring reusable drink containers to school rather than disposable plastic bottles. Thank you for considering your role in keeping the campus environment clean and conserving resources in your academic life. If you print your work on both sides of the paper, you will earn two points of extra credit (I will check two assignments at random throughout the semester).

Student Support
Research is a critical part of what you do in college. To help you manage your research, as well as citing these sources in your papers, I highly recommend that you use or start using Zotero, “a free, easy-to-use tool to help you collect, organize, cite, and share research” (https://www.zotero.org/). It’s a huge time saver, and if you don’t have your own computer, Zotero Storage “synchronizes PDFs, images, web snapshots, and any other Zotero files among all your computers, allows you to share your Zotero attachments in group libraries, and makes them available through the zotero.org website.” (To store 300 MB is free, 2 GB is $20/year, and 6 GB is $60/year.) Here at Miramar College, we offer a wonderful variety of services to help our students succeed, and not just academically. Here is a list of many, but not all, of them:

• Canvas: Canvas is the online/web course management system designed to make teaching and learning easier for faculty and students. If you are having trouble, please call (844) 612-7421, or go to the help page located at https://www.sdccdonline.net/help

• Career & Job Placement Office: Looking for a new job or career? If you are undecided about a career direction or looking for a job contact Job Placement, the Job Placement Office offers the following. Career assessments available to determine major and choose career. Job postings for hundreds of jobs in B-203 and on bulletin board outside. Information on Internet job searching, resume and cover letter writing, interview skills. Resume critiques on walk-in basis, just bring a draft of current resume. Free posting service for local employers. Job Fairs (check with Job Placement Center for details). Contact Info: K-308, jhankins@sdccd.edu, 619.388.7335

• Computer Lab (aka The Independent Learning Center): The ILC is an open student computer lab for students enrolled in a credit course at any of the three campuses (City, Mesa or Miramar). The ILC is located in the LLRC on the first floor, room L-104. The ILC provides the following services: State-of-the-art computers and software, pay for Print copying and printing, adapted computers for students with disabilities, scanners, Internet and E-mail access, friendly, helpful faculty and staff. Contact Info: L-104, fmccorke@sdccd.edu, 619.388.7365, 858.536.7365

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• **Counseling:** The Counseling Center at San Diego Miramar College provides academic, career, and personal counseling to students. They have day/evening walk-in appointments (15–20 minutes) and scheduled appointments (one hour). We also offer classes and workshops throughout the semester to meet the diverse interests and needs of students. The Counseling Office is open Monday–Thursday, 8am–6pm and Friday, 8am–12pm. (During the summer session, Counseling is closed on Fridays). Contact Info: K-203, 619.388.7840, 858.536.7840

• **My SDCCD (aka The Portal, [https://www.sdccd.edu/mysdccd/](https://www.sdccd.edu/mysdccd/)):** MySDCCD is designed to be the central hub for all of your needs as a student. It includes student information on admissions, financial aid, registration, enrollment, course management, schedule development, advising, cashiering functions, records and more. If you have trouble with the system, call (619) 388-6800, email myhelp@sdccd.edu, or visit [https://mysdccd.atlassian.net/servicedesk/customer/portal/4/group/11](https://mysdccd.atlassian.net/servicedesk/customer/portal/4/group/11)

• **Tutoring:**
  o The ASC (Academic Success Center): “ASC for help!” The Academic Success Center is dedicated to helping students succeed in their classes by providing quality academic support services **at no cost to you.** The ASC is in L-101, at the southwest corner of the new Library/LRC building. They provide: one-on-one tutoring in a variety of subjects, online tutoring, open Writing Labs (you may make an appointment with a tutor for a 50 minute session), open Math Labs, on-going study groups and workshops, computers with internet access and Wi-Fi, independent study. **Please call during our hours of operation to schedule an appointment for tutoring. We cannot schedule appointments through e-mail.** Our services are available free of charge to students who are currently enrolled in classes offered at San Diego Miramar College. You will need to show proof of student status in order to use our services, resources, and facility. Contact Info: L-101, 619.388.7852, 858.536.7852
  o The Writing Center: Now located in L-104 and connected to the ASC (inside the ILC), the Writing Center is generally focused on students in English courses, but they have been known to help students writing outlines for speeches. Papers and speeches share a lot in common, so hopefully they’ll be able to help you out!
  o Net Tutor: online tutoring services are available for SDCCD students via the left menu in Canvas:
    ▪ Modes: Details the different ways to receive tutoring including Ask a NetTutor, Q&A Center and the Paper Center [https://youtu.be/25pTejQi7wM](https://youtu.be/25pTejQi7wM)
    ▪ Live Tutoring: This video demonstrates how a live tutoring session is conducted on NetTutor [https://youtu.be/VlrPU34FzuY](https://youtu.be/VlrPU34FzuY)
    ▪ Using the Tools on NetTutor’s Whiteboard: This video shows how a student goes about typing, drawing, composing math equations and uploading images during a tutoring session [https://youtu.be/YvaloQxq8ZQ](https://youtu.be/YvaloQxq8ZQ)
    ▪ How to Ask NetTutor a Question: This video shows how to submit a question to a live tutor while using NetTutor [https://youtu.be/ip8cZZQ7HyA](https://youtu.be/ip8cZZQ7HyA)
    ▪ Using the NetTutor Paper Center: This video demonstrates how to submit a paper to the NetTutor Paper Center, retrieve it once the paper has been reviewed and even upload it to the NetTutor whiteboard during a live session if you have any questions about the paper review [https://youtu.be/IAfZq5UhC9U](https://youtu.be/IAfZq5UhC9U)

• **Veterans Affairs:** Welcome returning veterans! We are honored to have you on campus and hope you have success here. For some returning veterans, going back to school can present unique challenges. If that is true for you, remember that you do not have to face these challenges on your own. The Miramar community is here to help. The VA department at Miramar College offers a lot of great services to veterans as well as active duty military personnel,
from a Veterans Lounge with free printing to reimbursement for private tutoring. Contact Info: K-207, 619.388.7862, cbarlolo@sdccd.edu. Please feel free to discuss any questions or concerns you may have about the curriculum, the assignments, or your academic program with me in person.