NORTH LAKE COLLEGE
5001 N. MacArthur Blvd. Irving, Texas 75038-3899

MUSI 1306: MUSIC APPRECIATION ONLINE

2015-MUSI-1306-73426

ARTS, BUSINESS, SPORTS SCIENCE, AND TECHNOLOGY
LEARNING CENTER

Business and Technology Laboratories
Studios for the Arts Sports Complex

Office Hours: 8:00 a.m. – 8:30 p.m. Mon-Thu, 8:00 a.m. – 4:30 p.m. Fri
Location: T135, Telephone: 972-273-3450

Course Syllabus – Spring 2015

Instructor: Jim Eger

Office: Virtual Only hours. On campus meetings may be arranged by appointment.

Virtual Office Hours Online: M,T,W,R,F,S 8:00 am to 9:00 am

Office Phone: (972) 273-3576

E-Mail Address for all communication: JEGER@DCCCD.EDU Please include your course section number on e-mails. (Most course communication will be via e-mail. Confirm that your e-mail is correct in eCONNECT).

Course web link: http://www.northlakecollege.edu/online-resources/Pages/default.aspx
TEXT & AUDIO RECORDINGS Required:

LISTEN
Kerman/Tomlinson,
paperback, edition e7 ISBN:
978-0-312059347-6
paperback (Required)

DVD Included.
Bedford/St.Martin's Press, ----- Available new/used NLC Bookstore, Alternate formats include:

eTEXT, eTEXT with Streaming Music, Rental.
COURSE ORGANIZATION OUTLINE:

Starting Assignments:

---Please complete the ungraded Pre-Test week one. (Complete the Post-Test at the after completing the course). The link is found on the ANNOUNCEMENTS page and will also be emailed to you.

---Complete your student acknowledgment form/test on the START HERE page before doing any assignments below.

Consult the Course Calendar Tab for a detailed list of due dates for all assignments, quizzes, tests and additional course work.

Starting Assignment: Write a creative definition of Music. Directions found under ASSIGNMENTS tab.

TEXT READING AND ORGANIZATION

Chapter 1 LISTEN Rhythm, Meter, and Tempo
Chapter 2 Pitch, Dynamics, Tone Color: Interlude: Musical Instruments
Chapter 3 Scales and Melody
Chapter 4 Harmony, Texture, Tonality, and Mode
Chapter 5 Musical Form and Musical Style
Chapter 6 The Middle Ages (Global Perspectives 1:Sacred Chant)
Chapter 7 The Renaissance, (Global Perspectives 2: Music and European Colonialism)
Chapter 8 The Early Baroque Period (Global Perspectives 3: Ostinato Forms)
Chapter 9 The Late Baroque
Chapter 10 Baroque Instrumental Music
Chapter 11 Baroque Vocal Music
Chapter 12 Prelude: Music and the Enlightenment
Chapter 13 The Symphony
Chapter 14 Other Classical Genres (Global Perspective 4: Musical Form-Case Studies from Asia)
Chapter 15 Beethoven
Chapter 16 Music after Beethoven: Romanticism
Chapter 17 Early Romantics
Chapter 18 Romantic Opera
Chapter 19 The Late Romantics (Global Perspectives 5: Musical Drama Worldwide)
Chapter 20 Prelude: Music and Modernism
Chapter 21 Early Modernism
Chapter 22 Alternatives to Modernism
Chapter 23 The Late Twentieth Century Chapter 24 Music in America; Jazz and Beyond (Global Perspectives 6: African Drumming Global Perspectives 7: Global Music)
Other Assignments Include:

- Combined Global Music Unit (Chapter Guide)
- Film Music History Unit
- *Amadeus* Film Report - Essay (Assignments Tab) Bonus
- Symphony Concert Report/Review - required (Assignments Tab)

Course Study Outline

Read the **START HERE** information and complete the student acknowledgment form/test

Complete all assignments as scheduled on the official [COURSE CALENDAR](#) tab.

**Course Procedure:**

- Read the Chapter Guide Study the assigned material in each textbook chapter and listen to the audio recordings. Take notes on the information and musical material.
- Take the *Chapter Quiz* included at the bottom of the Chapter Guide folder. These may be repeated for credit.
- Take the ungraded *Practice Test* before taking TEST I
- Take the Four *Unit Tests* as scheduled in the Course Calendar
- Complete the additional Film Music Unit
- Complete the Global Perspectives Unit
- View the film *AMADEUS* and submit your essay. BONUS ASSIGNMENT
- Attend the approved Symphony/Classical music concert during the semester and submit your review/report (Found under Assignments)
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Chapter/Assignment</th>
<th>Due Dates: Assignment Quiz Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
<td>Read online information under: *Announcements</td>
<td>2. Create Your Personal Blog</td>
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<td></td>
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<td>*Meet Your Professor</td>
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<td></td>
<td></td>
<td>*Start Here folders (Welcome, how the course works, syllabus and all additional information).</td>
<td>3. Submit definition &quot;What is Music&quot;?</td>
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<td>*FIRST Assignments</td>
<td>4. Complete Pre-Test Found under Assignments</td>
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<tr>
<td></td>
<td></td>
<td>--Definition of Music</td>
<td>Tab………..(Ungraded Survey)</td>
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<td>---Intro BLOG Discussion board Create</td>
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<td></td>
<td>Take the ungraded Pre-Test</td>
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<td></td>
<td></td>
<td><strong>NOTE: Read the Chapter Guide on our Course Site “BEFORE” reading the text. The guides give a chapter intro and helpful hints including terms to know.</strong></td>
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<td></td>
<td></td>
<td>Unit I Online: Read Chapter Guide for Chapters 1-2-3-4-5 Music Fundamentals.</td>
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<td>Study Chapters 1 through 5. Complete</td>
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<td>Read: Chapter Guides. Chapters 3-4-5 in Text.</td>
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<td><strong>Chapter Quizzes: (Under Chapter Guide) Quiz 1-2</strong></td>
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<td>Quiz: Chapters 3-4-5</td>
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<td><strong>TEST ONE: Covers Chapters 1-5</strong></td>
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<td><strong>Read Chapter Guide and Study chapters 6-7</strong></td>
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<td>Quiz: Chapter 6,</td>
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<td>Quiz: Chapter 7</td>
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<td>Read Chapters 8-9-10</td>
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| Unit II | **Text:** Chapter Guide 11-Text
Chapter 11-Baroque Vocal Music | Quiz: Chapter 11
**TEST II DUE** |
|---|---|---|
| Unit III | Read Chapter Guide 12-13
Study Chapters in Text
New Unit: Prelude – Music and the Enlightenment | Optional: BONUS AMADEUS film assignment
Quiz: chapter 12-13 |
| Unit III | Read Chapter Guides 14 and Study Chapters 14
Chapter Guide: 15-16 Study Chapters 15-16 Text
Chapter Guides/Text Chapters 17, 18-19 | Chapter Quiz: Quiz Chapter 14
Quiz: Chapter 15-16 Quiz: Chapters 17, Chapters 18-19
**TEST III DUE** |
| UNIT IV - FINAL EXAM | Read Chapter Guide 20-21
Study Chapters 20-21 (Prelude to Modernism and Modernism) | Quiz Chapter 20-21 |
<p>| | Chapter Guide 22 (Alternatives to Modernism) | Quiz: Chapter 22 |
| | Read Chapter Guide 23 Study Chapter 23 (The Late Twentieth Century) | Quiz Chapters 23 |
| | Chapter Guide Text Chapter 24 (Music in America and Beyond) | Quiz Chapter 24 |</p>
<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Chapter Guide: Chapter 24 Music in America. Global Perspectives Unit Due</th>
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<tbody>
<tr>
<td></td>
<td><strong>FINAL</strong> Assignments including Tests, Assignments, Concert report due Thursday, May 14 midnight deadline.</td>
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<tr>
<td></td>
<td>Quiz: Chapter 24 Music in America: Jazz and Beyond</td>
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<td><strong>Other Assignments Due:</strong></td>
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<tr>
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<td>Concert Attendance Report (Or optional Video Concert for half credit).</td>
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<td></td>
<td>Film Music Quiz</td>
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<td>Post Test Due-ungraded</td>
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<td><strong>SEMESTER ENDS</strong></td>
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<td>MUSIC 1306 is unavailable after midnight May 14</td>
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<td>NOTE: Finish course work early during finals week.</td>
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<td>Due to server overload there are often slowdowns and course freeze-ups this week.</td>
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**Late assignment policy:** Points are not deducted for late assignments but it is STRONGLY RECOMMENDED that all students complete work according to the daily course calendar. Major Tests will only be available during the time specified on the course calendar.

**ADDITIONAL COURSE WORK:**
--Ungraded Pre-Test
---Student Acknowledgment form - submit before doing any other course assignments (Start Here Tab)
---Create your personal introductory BLOG (Follow the directions on the ASSIGNMENTS Folder).
---Definition of "What is Music" assignment? (Assignments page)
---Movie "Amadeus" assignment: View the movie and submit your graded Essay Question:

**BONUS ASSIGNMENT**
---Film Music unit - This assignment is not found in the textbook. Look in the Chapter Guide for this unit.
---Attend the required Symphony-Classical music Concert and submit a report following the course guidelines found under the ASSIGNMENTS tab.

---Ungraded Post-Test

GRADE COMPONENTS (1,000 Points possible)

15 Create your personal introductory BLOG  
5 Student Acknowledgement Test/Form  
10 Submit definition of "What is Music"?  
10 Film Music Unit: All information on this unit is found in the Assignments folder.  
410 Total Quiz grades (14 x 25 points each and 3 x 20 points), Links to the Chapter Quizzes are found in the CHAPTER GUIDE folders.  
15 Submit essay on "What is the central conflict in the movie, Amadeus"? BONUS

ASSIGNMENT POINTS

- 400 Unit tests (4), 100 points each
- 50 Final music Listening test (Covers Audio CD's and other assigned listening)
- 100 Symphony-Classical music concert, submit report/review of the event
- GRADE SCALE: (1,000 total possible) Point totals are found in the digital grade book - last column.

NOTE: The four major tests may only be taken once. It is important to prepare ahead so that you can finish the test in the allotted time limit. Penalty: One point will be deducted for each minute overtime on major tests. (Some of the important terms and topics for essay questions are listed in the Chapter Guides).

1,000 Total Points Grade scale

900 - 1,000 = A  
800 - 899 = B  
700 - 799 = C  
600 - 699 = D  
599 or below F  

Please visit the Testing Center (A 425) or call 972-273-3160.
MUSI 1306: EXEMPLARY EDUCATIONAL OBJECTIVES (DCCCD)

To demonstrate awareness of the scope and variety of works in the arts and humanities.
To understand those works as expressions of individual and human values within an historical and social context.
To respond critically to works in the arts and humanities.
To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands of the author, visual or performing artist.
To articulate an informed personal reaction to works in the arts and humanities.
To develop an appreciation for the aesthetic principles that guide the humanities and the arts.
To demonstrate knowledge of the influence of literature, philosophy and/or the arts on intercultural experiences.

INTELLECTUAL COMPETENCIES

MUSI 1306 reinforces all six of the Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY:

Computer Literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information. Core-educated students should have an understanding of the limits, problems and possibilities associated with the use of
technology and should have the tools necessary to evaluate and learn new technologies as they become available. Upon completion of the course students will have a greater understanding of all seven Exemplary Educational Objectives (EEO's) and will have utilized all six Intellectual Competencies (IC's) as active class participants in this online class.

**ADDITIONAL COURSE MATERIALS LOCATION:**

Detailed instructions for each course assignment including grading rubrics for each assignment are found under the ASSIGNMENTS tab on the course home page.

**SPECIFIC COURSE LEARNING OUTCOMES**

Supporting Activities: Exemplary Educational Objectives and Intellectual Competencies (EEO'S and IC'S are listed at the bottom of this syllabus).

Students will write an original definition of "What is Music." Student definitions will be posted on the discussion board and available for discussion and comments by all class members. (EEO's #1,2,3,5,6), (IC #2,4,5).

As a course requirement, students will attend a concert of classical music and write a paper/review of the concert outlining their aesthetic response to the music and describing the overall experience including responses using appropriate musical vocabulary. Several unit tests include essay questions in which students outline details of assigned musical listening examples included on their audio recordings. (EEO #3, 2, 5,6) (IC #5, 4).

Students are required to do extensive reading in the course textbook and are tested by means of objective and essay questions over the material assigned. This includes a short quiz over each chapter in the text, and more extensive unit tests. The first chapter in the textbook presents vocabulary and discussions of musical terms. (IC #1).

Students will access the course eCAMPUS page via the internet and complete extensive assigned materials for all assignments and for communication with the instructor, and fellow class members. (IC #6).

The contribution of African-Americans in the development of an identifiable "American-sound" in music and the importance of that music as the basis of jazz, symphonic, and popular idioms will be stressed in assigned listening to musical examples, chapter reading assignments, and additional audio/visual materials posted by the instructor. (EEO's #1, 2, 3, 4, 5, 6, 7). (IC #1, 3, 4).

After viewing and discussing the film "Amadeus," students write an essay analyzing the central conflict in the movie. For a passing grade, the student must include at least five direct quotes and descriptions of situations that support their decision that the conflict is either: Man versus man, Man versus nature, Man versus self, or any combination of the three. (EEO's # 1,2,4,6,7), (ICs # 2,4,5).

The course includes additional audio demonstrations of the families of orchestral and jazz instruments including pictures of prominent musical artists. (EEO's # 1,6).
### Learning Activities, Outcomes, and Assessment

#### Activity Number One

<table>
<thead>
<tr>
<th>Description of Activity:</th>
<th>Learning Outcomes:</th>
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<tbody>
<tr>
<td>Students will write an original definition of &quot;What is Music.&quot; Student definitions will be read and discussed in by the instructor and discussed by class members on the communications board.</td>
<td>Students begin to develop a personal definition of music and are exposed to several expanded concepts of the meanings of the art of music.</td>
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#### Activity Number 2.

<table>
<thead>
<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>Course exams will include &quot;music listening identification questions&quot; in which students will name the composer and title of a musical work previously heard in class.</td>
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<thead>
<tr>
<th>EEO's and CCIC's:</th>
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<tbody>
<tr>
<td>This activity will address the following: (EEO #3, 2, 5,6) (IC #5, 4).</td>
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<tr>
<th>Assessment:</th>
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<tr>
<td>Course exams will include essay questions in which the student writes definitions of musical terms and concepts.</td>
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<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>Musical forms will be assessed on tests. Students will answer objective questions presenting descriptions of music forms such as the sonata, and fugue forms.</td>
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<tr>
<th>Assessment:</th>
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<tr>
<td>The social position of famous composers will be examined in essay questions on tests: ex. Compare and contrast the standing in society of Mozart and Beethoven.</td>
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### Course-Level Student Learning Outcomes

**Arts, Business, Sports Sciences, Technology: Visual and Performing Arts Courses**

**Fall 2012 SLOs/CCID, GEN ED**

<table>
<thead>
<tr>
<th>MUSI 1306</th>
<th>Instructor</th>
<th>Departmental SLO/CCIC/Gen Ed</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Student Learning Outcome</td>
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<tr>
<td></td>
<td></td>
<td>(reference EEOs/CCICs/GEN. ED)</td>
</tr>
</tbody>
</table>

**MUSI 1306**  
**Eger**

**Pre-test and Post-test question**

When 3 or more tones are sounded at once, the resulting sound is:

With the goal of 70% proficiency.

**EEO 3, 4, 6**  
**CCIC 1, 4, 5**  
**GEN ED 1.3, 2.1**

**MUSI 1306**  
**Eger**

**Pre-test Post-test question**

The first movement of multi-movement works from the Classical era is in ___ form.

The goal is 70% proficiency

**EEO 1, 2, 3,**  
**CCIC 1, 4, 5**  
**Gen Ed 1.3, 2.2, 5.1**
Pre-test Post-test question

What three terms could best describe texture in music?

The goal is 70% proficiency.

**EEO 1, 2, 3,6**  
**CCIC 4,5**  
**Gen Ed 1.3, 2.1, 6.2**

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**Gen Ed Outcome I: Communication Skills**

1. Writing: Process and produce effective written communication adapted to audience, purpose, and time constraints.
2. Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.
3. Listening: Comprehend, and analyze oral information.

**Gen Ed Outcome II: Critical Thinking Skills**

1. Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.
2. Solve problems by constructing, testing, and defending well-reasoned conclusions by applying relevant criteria.

**Gen Ed Outcome III: Information Literacy and Technological Competency**

1. Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.
2. Select and use appropriate technology.

**Gen Ed Outcome IV: Ethical and Civic Values**

1. Display integrity, honesty, and fairness.
2. Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.
Gen Ed Outcome V: Cultural Diversity and Global Awareness.

1. Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.

2. Recognize assumptions and biases that shape our perceptions.

Gen Ed Outcome VI: Workforce and Interpersonal Skills

1. Collaborate effectively and reliably as part of a team.

2. Apply efficient time and task management.

INSTITUTIONAL POLICIES

DCCCD EMERGENCY OPERATING PROCEDURES

http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

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

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](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: [https://www1.dcccd.edu/coursedrops](https://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](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](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.
  o After logging on to eCampus, click on the Community Tab at the top.
  o Type “Owl” in the search field and click “Go.”
  o Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  o 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 your 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:

1. Pencil
2. Scantron answer sheet
3. A Test Request Form must be completed before entering the Testing Center.
5. Government or school issued photo identification is required & enforced.

You may not bring personal items into the Testing Center. This includes bags, cell phones, and pagers.

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>
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<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>
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<tr>
<td>Monday, November 24, 2014</td>
<td>Regular Registration Begins</td>
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<tr>
<td>Wednesday, January 14, 2015</td>
<td>Registration Ends</td>
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<tr>
<td>Tuesday, January 20, 2015</td>
<td>Semester Begins</td>
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<tr>
<td>Monday, February 2, 2015</td>
<td>Certification / Lock Date</td>
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<tr>
<td>Thursday, 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>
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<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>
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<tr>
<td>Monday, May 11, 2015</td>
<td>Finals Week begins</td>
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<tr>
<td>Thursday, May 14, 2015</td>
<td>Spring Semester Ends</td>
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