COURSE SYLLABUS
GOVERNMENT 2306 ONLINE—SPRING, 2015 FAST TRACK

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Instructor Information:
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Office Hours: Monday and Wednesday from 9:45 a.m. to 10:45 a.m. at Central Campus
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Email to schedule an appointment

Course Information:
Course title: Texas Government
Course number: 2306
Section number(s): 73431 and 93438—Fast Track—January 20th-March 20th.
Credit hours: 3
Class meeting time(s): ONLINE ONLY. NO CAMPUS MEETINGS.

Course description: Origin and development of the Texas Constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

Course prerequisites: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards.

REQUIRED Textbooks and Materials


ISBN # 9780205927067

This is the only edition of the textbook that may be used. Do not purchase an “ala carte” version of this book. It will not contain all the necessary information. MyPoliSci Lab is NOT used in this class.
Program-Level Objectives for GOVT 2306
Government 2306 develops the following objectives from the Texas Higher Education Coordinating Board:

- Communication Skills
- Critical Thinking Skill
- Personal Responsibility
- Social Responsibility

Course-Level Objectives for GOVT 2306 Texas Government
From the Texas Higher Education Coordinating Board

Upon successful completion of this course, students will:

1. Explain the origin and development of the Texas constitution.
2. Describe state and local political systems and their relationship with the federal government.
3. Describe separation of powers and checks and balances in both theory and practice in Texas.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
5. Evaluate the role of public opinion, interest groups, and political parties in Texas.
6. Analyze the state and local election process.
7. Identify the rights and responsibilities of citizens.
8. Analyze issues, policies and political culture of Texas.

NLC GOVT Departmental GOVT 2306 Student Learning Outcomes (SLO’s)

Departmental Student Learning Outcomes (SLO’s)—SLO’s are assessed via writing assignments and/or surveys and quizzes. SLO’s are common assignments that must be assessed by every instructor at NLC.

1. 80% of students will evaluate the constitutional amending process in Texas, analyzing the results of the last four (4) special elections. This SLO will be evaluated through evaluating state special election results. Assignment 2 helps to generate a better understanding of elections, citizenship and current issues and policies in U.S. politics, as mentioned in Course-level Outcomes 6, 7 and 8.

2. 80% of students will identify and analyze their elected leaders in the Texas Legislature, demonstrating an understanding of the bicameral nature of the Texas state legislature, and the geographic representation it allows. This SLO will be evaluated through doing website research to learn more about specific elected representatives in Texas through Assignment 5. This assignment helps to generate a better understanding of the Texas Legislature and the political system, as mentioned in Course-level Outcomes 4 and 5.

3. 80% of students will identify and analyze the form and function of their local government, including its election process and current mayor. Students will evaluate the effectiveness of the local government’s website. SLO will be evaluated through doing website research to learn more about the local government each student resided under. Assignment 3 helps to generate a better understanding of local government and its relationship to the state and federal system, as well as informed citizenry, as mentioned in Course-level Outcomes 2, 6 and 7.
The Green Diploma

Care about community, the environment and sustainability? Add a 15 credit-hour sustainability concentration and receive the North Lake College Green Diploma! Available for all students and all majors, our Green Diploma is a graduation distinction awarded for the successful completion of designated courses that promote and embody sustainable values.

All of my courses taught in GOVT are certified through the Green Diploma program in all three categories: Environmental, Societal and Economic. You may go to the website provided in eCampus to get more information about signing up, what you may get out of it, and other courses you might already be signed up for that also meet the requirements. It’s a lot easier than you’d think to “Be Green”.

Contacting Your Instructor

I am available to answer your questions and help you in any way I can. If you have questions that cannot be answered by reading the syllabus or checking eCampus, please email me at amysmith@dcccd.edu. Your emails must follow the Email Etiquette guidelines explained in the eCampus course, under the Start Here button. Emails that fail to follow this may not be returned in a timely manner.

Timeline for email responses

Emails requiring assistance will be returned within 48 hours during the work week (Monday after 8 a.m. through Friday at 5 p.m.) and will be returned within 72 hours over the weekends, starting at 5 p.m. on Friday. I typically do not check emails after 8 p.m. on weekdays and not at all on weekends, unless there is something due. I am unavailable on holidays, including Spring Break. Please keep this in mind and do not wait until the last minute to contact me regarding questions about assignments or any other matters that may need immediate assistance. If your question in technical in nature, contact the eCampus help desk at 1-866-374-7169 or 972-669-6402.

Timeline for Grading

Unless otherwise stated, all assignments and discussion posts will be graded within 72 hours of their due dates, excluding weekends and holidays, including Spring Break. In the event of an extreme circumstance on my end, an announcement will be posted in eCampus with an explanation of when grades will be posted. I will be checking eCampus at least twice a week and updating grades, per grading policies. It is the student’s responsibility to be diligent about viewing his or her grades to check for grading feedback/potential errors.

Make Up Assignment and Exam Policy

You may make up assignments and exams (no extensions on exam 3) in EXTREME extenuating circumstances, with proper documentation (i.e. death of immediate family, hospitalization, illness with doctor’s orders). No other reasons will be considered. It will be your responsibility to alert me to these issues within 48 hours of the missed item if you want consideration. Discussion assignment cannot be made up for any reason.
No retakes on exams for poor grades and assignments may not be resubmitted for higher grades after the established deadlines.

Course and Exam Schedule

I. Chapter 1—The Social and Economic Milieu of Texas Politics
   Chapter 2—The Texas Constitution
   Chapter 3—Texas Government and Politics in the Federal System
   Chapter 12—Local Government in Texas

   **Exam 1**—Open from **JANUARY 20TH** at 8:00 a.m. until **FEBRUARY 5TH** at 8 p.m.

II. Chapter 4—Interest Groups and Political Power in Texas
    Chapter 5—The Mass Media in Texas Politics
    Chapter 6—The Party System in Texas
    Chapter 7—Elections, Campaigns, and Political Behaviors in Texas

   **Exam 2**—Open from **JANUARY 20TH** at 8:00 a.m. until **FEBRUARY 26TH** at 8 p.m.

III. Chapter 8—The Texas Legislature
     Chapter 9—The Texas Executive
     Chapter 11—The Judicial System in Texas

   **Exam 3**—Open from **JANUARY 20TH** at 8:00 a.m. until **MARCH 19TH** at 8 p.m.

Course Evaluation Grading Procedures

Grading Scale

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Total</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Content Exams</td>
<td>300 points</td>
<td>90%</td>
<td>A (450-500)</td>
</tr>
<tr>
<td>Five Critical Thinking Assignments</td>
<td>100 points</td>
<td>80%</td>
<td>B (400-449)</td>
</tr>
<tr>
<td>Three Discussion Assignments</td>
<td>100 points</td>
<td>70%</td>
<td>C (350-399)</td>
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<tr>
<td></td>
<td></td>
<td>60%</td>
<td>D (300-349)</td>
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</tbody>
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Extra Credit and Extra Point Policy—The only extra credit offered this semester is the Intro Discussion at the start of the semester. It is worth 10 points and is due no later than January 25th at 8 p.m. There will be no other extra credit offered—do not ask. Please do your best to keep up with all of the work, deadlines and requirements. I also do not “bump” up grades at the end of the semester. You will receive the grade you have earned.

Online Course Time Commitments

**Students should expect to spend a minimum of 3 contact hours weekly preparing for assignments, exams and discussions. This mirrors time spent in a classroom in a traditional face-to-face class and does not include typical study and research time.**
Students who do well in online courses tend to spend a minimum of 5 hours per week in preparation for and completing the content items.

**Graded Items**

**Exams**

- There will be 3 content exams. Each exam is worth 100 points—50 questions per exam.
- Each exam will consist of multiple choice and true false questions.
- Exams will be located in the “Power Points and Exams” tab in eCampus. They will only be available during the timeframe listed in the course syllabus and calendar.
- There are also no “re-takes” for poor exam grades. Be prepared when taking exams.
- All exams will be taken on eCampus, with a 1 ½ hour time limit. **The exam will shut down at 8 p.m.** and record the score based on what you’ve completed and count any questions not answered as incorrect. Please start your exam early to ensure you have the time allotted.
- You may and should use your textbook and provided power points when taking the exam.
- Exam questions will be based on the chapters listed in the syllabus. You are responsible for reading the chapters and familiarizing yourself with the materials.
- You are required to take all content exams—no drop grades.
- If you have a technical issue during the exam, please email me immediately. I will reset the exam as soon as I am able to. Please don’t wait until the last minute for this reason. Do not call the Help Desk for exam resets. They cannot perform this action. If I reset an exam for you, you will have to begin the exam prior to the deadline or you will be ineligible to take the exam.

**Critical Thinking/Writing Assignments**

- Five writing assignments will be due through the course of the semester. They are worth 20 points each for a total of 100 points over the course of the semester.
- **All assignments are due no later than 8 p.m. on the due date.**
- All assignments have different criteria, so please pay attention to specific assignment directions to be sure you meet the requirements.
- **All assignments must be typed in Times New Roman, 12 point font, following MLA formatting and must be submitted as either .doc or PDF.**
- **An MLA guide and example paper may also be found under “Student Resources” in eCampus.**
- If you have a need for assistance with any writing assignment, please refer to the Academic Skills Center portion on this syllabus.
- All assignments are due via eCampus. You will upload them under the Assignments tab. **DO NOT TYPE THEM IN THE SPACE PROVIDED OR CUT AND PASTE YOUR DOCUMENT.** No credit will be given unless you follow the directions for submissions.
- They must be typed in a document and uploaded according to the following directions:
  - Click on the Assignment tab in eCampus.
  - Browse for your completed, typed document.
  - Click the submit button.
- No assignments are accepted via email. If you miss the deadline to turn an assignment in (even by a few minutes), your assignment will not be accepted.
All writing assignments must be written in paragraph (essay) form. Do not number/letter paragraphs to denote a response to a certain question or use bullet points. Do not re-type the assignment prompts within the assignment.

You must follow the directions for full credit. This includes uploading it to the assignment per the instructions, proper in-text citations, works cited and page requirements.

You **MUST always** properly cite your sources. Failure to cite sources will result in a 0 for plagiarism.

Unless otherwise noted, all assignments are based on research and not your opinion. All assignments will require proper documentation.

Assignments are automatically checked for plagiarism on eCampus.

**NOTE:** Scholarly academic sources are required for every assignment. This means using peer-reviewed sources ONLY. If you have questions about what “peer-reviewed” means, see the writing center at NLC. Wikipedia is NEVER an acceptable source as it is not peer-reviewed.

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**Assignment 1—DUE JANUARY 27TH**

This assignment is designed to give a better understanding of how Texas operated within the federal system, separation of powers and checks and balances, public opinion, role of the citizens as well as the Texas Legislature in environmental issues, as well as current political issues. The Course-Level learning objectives being assessed are 2, 4, 5, 7 and 8. The Program-Level Objectives being assessed are Communication Skills, Critical Thinking, Personal and Social Responsibility.

Water scarcity is becoming a major issue for the world. The possibility of running out of water is becoming a reality for many U.S. states and cities. Court cases between states have erupted over “ownership” rights to waterways. Lakes, rivers and aquifers are slowly diminishing, creating major challenges for agriculture and electrical power.

There are several reason given for the decline in our water supply—climate changes causing drought, population increases, lack of conservation efforts, etc. It is estimated the residents of Dallas use 213 gallons of water per person, per day. On the economic side, it is estimated that the state of Texas could lose $12 billion annually if current drought conditions continue and the state fails to enact legislation. (Daily Texan, April 5, 2013).

For this assignment, research this growing problem of water scarcity and then use that research to formulate a paper that discusses the reason for water scarcity, what the federal and state governments are doing to help slow down this problem and what YOU think could be done by both the federal and Texas governments to help alleviate the concern people are having over dying crops, water restrictions, contaminated drinking water, etc.


This assignment MUST be a minimum of 2 pages, excluding your works cited information.
Assignment 2—FEBRUARY 4TH—SLO #1

80% of students will evaluate the constitutional amending process in Texas, analyzing the results of the last four (4) special elections.

Activity for Assessment: Participation in Texas Constitutional Amendment Elections: We have read about the procedures for amending the Texas Constitution. The Constitutional amendment (special) election is the most common method, but who participates in these elections? For this activity:

- Go to the Texas Secretary of State's website, and click on the link for historical election returns. (http://elections.sos.state.tx.us/elchist.exe)
- In the constitutional amendment elections (2007, 2009, 2011, 2013), find the proposition that got the highest vote total in each (Yes + No votes). Identify and provide a brief description of the proposition.
- Compare that with the number of registered voters (use the total at the bottom right of the chart). See the voter registration site: http://www.sos.state.tx.us/elections/historical/vrfig.shtml, for comparison). Provide the turnout percentage for the proposition in each year (turnout = # voters/# registered voters).
- Submit your data in a table, which should contain the following:
  a.) Year
  b.) Prop # & Description
  c.) Total Votes
  d.) Total Registered Voters
  e.) Turnout %

In a paragraph or two, tell me what these figures suggest for this democratic process. Who is likely to benefit from this method of amendment, and who is likely to be disadvantaged? Do you think this is an adequate method of changing a constitution? Why or why not?

Assignment 3—DUE FEBRUARY 18TH—SLO #3

80% of students will identify and analyze the form and function of their local government, including its election process and current mayor. Students will evaluate the effectiveness of the local government’s website.

I would like you to examine the website for your home city government. Consider that you are a newcomer to your city and need to learn about your city, the services it offers, and type of government it has. In a minimum of 2 pages, please include the following:

a.) Your city’s web site

b.) Your Website rating and rating’s justification. You will develop your own rating system. You might want to consider the following attributes (please be sure to rate using at least five (5) of these):

- First Impressions
- Navigation
- Content
- Attractors
- Findability
- Making Contact
- Browser Compatibility
- Knowledge of Users
- User Satisfaction
- Other Useful Information (see "10 Criteria to Evaluate a Website," http://www.mcil.co.uk/review/7-10-criteria.htm)

c.) Form of Government: List of the City Council members, including the mayor. Provide a brief biography of the mayor.
   1.) Does the council represent the population demographically? Why or why not?
   2.) Describe the election system (at large, place, single member, hybrid).

d.) When is the next election? Who is running (and are they opposed)? What other issues are on the next ballot?

e.) Have you ever participated in the political process (Local or National elections)? Why or why not?

f.) Based on what you should have learned thus far, do you think National government or Local government impacts you the most?

Works cited information is required.

Assignment 4—DUE MARCH 6TH

80% of students will identify and analyze their elected leaders in the Texas Legislature, demonstrating an understanding of the bicameral nature of the Texas state legislature, and the geographic representation it allows.

Click on the site below to find out who represents you in the Texas House of Representatives and the Texas State Senate. Be careful not to confuse your state legislators with your representatives the US Congress. Browse each representative's site carefully. Go to: http://www.fyi.legis.state.tx.us/

- Provide the district numbers and representative for each district and enclose a map of each district.
- How long has your Texas house member and state senator served in Congress? From which party?
- On what committees does he/she serve?
- What bills did your legislators author/sponsor in the last legislative session? If there are many, provide an example or two, and identify your legislators’ areas of interest (e.g., education, transportation, etc.).
- Provide a map of each legislator’s district. Pay close attention to the district map for each legislator. Does the district show any signs of gerrymandering? Explain.

In essay format, answer each of the previous questions in a minimum of 2 pages, excluding the map and works cited. The map you provide must be in addition to the 2 page minimum (you may not substitute the map for typed content).
Assignment 5—DUE MARCH 16TH—SLO #2

This assignment is designed to give a better understanding of our Texas Executive branch and the individuals who hold these important positions in our state. The Course-Level learning objectives being assessed are 1, 3, 4, 7 and 8. The Program-Level Objectives being assessed are Communication Skills, Critical Thinking, Personal and Social Responsibility.

For this assignment, you are going to research how the Texas plural executive operates and where the power to make decisions resides. Start with getting information on who the new Texas Governor and Lt. Governor are and what sphere of power each have within their respective offices. Give a little background on these individuals, including past offices, political affiliations and campaign promises. Next, explain the reasons Texas established a plural executive and why the Governor’s power has been slightly limited in our Constitution. Lastly, give some examples of issues that are facing our state and what actions you believe should be taken by our Executive and Legislative branches. These issues could include environmental topics such as air pollution, oil spills off our coast, plastic bag bans and fracking; social and economic topics such as immigration, gay marriage, abortion, healthcare, minimum wage, transportation and infrastructure, white flight, education, etc.

Write a minimum of 2 pages on the prompt above. Be sure to include your works cited in addition to the 2 pages.

Discussion Board (DB) Assignments

- You will participate in 3 asynchronous Discussions over the semester.
- Each discussion is worth 33.3 points each (11.1 points per post) for a total of 100 points over the course of the semester.
- To post:
  - Click on the Discussion Boards tab in eCampus.
  - Click on the DB link.
  - Click on “Create thread” for your initial post. Make your posting.
  - Click on your classmates posts once completed to “reply” to his or her initial postings.
- Failure to cite sources will result in 0 for academic dishonesty for the initial posts. Subsequent posts will be based on your opinion and reaction to your classmate’s research.
- Wikipedia is NEVER an acceptable source as it is not peer-reviewed.
- In order to get full points for each of the 3 Discussions, you must post a minimum of 3 times for each discussion:
  - 1 initial post, answering the question(s) posed. Must be a minimum of 100 words.
  - 2 classmate reaction posts. Must be a minimum of 50 words each.
  - They MUST be thoughtful posts, with a full explanation, agreeing or disagreeing with a classmate.
- Remember that all posts are open to the entire class to view. You are free to express yourself, but be mindful of your classmates when posting. You may be held accountable to them for your words and content. Be respectful of everyone’s opinions.

DB #1--Open from JANUARY 20TH at 8 a.m. until FEBRUARY 5TH at 8 p.m.

Assignment Purpose: We are faced with more and more experts discussing our need to save the environment at the same time we are attempting to deal with a possibility of “peak oil”. It is
important that we some perspective, based on research, on the debate going on in Congress, between states, within states, amongst political parties and interest groups as well as interested citizens on the building of the Keystone Pipeline. Course-Level Objectives being assessed in this discussion are 2, 3, 4, 5, 7 and 8.

Based on recent geopolitical, environmental and sustainability issues, what should the U.S. do about energy (oil) dependence? Research the Keystone Pipeline and explain why this has been such a key political issue recently. What environmental concerns are causing officials to delay its construction? What economic impact could it have on the U.S. job market? What role does Texas play in this controversy? Discuss the pipeline’s pros and cons with your classmates.

Here are a couple of links of current event articles on this issues. These should be used in addition to the research you conduct.


http://stateimpact.npr.org/texas/tag/keystone-xl-pipeline/

This discussion requires research for your initial post. You must include works cited information.

**DB #2—Open from JANUARY 20TH at 8 a.m. until FEBRUARY 23RD at 8 p.m.**

Assignment Purpose: We live in an age of unbelievable media and social media presence. For those with social media accounts, have you ever put something out there you wish you could take back, but you can’t because the damage has already been done? More and more news stories reveal cautionary tales of tweets gone wrong and things being said that, in hindsight, people wish they kept to themselves. This discussion will assess Course-Level objectives 5-8, but highlighting public opinion, elections, role of citizens as well as current issues.

Now, what if you are a politician and you’ve just made this mistake. Should they be more accountable (held to a higher level) for their social media gaffs just because everyone knows their names and they’ve been elected to (or running for) some political office?

For this discussion, read the “Talking Texas”—Telling a Bad Joke portion of Page 128 in your textbook, then discuss how the media has changed over the last couple of decades and how this may impact the political arena. Is this change a good one or have we gone too far in our Freedom of Speech (freedom to tweet) and Freedom of the Press?

**DB #3—Open from JANUARY 20TH at 8 a.m. until MARCH 18TH at 8 p.m.**

Assignment Purpose: Have you ever wondered what a legislative body was thinking when they decide to pass or reject a law? Without having access to insider information, the process can seem mysterious and corrupt at times. For this assignment, we are going to take a look at one of the most controversial and salient issues of our day—gun control and the 2nd Amendment. Congress and many states have been heavily debating this since Newtown (and before). This discussion will assess Course-Level Objectives 2, 3, 4, 6, 7 and 8.

The Texas legislature has been considering concealed carry on campus and some school districts in our state (and others) have approved it. The state legislature of Georgia recently passed some highly controversial
laws regarding taking guns into bars, churches and changed the rules about “accidentally” forgetting your gun is with you at the Atlanta airport. There are many opinions to be considered.

1.) I want you to consider the gun control debate, including the issue of background checks, mental health awareness, the desire to ban assault weapons and the recent open carry in Texas protests.

2.) Second, in a discussion format, post your thoughts (and research) on the following:
   a.) What are your thoughts on the issue of gun control?
   b.) Should Texas become an Open Carry state (which is supported by both candidates for Texas governor)?
   c.) What, if anything, do you think Congress and the Texas Legislature should do to halt gun violence?
   d.) As college students, what are your thoughts about having Concealed Carry on college campuses?

**Instructor’s Academic Dishonesty/Plagiarism Policy**

Throughout this course, you will pursue your studies with integrity and honesty; this means any words, thoughts, ideas, and data that is not your own you will provide the appropriate credit.

Plagiarism includes the following:

- Failure to cite the source of any material borrowed from an outside source properly, including failure to use quotation marks, paraphrases, and bibliographic information.
- Submitting any assignment that you did not write for this class (this includes assignments written for another class, essays purchased online or written by someone else).
- “Sharing” ideas that seem to be replicated in someone else’s work.

If a student is caught cheating or plagiarizing ANYTHING in this class, you will be reported to the Dean of Liberal Arts for the 1st offense. Further cheating will result in an F for the course.

**NLC INSTITUTIONAL POLICIES**

**ACADEMIC DISHONESTY**

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion”.

Academic dishonesty may result in the following sanctions, including, but not limited to:

- A grade of zero or a lowered grade on the assignment or course.
- A reprimand.
- Suspension from the college.
NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation.

You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations.

If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.

http://www.northlakecollege.edu/resources/disability.html

STOP BEFORE YOU DROP

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges.


DROP POLICY

If you are unable to complete this course, you must officially withdraw by FEBRUARY 28, 2015. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course.

This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester.

For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.
FINANCIAL AID STATEMENT

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester.

**Students who fail to attend or participate by the College Certification Date of JANUARY 27TH, 2015 are also subject to this policy.**

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at [http://www.fafsa.ed.gov](http://www.fafsa.ed.gov).

COUNSELING SERVICES

Counseling services for personal issues are provided to all students currently enrolled at NLC. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters) at no charge. With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills.

To make an appointment call 972-273-3333.

THE ACADEMIC SKILLS CENTER (ASC)

The ASC provides a variety of services designed to help students develop and improve their writing and language skills. In the ASC, we have:

- The iRead Lab which offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The ESOL lab, with computer access, is open for students to work on assignments or homework.
- Free tutoring for students enrolled in foreign language courses at North Lake.
- The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- The Online Writing Lab (OWL) for students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.

1.) After logging on to eCampus, click on the Community Tab at the top.
2.) Type “Owl” in the search field and click “Go.”
3.) Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
4.) Once enrolled, students can receive services from the OWL.

The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access. For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.