This course syllabus is intended as a set of guidelines for Principles of Marketing (L). Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Course Information
Course title: Principles of Marketing (L)
Course number: MRKG 1311
Section number: 73001
Credit hours: 3
Class time: TBA

Course Description
Introduction to the marketing functions; identification of consumer and organizational needs; explanation of economic, psychological, sociological, and global issues; and description and analysis of the importance of marketing research

Learning Outcomes
Identify the marketing mix components in relation to market segmentation; explain the economic, psychological, sociological, and global factors which influence; consumer and organizational decision-making processes; outline a marketing plan; interpret market research data to forecast industry trends and meet customer demands (3 lec)

Prerequisites: The student should be able to read and write at the college level in order to take this course.

Required or Recommended Textbooks and Materials
ISBN 1-930789-27-0
http://www.textbookmedia.com/Products/ViewProduct.aspx?id=3707
Course Objectives

- Critique mission statement
- Analyze social/cultural forces
- Analyze economic forces
- Analyze political/legal forces
- Analyze competition
- Analyze technological forces
- Examine target markets
- Assess market potential
- Conduct market research
- Determine product strategy
- Determine pricing strategy
- Determine promotion strategy
- Determine distribution strategy
Specific Course Outline

- Introduction to Marketing
- Environment of Marketing
- Market Research
- Markets
- Products
- Marketing Planning
- Place
- Price
- Marketing Communications
- Personal Selling
Performance Objectives

SCANS Competencies

The Secretary's Commission of Achieving Necessary Skills (SCANS), established in 1990, defined a common core of skills that constitute job readiness. The Office Technology Department at North Lake College is committed to prepare you with the knowledge and skills you need to succeed in today's dynamic work environment.

|--------------------|----------------|--------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>SCANS FOUNDATION SKILLS</th>
</tr>
</thead>
</table>
Workplace Skills

1. Work ethics.
2. Implement responsibilities of job position including exhibition of dependability, demonstrating high confidentiality, and meeting of organizationally defined expectations.
3. Operate within scope of authority adhering to company rules, regulations, and policies as established including interpretation of employer/employee handbook and procedures.
5. Practice time management and follow work schedule.
6. Assume responsibility for own decisions and actions.
7. Exhibit pride and positive attitude.
8. Display initiative and enthusiasm in undertaking new tasks.
9. Show assertiveness appropriate to the situation.
10. Seek work challenges.
11. Understand and apply ethical principles to decision-making.
12. Understand the importance of providing good customer service (internal and external).
13. Exhibit ability to handle stress.
14. Participate in meetings in a positive and constructive manner.
15. Maintain state-of-the-art skills through participation in in-service or other training.
17. Interpersonal relationships.
18. Respect individual diversity.
19. Respond to praise or criticism.
20. Provide constructive criticism or praise.
21. Channel and control emotional reactions.
22. Resolve conflicts.
23. Display a positive attitude.
25. Employ appropriate skills for gathering and retaining information.
26. Interpret written, graphic, and oral instructions.
27. Identify problems.
28. Clarify individual and company purposes and goals.
29. Identify available solutions and their impact including evaluation of credibility of information, and location of information.
30. Evaluate options.
31. Set priorities.
32. Select/implement options/decisions including prediction of results of proposed action.
33. Organize personal workloads.
34. Participate in brainstorming sessions to generate new ideas and solve problems.


Student Learning Activities, Outcomes, and Assessments

Student Learning Outcomes (reference WECM)

All students at the MRKG 1311 course level will identify a 70% level of achievement/proficiency for the marketing mix components from a Classroom Assignment.

All students at the MRKG 1311 course level will identify a 70% level of achievement/proficiency for market segmentation from a Classroom Assignment.

All students at the MRKG 1311 course level will identify a 70% level of achievement/proficiency for the environmental factors which influence consumer decision-making processes from a Classroom Assignment.

<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>LEARNING OUTCOME</th>
<th>ASSESSMENT</th>
<th>SCANS COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>These workplace competencies are accomplished through student participation in discussions and completion of assignments and tests. Students allocate time and other resources to accomplish these tasks in a timely manner.</td>
<td>Produce written and oral communications that keep to a main point and avoid unnecessary information.</td>
<td>Objective tests</td>
<td>1.0 Resources:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussions</td>
<td>1.1 Manages Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written assignments</td>
<td></td>
</tr>
<tr>
<td>These workplace competencies are accomplished through student participation in groups and other cooperative learning activities.</td>
<td>Adjust communication to suit the needs, experiences and cultural sensitivities of a particular audience.</td>
<td>Group projects</td>
<td>2.0. Interpersonal:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1 Participate as a member of a team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.2 Teaches other new skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.4 Exercises Leadership</td>
</tr>
<tr>
<td>2.6 Works with diversity</td>
<td>3.0 Information:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>These workplace competencies are accomplished through finding and reading articles to complete assignments. Students are required to research, analyze and interpret the topic and communicate their findings in writing.</td>
<td>3.1 Acquires and evaluates information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize the varying reliability of sources of information including problems of logic, factuality and authority in relation to a given subject or question. Use a computer word processing program to generate and revise text.</td>
<td>3.2 Organizes and maintains information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students investigate management issues and recognizing that there is a close association with various systems including political/legal, economic, social/cultural and technological. Students are required to predict trends of these systems and determine their impact on management decisions.</td>
<td>3.3 Uses computers to process information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to form conceptual business models from written material that contains descriptions of actions. Scan the business environment.</td>
<td>4.0 Systems:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students use email to correspond with instructor and classmates. They use the Internet (including library data bases) to search for information to complete assignments. Students use word processing software to produce assignments and presentation software for presentations. Students access course syllabus, discussions and lecture notes via the Web.</td>
<td>4.1 Understanding systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use two or more different data bases to obtain the answer to a posed problem that requires the combined use of several sources.</td>
<td>4.2 Monitors and corrects performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written projects Discussions</td>
<td>Written assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective tests Discussions Written assignments</td>
<td>5.0 Technology:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Applies technology to task</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Means of Assessment
Evaluation is a process to appraise your performance over the duration of the semester and to indicate areas of improvement. Students will be held to standards similar to those found in the workplace. I expect you to complete your work on time with an open willingness to learn. You are responsible for understanding how your work will be graded in this course.

Various learning activities will be used to accomplish the course objectives. Readings are used to introduce materials, methods, and concepts. A complete list of textbook and online readings can be found in the Schedule of Assignments found under Information in the eCampus classroom. Because the majority of the lecture material for the class is delivered online, students should be prepared to spend several hours each week reading, comprehending and discussing course material. The lectures are augmented by assignments and class discussions with fellow students.

NOTE: The class calendar Schedule of Assignments is an official course document and is an extension of the syllabus.

It is HIGHLY RECOMMENDED that you follow the week by week course outline and complete and submit discussions, assignments and tests as scheduled. If you should fall behind, contact the instructor; however all work MUST BE COMPLETED NO LATER THAN midnight the first Monday, during the week of finals! No work will be accepted after this date and time.

To measure the extent to which students attain the objectives of the course, the following will be graded: tests, assignments, journals, and discussions.

Tests
Tests cover the major parts of the readings and their related discussions. They gauge how well you can recognize and apply the course materials. The tests could include any or all of the following types of questions: true/false, multiple choice, matching, short answer and fill-in-the-blank. Most of the questions are application-based and will require you to actively and skillfully apply information gathered from experience in problem solving. You will be required to know the terminology in the readings as well as application of terms and concepts. It is likely that you will NOT simply be able to turn to a certain page number to find the answers. Prepare for the test by completing the readings, assignments and discussions BEFORE taking the test.

Once a test has been started, you must finish the entire test. If you are knocked off line while taking a test, contact me and I will make arrangements for you to complete the test again.

All tests will be counted equally. Each test is worth 100 points, graded on a scale of 0-100.

Assignments
Your grade is based upon results, not efforts. Assignments ensure participants effectively learn the subject matter at hand. Submission of assignments begins the evaluation process and involves both the student and the instructor. Students are allowed and expected to correct assignments. If assignments are submitted before the "due date," a perfect grade is possible. Assignments submitted on the "due date" will lose an important safety cushion. The slightest imperfection or misunderstanding will automatically cost points. The best approach is to submit assignments early. The "due date" means the last day of the week on which assignments are scheduled. Refer to the Schedule of Assignments.

Each written assignment will contain short essay questions, each of which carry the same weight. Most of the time, an online video must be viewed or a Web site visited in order to complete the assignment. When you visit a Web site, you are required to research information from the Web site/sites listed and then ANSWER THE QUESTIONS posed in the question. DO NOT copy
information from the Web site, unless the question asks for specific data. Some assignments are
graded on the accuracy of the information you provide; others are graded on the quality of your
conclusions or recommendations from a logical, ethical, and/or legal standpoint. There is no
specified length for assignments.

Because Web Pages are constantly being revised and updated, and Internet servers are not
always dependable, some of the URL’s in the assignments may not function properly. In that
event there are several alternatives that you are to try. First, try accessing the site via the "index"
page, i.e. www.whatever.com (this is NOT a site), or if it is a government agency it would be
".gov" or ".org" for some type of organization. Most index pages have a "search" function that will
allow you to search based on a topic or a couple of key words. If you cannot access an index
page, try a search on www.google.com. If you run across a site you think is helpful email the site
address to me and I'll post it.

ALL ASSIGNMENTS MUST BE COMPLETED - NO EXCUSES. Assignments are due on the dates
indicated in the Schedule of Assignments.

HINT: Even though assignments are submitted through the eCampus course, you should find it
helpful to write your answers and save them as a document. Copy and paste your answer into the
space provided. In this way, you will have a copy of your answer.

Written assignments are graded using the Assignment Rubric.

Discussions
Discussions are open-ended questions related to the assigned reading content. The instructor will
post several questions to guide the discussion. You are required to discuss or debate these
questions with other course participants. You should participate in each Discussion twice. First,
give your comments on the question, and second, respond to one of your classmate's comments.
Be sure to use common courtesy in responding to comments made by other students.

You will be graded on the quality of your answers. There will not necessarily be "right" and
"wrong" answers. Rather, submit your answer and explain it. Your explanation should include
course material and novel examples. Explanations should demonstrate your ability to consider and
address advantages and disadvantages of your approach. Also be prepared to question, respond
to, and critique others' answers and explanations. These questions, responses, and critiques will
be a part of this grade.

Discussions are graded using the discussion rubric (Blackboard Threaded Discussion).

Journals
In this class, you will keep a journal about the discoveries you make about yourself and what you read and/or
experience about management.

When you are writing a summary and response journal, you write two full paragraphs. Each paragraph will have
approximately 8-12 sentences. The first paragraph summarizes what you have read, and the second paragraph
communicates your response to what you have read.

Use the starter guides below. You may write as many entries as you wish, but not all will be graded. (See Rubric.)

I reserve the right to give extra credit for additional journal entries of exceptional effort.

- Something important I learned this week is . . .
- A few things I liked about the readings this week are . . .
- One of the ways I can see myself growing is . . .
- The class this week was particularly . . .
Something that threw me for a loop this week was . . .
- Discuss something you learned this week that has influenced your thinking.
- The best thing that happened to me in class this week was . . .
- We have explored several new ideas this week. Are you confused by any of them? Do you disagree with any of them? If so, which ones? Explain your confusion or disagreement.
- A significant problem I am successfully working on is . . .
- What more would like to learn about some of these topics?
- A new idea I am trying out for myself is . . .
Evaluation Procedures
To measure the extent to which students attain the objectives of the course, the following will be graded: tests, assignments and discussions.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Chapter Tests</td>
<td>100</td>
</tr>
<tr>
<td>1 Discussion</td>
<td>20</td>
</tr>
<tr>
<td>5 Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>80</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Rubric: Assignment

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>20 Points</th>
<th>10 Points</th>
<th>5 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Content</td>
<td>Answers clearly address the questions and offer evidence/examples to support opinions.</td>
<td>Questions are answered clearly, but examples/supporting points are vague.</td>
<td>Questions are answered very briefly, but no support is given as proof.</td>
<td>Questions are not answered or answers are incorrect.</td>
</tr>
<tr>
<td>Organization</td>
<td>Answers are very organized. Ideas flow from one to the other, presented in essay fashion.</td>
<td>Answers are organized, but missing some parts of the essay.</td>
<td>Answers are not organized. One topic does not flow into the next.</td>
<td>The main question is not answered.</td>
</tr>
<tr>
<td>Spelling/grammar/punctuation</td>
<td>Answers are free of spelling, grammar and punctuation errors, and ideas are expressed clearly.</td>
<td>A couple of errors may be present, but the answers still flow well and make sense.</td>
<td>Some spelling and punctuation errors; answers are harder to follow.</td>
<td>Many errors and answers are incomplete and/or unclear.</td>
</tr>
</tbody>
</table>

Rubric: Blackboard Threaded Discussion

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>20 Points</th>
<th>10 Points</th>
<th>5 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Response to Instructor</td>
<td>Response answers the instructor's question in 200 words or more.</td>
<td>Response answers the question in less than 200 words, but at least 100.</td>
<td>Response is answered in less than 100 words.</td>
<td>Response is not given.</td>
</tr>
<tr>
<td>Response to Another</td>
<td>Student provides answer to instructor's question and response to another student.</td>
<td>Student answers instructor's question, but does not respond in any thread.</td>
<td>Student answers instructor's question, but does not respond in any thread.</td>
<td>Student does not answer or respond in any thread.</td>
</tr>
<tr>
<td>General Content</td>
<td>Responses clearly address the question and offer evidence/examples to support opinions.</td>
<td>Question is answered clearly, but examples/supporting points are a bit thin.</td>
<td>Question is answered, but explanation is vague.</td>
<td>Question is answered very briefly, but no support is given to back it up.</td>
</tr>
<tr>
<td>Spelling/grammar/punctuation</td>
<td>Responses are free of spelling, grammar and punctuation errors, and ideas are expressed clearly.</td>
<td>A couple of errors may be present, but the responses still flow well and make sense.</td>
<td>Some spelling and punctuation errors; responses are harder to follow.</td>
<td>Many errors and responses are incomplete and/or unclear.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>All required postings are listed early enough for others to read and respond.</td>
<td>All required postings are listed, but some not in time for others to read and respond.</td>
<td>Some or all of the required postings are missing, most at the last minute without allowing for response time.</td>
<td>Some or all of the required postings are missing.</td>
</tr>
</tbody>
</table>

NOTE: Although your messages will not be screened before you post them, we do reserve the right to remove your messages if you reduce the value of this space.

Rubric: Journal Entries

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Strong voice and tone that clearly addresses</td>
<td>Appropriate voice and tone. The purpose is</td>
<td>Attempts to use personal voice and</td>
<td>Demonstrates limited awareness of use of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the purpose for writing. largely clear. tone. Somewhat addresses the intended purpose. voice and tone. Limited evidence of intended purpose.

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Many interesting, specific facts and ideas are included.</th>
<th>Many facts and ideas are included.</th>
<th>Some facts and ideas are included.</th>
<th>Few facts and ideas are included.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions</td>
<td>All grammar and spelling is correct.</td>
<td>Only one or two grammar and spelling errors.</td>
<td>A few grammar and spelling errors.</td>
<td>Many grammar and spelling errors.</td>
</tr>
</tbody>
</table>

**Exams and Assignments**

There will be four major exams, five discussions/journals, and five assignments in this course.

**Grading Scale**

| 90 – 100 | = A |
| 80 – 89   | = B |
| 70 – 79   | = C |
| 60 – 69   | = D |
| Below 60  | = F |
**Discipline/ Course/ Department/Policies**

Students should spend at least 3 hours per week preparing for class.

Read the online lecture, **Textbook** chapter(s), and watch its videos

Read the **Learning Objectives** at the beginning of each lesson and textbook chapter. (The objectives summarize the key points in the course and provide a guide for studying the information found in the test questions.)

Read the **textbook chapter** at least twice. The first time scan the chapter topics reading the major points, and then the second time, concentrate on trying to understand the information, which will require asking yourself questions about what you are reading.

Paraphrase the definitions for each **Key Term** found throughout and in the glossary.

Keep a **journal**. The journal is an ongoing record of your answers to questions posed in the online Lessons. Some of your journal will be graded, but answering all of them will help you learn the material.

Complete the **Assignments**. There are graded assignments. (You will not be asked to submit all assignments in the textbook.) Sometimes you may be asked to share some assignments with collaborative group members. Even though some assignments are not submitted for credit, you are expected to complete these assignments. The topics in some of the chapters or activities may be needed in future assignments. Learning the subject matter depends upon "your" commitment to the learning process.

Participate in the **Discussions**. Discussion are graded.

Take the **Tests**. The tests are worth 100 points each. Tests cover the course material. [Practice test questions are found online in the lesson.)
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".

1. The Vice-President of Academic & Student Affairs may initiate disciplinary proceedings against a student accused of academic dishonesty.

2. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion.

3. Cheating on a test includes:
   a. Copying from another student’s test paper;
   b. Using, during a test, materials not authorized by the person giving the test;
   c. Collaborating with another student during a test without permission to do so;
   d. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test.
   e. Substituting for another student, or permitting another student to substitute for you to take a test; and
   f. Bribing another person to obtain an unadministered test or information about an unadministered test.

4. "Plagiarism" means the appropriation of another’s work (ideas and/or words) and the unacknowledged incorporation of that work in one’s written work offered for credit. Quotes not identified as quotes constitute a form of plagiarism even if the borrowed ideas are documented.

5. "Collusion" means an unauthorized collaboration with another person in preparing written work offered for credit.

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

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. 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 (A430)
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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as "directory information" to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

ADMINISTRATIVE WITHDRAWAL
Students with valid extenuating circumstances may be eligible for an administrative withdrawal by the Dean of the Division in which the course or courses are taught. An administrative withdrawal will not be awarded to students who simply fail to withdraw prior to the last day to receive a "W." The request for an administrative withdrawal must be made in writing to the Dean of the Division with any supporting documentation attached. This must occur before the last official day of the semester.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by: Thursday, April 16, 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.

**STOP BEFORE YOU DROP**

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: http://www1.dcccd.edu/coursedrops.

**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 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.

**COUNSELING SERVICES (A311)**

Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters). 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 or visit A311. For additional information, go to: http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx

**THE ACADEMIC SKILLS CENTER (ASC)**

The ASC is designed to provide the following assistance to students:

- An **ESOL lab** with computer access.
- Free tutoring for students enrolled in **Foreign Language** courses.
- The **iRead lab** offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- 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)** allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.
  - After logging on to eCampus, click on the Community Tab at the top.
  - Type “Owl” in the search field and click “Go.”
  - Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  - 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.

**TESTING CENTER (A 425)**

Monday-Thursday: 8:30 a.m. – 8:00 p.m.
No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 8:00 p.m.
Friday-Saturday: 8:30 a.m.-3:30 p.m.
No tests will be issued after 2:30 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 3:30 p.m.
Sunday – CLOSED

If you instructor requires you to complete an exam in the Testing Center, be sure to have the following
information when you request you test:

1. Instructor’s name
2. Subject, course number, and section number (exp: Speech 1311.7011)
3. Exam number (1st, 2nd, 3rd, etc.)
4. Exam deadline (Get this information from your instructor. The testing staff cannot look up this information on computers).
   You should also bring the following supplies:
5. Pencil
6. Scantron answer sheet
7. A Test Request Form must be completed before entering the Testing Center.
9. Government or school issued photo identification is required & enforced.

   Please show courteous and cooperative behavior while using the services provided by the Testing Center.
   DO NOT bring children to the Testing Center. You must make arrangements for the care of your children prior to your exam date. The police department will be notified of any unattended children.
   DO NOT take any testing materials with you when you leave the Testing Center. This includes the test, answers, charts, scratch paper. These items will be attached to your test.

   Questions? Please visit the Testing Center (A 425) or call 972-273-3160.

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, November 4, 2014</td>
<td>Schedule becomes “viewable” on web</td>
</tr>
<tr>
<td>Tuesday, November 18, 2014</td>
<td>Priority Registration Begins</td>
</tr>
<tr>
<td>Monday, November 24, 2014</td>
<td>Regular Registration Begins</td>
</tr>
<tr>
<td>Wednesday, January 14, 2015</td>
<td>Registration Ends</td>
</tr>
<tr>
<td>Tuesday, January 20, 2015</td>
<td>Semester Begins</td>
</tr>
<tr>
<td>Wednesday, February 19, 2015</td>
<td>District-wide Staff Development, NO CLASSES</td>
</tr>
<tr>
<td>Friday, February 20, 2015</td>
<td>District-wide Day-of-Service, NO CLASSES BEFORE 5:00pm</td>
</tr>
<tr>
<td>Monday, March 9, 2015</td>
<td>Spring Break Begins, NO CLASSES</td>
</tr>
<tr>
<td>Monday, March 16, 2015</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Friday, April 3, 2015</td>
<td>Spring Holiday, NO CLASSES</td>
</tr>
<tr>
<td>Thursday, April 16, 2015</td>
<td>Last Day to Withdraw with “W”</td>
</tr>
<tr>
<td>Monday, May 11, 2015</td>
<td>Finals Week begins</td>
</tr>
<tr>
<td>Thursday, May 14, 2015</td>
<td>Spring Semester Ends</td>
</tr>
</tbody>
</table>
**Course Schedule**

Class will not meet due to the following holidays:

**Spring Break Week:** 3/9/2015

The last day of class is **5/14/2015**. The last day to withdraw from class is **4/16/2015**. Please see your instructor before withdrawing. When you are told to complete and turn in assignments, save your file and turn it in through email or Blackboard per your instructor’s directions. If your assignment says to turn in multiple steps, you must save each step and turn those in.

<table>
<thead>
<tr>
<th>Schedule of Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
</tr>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>Week 2</td>
</tr>
<tr>
<td>Week 3</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 7</td>
</tr>
<tr>
<td>Week 8</td>
</tr>
<tr>
<td>Week 9</td>
</tr>
<tr>
<td>Week 10</td>
</tr>
<tr>
<td>Week 11</td>
</tr>
<tr>
<td>Week 12</td>
</tr>
<tr>
<td>Week 13</td>
</tr>
<tr>
<td>Week 14</td>
</tr>
<tr>
<td>Week 15</td>
</tr>
</tbody>
</table>
Study Schedule

Weekly Study Schedule for Students
It’s tempting to procrastinate in a class, which means it’s very easy to get behind – and very hard to get caught back up. It is strongly recommended that you work out your typical weekly schedule so you’ll have a general guide for incorporating study time in with your other activities. NETnet has provided the following chart to help make this task a little easier. It’s important to establish a realistic schedule and keep to it. If you know you always watch a particular television show, go ahead and schedule that in. Give yourself rewards for assignments completed and punishment for work missed. Make your favorite show or a going to a movie your reward. If you don’t finish the assignment — no favorite TV show or movie that week. Successful students spend 2 to 3 hours regularly each week for each hour of credit for a class. For example, a 3-hour credit class requires a minimum of at least 6 to 9 hours of work each week of the semester to complete all requirements.

Time Management and Scheduling Tips
- Use a semester calendar to lay out your deadlines. If your instructor did not provide specific deadlines, set your own and meet them.
- Arrive a little earlier to work; use that time for studying.
- Get up a 1/2 hour early and use that time to go over new material.
- Spend your lunch hour away from the TV or friends – spend that time studying.
- Review the syllabus, study guide, or notes while waiting in long lines, before appointments, for the kids at the dentist (school, dance lesson, etc.).
- Set your mind to work steadily for 30 minutes - and keep to it. (Using a timer or wristwatch with an alarm can be a big help. That way, you won’t have to guess what time it is or keep looking at the clock - you can concentrate on studying).

Directions:
Fill in the 30-minute time slots on the schedule with the following information:
- Fill in your nonflexible times (work hours, scheduled classes, etc.) with specific information
- Fill in your flexible times related to those nonflexible ones (travel time to work or school, lunch, break, etc.)
- Fill in your other activities (clubs, extracurricular activities, meetings, etc.) that happen less than once a week
- List family responsibilities (babysitting siblings, carpool, etc.) that occur regularly. If the situation allows, taking a book along can ease the time spent waiting and can help accomplish study time needs at the same time.
- List DEDICATED STUDY TIME (DST). This will be time that you will reserve for study; only a legitimate emergency will be allowed to disturb it. For a 3-hour class, you’ll need to schedule at least 12 half-hour time slots of DST each week.
- Try to schedule a 1/2-hour or an hour of ‘TRY TO STUDY TIME’ before or after this Dedicated Study Time segment.
- List TRY TO STUDY TIME (TST). This will be time that you are planning to do nothing but study, but recognize that it may be interrupted. If it does get interrupted, remember to grab some catch-up time.

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>