

SCIENCE FICTION – SCIENCE FACT

Fall 2018

Instructor: Dr. Christopher Wozny

Email: CWozny@daltonstate.edu

Office: Peoples Hall 228

Office Phone: 2170

Class Times: 8:00-9:15 M (Sec. 1)
1:40-2:55 M (Sec. 2)

Class Location: Peoples Hall 111
Sequoyah Hall 135

Office Hours: 10:45-11:15 am M
8:00-9:00 am W

10:00 am-12:30 pm TR
1:30-3:00 pm W

Course Catalog Description:

PRSP 1050: Perspectives in Science, Technology, Engineering and Mathematics introduces students to academic learning and inquiry at the college level. These courses are based on a theme (chosen by the instructor) and will introduce students to college level research and writing in various disciplines. This course will help students develop critical thinking skills through integrative learning and encourage academic dialogue between first year students, faculty, and staff.

Prerequisites: None

Textbook: Instructor-provided materials

Student Learning Outcomes:

Upon completion of this course, the student should be able to do the following:

1. Demonstrate an ability to critically evaluate information, information sources, viewpoints and value judgements using sound reasoning.
2. Demonstrate the intellectual and practical skills necessary for academic success including critical and creative thinking, communication skills and complex problem solving.
3. Demonstrate integrative and applied learning through the application of knowledge, skills and responsibilities.

Assessment and Evaluation:

The letter grade for the course will be assigned using a rubric-based approach to grading. For each area of coursework listed below, the student will either: 1) exceed the expectations delineated in the assignments; 2) meet expectations with no deficiencies; 3) partially meet expectations but with significant deficiencies; or 4) not complete the minimum standards expected by the assignments.

*Meeting expectations in all areas is equivalent to a letter grade of **B**.* To earn a letter grade of A, a student must exceed expectations in at least one area with *all other* areas meeting expectations. If a student has only partially met expectations in any one area with all the other areas meeting expectations, then the letter grade for the class will be a C; however, one 'partially met' area can be mitigated by one 'exceeds expectations' area, resulting in the possibility of a letter grade of 'B'.

If a student has only partially met expectations in two areas, the letter grade will be a D; however, the instructor may choose to assign a grade of C *at his discretion* if at least one other area has exceeded expectations. A student will receive a grade of 'D' if the minimum standards have not been completed for any one area, or an F if two or more areas have not met the minimum standards. A student will also fail the course with three or more areas with only partially-met expectations. A student will also fail the course if less than 60% of the assigned work has been submitted or only partially completed when submitted.

Areas of coursework:

- 1) In-class assignments and activities
- 2) Out-of-class written assignments and activities
- 3) On-line discussion board postings
- 4) Reflective writing – journal submissions
- 5) Campus involvement
- 6) Final Project

Emergency Instructional Plan:

If the college is closed for inclement weather or other conditions, use the equivalent class time to complete out-of-class activities; specifically, uncompleted on-line home assignments. The instructor will also communicate further instructions through DSC email. If it becomes impossible to send or receive email, or to access on-line resources due to a loss of power, then review the last information we have covered together in class with the expectation on an in-class quiz on that material when classes resume. As always, I will be available to answer questions via email (assuming, of course, there is power). Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

Attendance and Make-up Policies:

Attendance is extremely important for the successful completion of this accelerated Summer course. Any student missing two or more of the 16 class days before the midterm of the class should consider withdrawing from the course.

In cases of *demonstrated hardship* (as defined by Dalton State College documents), the student will be given the opportunity to make up the missed work, or an equivalent assignment. The opportunity for a student to make up work for *regular* absences is solely at the discretion of the instructor. No guarantee is given that and missed in-class work may be made up, but if so, it must be completed the first afternoon of the return date (typically the next class day).

Disability Services:

Students with disabilities or special needs are encouraged to contact Disability Access. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the Disability Access Library Guide is located at <http://libguides.daltonstate.edu/c.php?g=24716&p=149663> or contact the Disability Access office.

Contact information:

Andrea Roberson, Associate Director of Disability Access and Student Support Services
Pope Student Center, upper level, Dean of Students Office

Drop/Withdrawal:

The last day to drop this class without penalty is posted on the Dalton State College website and calendar and you will be assigned a grade of **W**. After this date, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued.

Students who fail to complete the official drop/withdrawal procedure will receive the grade of **F**. **Withdrawal from class is a student responsibility**. Before dropping any class, the college **strongly advises** that students meet with their academic advisor and their instructor to discuss the impact of a withdrawal on their graduation plans. The college also **strongly advises** students who are receiving any type of financial aid to visit the Financial Aid Office in Pope Student Center to discuss the impact a withdrawal may have on their financial aid status. The grade of **W** counts as hours attempted for the purposes of financial aid.

Academic Dishonesty:

Cheating and plagiarism are a part of the Dalton State Code of Student Conduct, which can be found in its most updated form at <http://daltoncampuslife.com/student-conduct/>. ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. For more details on what Dalton State considers to be Academic Dishonesty, please review the Code of Student Conduct. Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process.

Classroom Behavior:

Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit <http://daltoncampuslife.com/roadrunner-respect/>.

“I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them.”

Campus Carry:

For information regarding HB 280 (campus carry) please visit the following website <http://www.usg.edu/hb280>

Sex Discrimination, Harassment, & Assault:

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

In order to reduce incidents of sexual misconduct, USG institutions are required to provide prevention tools and to conduct ongoing awareness and prevention programming and training for the campus community. Such programs will promote positive and healthy behaviors and educate the campus community on consent, sexual assault, alcohol use, dating violence, domestic violence, stalking, bystander intervention, and reporting.

When sexual misconduct does occur, all members of the USG community are strongly encouraged to report it promptly through the procedures outlined in this Policy. The purpose of this Policy is to ensure uniformity throughout the USG in reporting and addressing sexual misconduct.

How to Report

Please note that although you have the option to make a report anonymous, doing so may limit the College's options for response.

Call 911 if you are in an emergency situation

If you would like to report to a Police Agency:

Dalton State Public Safety

Health Professions Building- Upper Level

706-272-4461

Online Sexual Assault Report [HERE](#)

If you would like to report to Dalton State Administration:

[DSC Online Reporting Form](#)

Title IX Coordinator

Lori McCarty

Director of Human Resources

Phone: 706-272-2034

Email: lmccarty@daltonstate.edu

Deputy Title IX Coordinator

Bobby Whitehead

Assistant Director for Student Conduct

Phone: 706-272-2999

Email: bwhitehead@daltonstate.edu

If you would like to talk with someone confidentially:

[The Counseling Center](#)

Health Professions 266 (Inside Health Center)

Phone: 706-272-4430

Student Transitions Mission Statement

The Center for Student Transitions (CST) exists to prepare students for successful academic careers through targeted and engaging academic and co-curricular experiences during their first two academic years at Dalton State College.

Student Transitions Value Commitment

Growth, learning, and change- To adequately meet the needs of new students, we have to adapt to the rapidly changing society that influences our students. We promote professional development among our staff as a way to learn about our student population and their intersecting identities, and to ensure their experience is driven by excellent customer service, inclusive and sensible practices and a genuine commitment to their holistic development.

Connections and Collaborations-Our work is driven by the philosophy that every new student will make a meaningful connection with the college in their first semester. To do this, we recognize the critical role the various academic offices and student services departments have in the success of new students, and therefore commit ourselves to working interdependently with one another to engage students in the first year.

Culture of Expectation- Students perform better when they are encouraged and required to adhere to a high standard. Students will be challenged beyond their current ability levels to encourage them to strive for excellence both inside and outside of the classroom.

Diversity & Multiculturalism- Students engaged in CST Programming will be exposed to, and will contend with, people and circumstances that differ from those with which students are familiar. As such, The Center for Student Transitions embraces all forms of diversity and the value of unique cultures, lifestyles, backgrounds and experiences.

Intentional Programming- Students in the First Year Experience Program will engage in programming that was intentionally created to offer students periodic, structured opportunities to reflect and integrate their learning as well as frequent, timely and constructive feedback. Learning is not an accidental process, and as such, the First Year Experience Program is committed to nurturing this process through our classroom and co-curricular programming.