



Handbook for Correspondence Instructors

Approved by Academic Senate: 9/23/2020
Presented to Consultation Council 10/26/20

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WELCOME

Lassen Community College currently provides incarcerated students the opportunity to take classes and earn an AA in Social Science degree via correspondence delivery. You have received this handbook because you are scheduled to teach one or more sections of courses via correspondence delivery. Welcome! As an instructor teaching a course via correspondence delivery, you play a vital role in providing instruction to incarcerated students throughout Lassen County and California. While you may not be teaching face-to-face in a classroom, you must work to ensure that your correspondence class matches the rigor and academic standards of a traditional face-to-face course. This handbook is designed to make you aware of correspondence-specific issues and regulations, guide you through the process of developing your course materials and packet, and make you aware of the process of sending and receiving student work with the intention of helping you make the transition to correspondence instruction as smoothly as possible. This handbook includes information specific to correspondence instruction; the Faculty Handbook should also be referenced, for it contains additional information relevant to ALL Lassen College instructors.

Please be aware that correspondence students may live in Susanville, but many live elsewhere in Lassen County and throughout California. Correspondence students are incarcerated in California State Prisons and Federal Correctional Institutions.

GETTING STARTED

Now that you have received an assignment to teach a correspondence course, you need to get started. These first few steps will help you get the course and textbook information you need to begin planning your instruction.

Course Outline of Record (COR)

If it wasn't already provided to you, request a copy of the course outline for your course. All courses must be taught according to the course outline, which can be found on the *Academics* tab on the Lassen College website. Although instructors may emphasize different parts of the course content for a course, all material included in the course content section of the outline must be covered. Also, all assignment and evaluation information included in the course outline of record must be incorporated into your class. In addition, the representative text listed in the COR is the text you must use for your class. You may contact Academic Services to have a course outline emailed to you.

Textbook

The textbooks for each course are selected by the full-time faculty teaching the subject. All textbooks being used in correspondence courses are recommended for use for a period of at least seven years although occasionally a textbook is used for less time. While the course outline includes representative texts, including the textbook being used for all sections of the course, it is best to contact your division chair or the bookstore to confirm that the listed text is being used for correspondence sections of the course and to help you contact the publisher so you can request instructor copies. It's not supposed to happen much, but occasionally incarcerated institutions have older editions of a textbook available for their students, so it's recommended you check with the Correspondence Office to find out if you should include information for multiple editions of a textbook. It is very important that you confirm the current textbook being

used so that you can create a course packet that complements the textbook. Additional textbook guidelines approved by the Academic Senate are available online or in the *Faculty Handbook*. The bookstore can be reached at 530.251.8881 and the Correspondence Office at 530. 251.8875

Student Workload

As you begin to plan for your correspondence course, you need to keep in mind that the instruction offered via correspondence must be equivalent to a traditional classroom experience. This cannot be emphasized enough! As an instructor, you are obligated to ensure that the time and rigor required of students in your correspondence class is consistent with established requirements for Carnegie units, distance education, and any other applicable Education Code. Most of the courses taught via correspondence are three-unit lecture courses which, when taught in the classroom, must be taught for 51 hours. And, at the college and university level, for every hour a student spends in class, they are expected to spend approximately 2 hours doing work outside of class (reading, homework assignments, and the like). Although your students may not be sitting in class with you, it is still your responsibility as a correspondence instructor to replace the 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work. Plan approximately 150 hours of course-related work for your students. This is the expectation whether you are teaching a seventeen-week course or an eight-week course. If your course is a lecture/lab combination (primarily math courses), you can check with the division chair to find out what the hours expectation is for in- and out-of-class work.

Regular Effective Contact

Correspondence regulations require that a student have regular, effective contact with their instructor. Students enrolled in correspondence classes, including correspondence, must have the same opportunity to have their questions answered and receive feedback as to their progress in the course as students enrolled in traditional face-to-face courses. At Lassen Community College, regular effective contact is defined as at least six (6) different contacts with and opportunities to ask questions of and receive feedback from an instructor. In correspondence instruction, this means that you need to have students turn in work on at least six different dates, and you need to promptly return the graded work and provide necessary feedback. Students should be encouraged to ask questions of you, the instructor. Some instructors have found it helpful to have a summary page with feedback prompts for the student (see Attachments F-1 and F-2) that the students submit with each unit of work and the instructor returns with each unit's scores or grades.

Feedback

The most common complaint from correspondence students is lack of feedback. Students need to know how they are performing in your classes, and they need constructive feedback in order to improve knowledge or skills related to your course. Because you cannot interact with students on a day-to-day basis, constructive feedback is critical to a student's improvement in your course. Recommended as Standards of Best Practice:

- Keep a list of assignments and check off when one is received. Return the list to the student every time an assignment is returned.
- Attach a grading sheet to the assignment when returned and mark the grade, points, etc. so students can see where they stand (see Attachments F-1 and F-2). This can be done each week or after every unit or as needed.

- Attach examples of correct answers or quality responses
- Provide thorough comments wherever possible so students can improve on their work.

Syllabus

All courses must have a syllabus, and this must be included in your packet to students. The syllabus is considered a contract between students and instructors, so be sure to relate specific expectations to students. It is expected that material in the syllabus is consistent with material in the approved course outline. Anticipate any issues or problems that may arise with students and address those on your syllabus. Experienced teachers often find that their syllabi change every semester based on new issues or problems or identification of unclear information or expectations. Use your syllabus to convey your expectations to students for amount of work, quality of work, timeliness, participation, and more. See Attachment B for a list of specific information that must be included on every syllabus, and C-1 for a sample incarcerated syllabi. If you have additional questions about your course syllabus, please contact Academic Services.

Timeline/Calendar

In addition to a course syllabus, you need to include a timeline of all readings, assignments and due dates in your course packet. Some instructors include this as part of the syllabus; others use a separate document. See Attachment D for an example.

Although it is important to set regular due dates in order to meet requirements for regular effective contact and opportunities for feedback, please realize that student work from incarcerated students may arrive late, often for reasons outside the immediate control of the incarcerated students. Encourage all students to submit work early whenever possible to minimize the effect of any delays, but be as understanding as possible to situations that arise, including late receipt of packets, lost or incomplete packets, lockdowns at prisons, and other causes for delay. While you are encouraged to be understanding, you are also encouraged to be consistent with your expectations and in how you respond to incarcerated students. You also need to keep in mind that there are specific expectations or requirements the college has for you including at least six interactions with your students and submission of grades five working days after the end of a semester. Do not jeopardize your employment as a correspondence instructor by being so generous or understanding with students that you allow all work for a semester to be turned in at once (doesn't allow for adequate feedback) or after the end of the semester.

There will be times when correctional facilities, for a variety of reasons, are on lockdown and work cannot be distributed or picked up. In the event of a lockdown, the Correspondence Office will notify the faculty via email. To prevent delays sending packet material to students for completion of work, submit packets early. And, as mentioned, suggest that students return work in advance of scheduled due dates.

Lassen College Honor Code

The Lassen College Academic Senate created an honor code as a means of communicating to students the expectations for academic integrity as well as to define potential academic integrity infractions including plagiarism. The Correspondence Office includes the Honor Code in every student packet, and students initial their receipt of the Honor Code on the Learning Contracts

they return to you at the start of the semester. Don't hesitate to refer to the Honor Code (Attachment E) in your syllabus or further define what your expectations are in regards to academic integrity. It is only through a shared expectation that we can reduce or eliminate instances of student cheating, plagiarism, or fraud.

Communication with Incarcerated Students

All communication with students must be through the correspondence program.

- There can be no direct mail between instructors and incarcerated students. All communication must be sent through the Correspondence Office.
- Any communication received directly from incarcerated students or their families must be returned immediately to the Correspondence Office
- Any communication from incarcerated students which may, in any way, be construed as personal must be ignored and reported immediately to the Correspondence Office.
- Any coursework that is cause for concern because of content or material should be brought to the attention of the Correspondence Office.
- In case of concerns, contact the Correspondence Coordinator in the Correspondence Office.

DEVELOPING A COURSE PACKET

Your course packet is the collection of instructional materials that students need to complete the course. If this is the first time you are teaching a course, samples of packets may be available, with instructor permission, from the Correspondence Office. You may not use the material in someone else's packet without their permission. However, seeing other packets, even in subject areas different than your own, may give you some ideas about what to include and how to structure your packet.

As you begin to develop your course packet, proceed on the assumption that the correspondence student has only the textbook and your packet with which to complete the course. And please note that although there are strict restrictions on resources available incarcerated students (no access to library or computers for research, materials limited to pencils and paper). The packet must conform to the course outline of record.

Your packet must include the following information in addition to any other information you deem necessary:

- Syllabi
- Timeline/Calendar
- Lecture notes – your lecture notes are meant to supplement the material in the textbook, and replace the lectures expected in traditional face-to-face classroom delivery. It is expected that you will create your own lecture notes that are easy for students to understand rather than relying solely on publisher Powerpoint slides or outlines.
- Learning Contract (Added to packet by Correspondence Office)
- Feedback sheets

As you prepare your packet, keep in mind that it professionally represents you as an instructor to your students. Take steps to assure that your packet is put together well. All material in your packet should be typed; use a consistent fonts and font sizes throughout. Handwritten pages or

typed pages with written updates or corrections are inappropriate for your packet. Organize your material clearly. Anticipate student questions and address issues or questions in advance. As you teach semester to semester, keep note of problems students encounter and take action to continually revise and update your packet so student problems or confusion is minimized.

Additional Packet Information

The following standards of best practices are recommended by faculty who are currently teaching correspondence:

- Have a welcome letter at the front of your packet to welcome your students to class and help communicate your expectations. As part of the welcome letter, consider giving suggestions for how to handle the materials in the packet as well as completion and submission of assignments (Attachment G – Sample Welcome or Packet Introduction Letter)
- Set specific dates for submission of units. Although you may need to be flexible to accommodate individual student situations, establishing due dates prevents students from turning in all work at the end of the semester. It also gives you a way to determine if a student is still active in class or the date they should be dropped.
- Proctoring mid-terms and finals is now available. Give specific instruction on how the exams are to be taken. Please include instructions for proctoring.
- Explain all assignments clearly in the packet, including reading, homework, writing, projects, papers, journal topics, and any other assignments.
- Include all course materials in the initial packet in order to decrease the number of logistical problems in exchange of materials between student and instructor.
- Your mid-term and final are due at the same time your course packet is due to correspondence. The correspondence office will send out proctored exams at the appropriate time.
- Provide a Timeline/Calendar for the completing of various assignments.
- Remember that spelling out everything in detail in advance reduces delays and misunderstandings. Number everything you assign; this helps keep materials straight for recordkeeping purposes.
- Divide the course packet into discrete units with unit completion dates clearly identified on timeline; link effective contact to completion of units.
- Use a cover page for each unit of the packet, and include a list of unit readings and assignments on each cover page.
- Clearly indicate which activities in the packet are to be submitted by the student to the instructor for grading and which items are to be retained by the student.
- Correspondence will stamp all incoming assignments from the students as received.
- Make sure that there are no errors in the syllabus and packet materials. They will undoubtedly be pointed out to you, and they can be very confusing to students.
- All assignments, memos, and activities should be numbered or clearly titled (e.g. Journal #1, Journal #2, Writing Project #1, Exam #1, etc.
- Every assignment, exam, or work sheet must have a place for the student to put his or her name, date, and location.
- You may also want to include a Student Evaluation Form (see Attachment H), although it is not mandatory. Some instructors have found student feedback helpful in revising

subsequent packets to increase clarity of instructions and effectiveness of instruction for students.

Packet Deadlines

In order to facilitate copying and preparation for distribution of hundreds of packets, your packet must be turned in to the Correspondence Office in advance of the semester that the course is being taught. Traditional deadlines are as follows, although you may be made aware of more specific deadlines as they are determined.

- For courses scheduled for the fall semester, starting in August, packets are due mid-April.
- For courses scheduled for the spring semester, starting in January, packets are due – November 1st.
- For courses scheduled for the summer session, starting in June, packets are due mid-April.

There are occasions when an instructor is hired after the packet submission dates. If this happens to you, please submit your packet as soon as is possible. In such cases, you may submit a partial packet that includes only the required packet materials and assignment information for the first 2-3 units. If submitting a partial packet, please communicate regularly with the Correspondence Office and make an effort to get the rest of the packet together as quickly as possible.

Testing

Proctoring exams is now available for mid-terms and finals. See attachment for an example of a proctored exam cover sheet.

Since you cannot ensure that a student is not using their book or notes for any exams, treat each exam as though it were open book. Quizzes and exams that are largely multiple choice are easily shared between students, particularly students who share cells and yards. Take measures to deter cheating.

- Mix versions of exams (scrambling exam questions) among packets.
- **Change your exam every semester that the course is offered.**
- Do not return the scantrons from multiple choice tests; this gives students an opportunity to pass along correct answers to others. Only report scores back to students.
- Use fill-in, short answer, and essay exams to promote critical thinking and make cheating more difficult. [Recommended as a Standard of Best Practice]
- Do not weight exams over other assignments: heavily weight evaluation of student performance on written assignments.

Copy Services and Copyright

All copyright laws apply to materials used in correspondence delivery. Permission from the publisher or author must be received prior to copying published materials for distribution. If you have questions about copyright laws, please contact the LCC library.

The Correspondence Office is responsible for copying and distributing all materials in a timely manner. You need only submit an original copy of your packet to the Correspondence Office. Instructors are encouraged to combine printed information as much as possible to minimize the cost of copy production.

SENDING AND RECEIVING COURSE PACKETS

You worked hard to put together your packet and gave it to the Correspondence for copying. Now what? As students complete the work, they will send their completed work to the Correspondence Office on campus. All correspondence instructors have a mailbox in the Correspondence Office. If you are in the Susanville area, you may drop by the Correspondence Office during normal business hours to pick up student packets. You will also return graded packets to the Correspondence Office to be mailed back to students.

Instructors are responsible for keeping all envelopes. Correspondence should be sent back to students in these envelopes. Please **DO NOT** shred envelopes.

Some instructors may be teaching from outside of the Susanville area. In these cases, arrangements will be made to regularly mail students' completed packets to your designated address. Mail goes out to instructors every Tuesday and Thursday. Once packets are graded, you will mail the packets back to the Correspondence Office for return to the students. Reimbursement for mailing expenses is available; contact the Correspondence Office or Academic Services for information.

Remember, there will be times when correctional facilities, for a variety of reasons, are on lockdown and work cannot be distributed or picked up. In the event of a lockdown, the Correspondence Office will notify the faculty when and if the correspondence office is notified.

MANAGING COURSE ROSTERS

Although you never meet your students in person, you are obligated to maintain an active roster. This means that should a student cease participation in your class, they need to be dropped. Correspondence contracts and regular due dates are used to determine if a student is active or inactive.

Correspondence Contracts

Every packet will have a Correspondence Course Learning Contract attached so the student can sign and return the form before Census forms are due in Admissions and Records at the end of the third week of each semester (and earlier in short session courses). Don't worry about adding the Learning Contracts to your packet; they will be inserted into packets by Correspondence Office staff prior to distribution to students. Students who do not return a signed contract or first packet of work prior to the Census date must be dropped. In order to make sure students are aware of the importance of submitting their signed Learning Contracts quickly, reinforce the date in your syllabus or timeline in some way (bold, italics), and make sure to indicate to students that failure to submit the contract or first packet by the Census date will result in being removed from the course as a "No Show." It is the students' responsibility to indicate their intent to participate in the course.

Rosters

How To Access Faculty Attendance Rosters From Off Campus

- Go to <https://webvpn.lassencollege.edu> ○ For **GROUP** select *Faculty*
 - Username: _____ (same as for computer/email)

- Password: _____
- Click the **Login** button
- Click *Allow* or *Run* to all ActiveX or Java messages
- Once you are at the Cisco SSL VPN Service page click the link for **Class Rosters**
- At the Report Server log in prompt log in with your username and password.
 - Once authenticated to the Report Server, click the **Faculty Rosters** link/folder.
 - Then choose the Attendance Roster that you need for your class/section.
- Once you have your report you can print the report with the print button or you can choose to Export the report to Excel with the icon and choose Excel.

How To Access Faculty Attendance Rosters From On Campus with Campus Computer

- Go to: <http://dtrpt02.lassencollege.edu/reports> (There is also a link within the MyLassen portal)
- At the Report Server log in prompt log in with your username and password.
 - Once authenticated to the Report Server, click the **Faculty Rosters** link/folder.
 - Then choose the Attendance Roster that you need for your class/section.
- Once you have your report you can print the report with the print button or you can choose to Export the report to Excel with the icon and choose Excel.

First Census

The first census date is the first date that course rosters must be cleared of inactive students. For a 17-week course, first census is at the end of the third week of school. Without being able to take attendance to determine if students are active, instructors must rely on returned contracts to determine that a student is active. Contracts must be returned to instructors prior to the first census date. Keep track of students who have returned contracts. Those students who have not returned contracts by the first census date **MUST** be cleared from the roster. As noted earlier, help students understand the importance of submitting their Learning Contracts before the Census date by emphasizing it on your syllabus, timeline, or information sheet for your packet. Admissions and Records sends census rosters to your Lassen College email address with specific instructions and due dates. It is very important that census rosters are submitted in a timely manner. Please contact Admissions and Records or the Correspondence Office if you have any questions.

If you have an excess of students who have not returned contracts, you may want to contact the Correspondence Office to find out if there were delays delivering packets to incarcerated students. In known cases of delays, students may be retained on your first census rosters.

Dropping Students

You are encouraged to drop students throughout the semester if they miss multiple assignments and become inactive. The last opportunity to drop students from your roster is at a point when 75% of the class is over and only 25% remains. This date is when a final clearing of inactive students from rosters must occur. For a 17-week course, this date is at approximately is the end of the 13th week of school. If a student has missed multiple due dates without making contact with you, they should be considered inactive and must be cleared from your roster. Email LCC Admissions at LCCAdmissions@lassencollege.edu to request that students be dropped. When

doing so, you need to include the course and section numbers, the student's name and student identification number, and the date the student became inactive in class.

If a student request to drop your course, you will receive a copy of the drop card already processed from the correspondence office. Please contact Admissions and Records or the Correspondence Office if you have any questions.

GRADING

- Log into MyLassen portal (<https://mylassen.lassencollege.edu>)
- Go to the WebAdvisor webpart at the bottom of the Employees homepage
- Click the Faculty Menu
- Click Faculty Information
- Click Grading
 - On the Grading menu, select the Term and then click the Submit button
 - Select Final on the Final or Midterm/Intermediate Grading drop down menu
 - Select the course section that you want to grade and click the Submit button
 - Complete grades for all your students and then click the Submit button

Grades are due five (5) business days following the last day of the semester. Failure to submit your grades in a timely manner affects students and may limit future teaching opportunities for you. Make it clear in your syllabus and timeline that all work must be submitted prior to the end of the semester in order to be included in final grades.

Incompletes

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The instructor, using the forms provided by Admissions and Records Office, shall state the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This form must then be sent to a student for a signature as confirmation of the student's knowledge of all conditions necessary for completion of the "I" grade. If the form is not received back from a student prior to the date grades are due, an "I" cannot be issued. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit, determined by the faculty but not to exceed one year, for completing the work has passed. The "I" may be made up not later than one year following the end of term in which it was assigned.

Attachment A
Important Contact Information

Correspondence Office	530.251.8875
Correspondence Coordinator	
Packet duplicating	
Packet distribution	
Correspondence instructor mailboxes	
Academic Services.....	530.251.8819
Course assignments	
Part-time instructor contracts	
Email confirmation	
Syllabi and SLOs	
General instructor assistance	
Course outlines	
Human Resources.	530.257.6181 x8995
Hiring paperwork	
Email confirmation	
Bookstore	530.251.8881
Textbook confirmation	
Assistance ordering instructor copy of textbook	
Library.....	530.251.8830
Copyright Information	
Assistance with articles or other materials for inclusion in your packet	
Admissions and Records.....	530.251.8808
Temporary rosters	
Census rosters	
Grades	
Information Technology (IT) Office.....	530.251.8874
Email problems	
WebAdvisor access	
WebAdvisor problems	

Attachment B Required Syllabus Information

A copy of the syllabus must be on file in Academic Services by the end of the first week of the semester. A syllabus must also be included in the instructional packet provided to the Correspondence Office.

Student Syllabus should include all of the above material with the following exceptions:

- Many instructors do not use more than a last name on syllabi. A pseudonym can be appropriate if desired.
- Contact information need only be care of Correspondence Office; do not put email or phone.
- Provide instructions for return delivery to Correspondence Office (Instructor name and course number placed in upper left corner of envelope and student's name, Correctional Institution, incarcerated number and housing unit placed in upper right corner of envelope).

Additional items recommended for inclusion on your syllabus:

- Expectations for timely submission of documents as well as consequences for failing to meet due dates.
- A statement about expectations for academic integrity including plagiarism and consequences. You can reference the LCC Academic Honor Code that is sent to all students with their correspondence contracts.
- A statement detailing your position on incompletes.
- Specific information about submitting documents (typed, single-sided, organized in order within the packet, or anything else important for students to know).
- Policies regarding late submissions.

Lassen Community College

Introduction to Business

Business 2: K1137

August 17th, xxxx – December 17th, xxxx

Correspondence Office
C/O Professor Rupley
P.O. Box 3000,
Susanville, CA 96130

Required Text: Skripak, Stephen J. Fundamentals of Business, 2016, ISBN: (B&W): 978-0-9979201-1-6; (Color): 978-0-9979201-0-9

*When returning books please see the Lassen Community College Program Coordinator or Instructional Support.

Course Description:

A survey course designed to provide students with familiarity with basic principles and practices found in contemporary business, knowledge of business terminology and an understanding of how businesses operate within the U.S. and globally. This course has been approved for correspondence and online delivery. This course uses a free Open Education Resource textbook.

Student Learning Outcomes:

1. Define common business terms, ideas, and phrases.
2. Demonstrate an understanding of contemporary business principles and practices.
3. Demonstrate an understanding of common business organizational structures.

Course Objectives:

1. Cite and explain major events in U.S. history that have had a material effect on the way we conduct business in the U.S. today.
2. Compare and contrast economic systems found globally.
3. Define business ethics and explain the role of social responsibility in an organization.
4. Describe the role of information technology and the impacts it has had on business in the U.S. and globally.
5. Describe the major benefits and barriers found in international trade.
6. Compare and contrast commonly found forms of business organization by identifying primary benefits and detriments of each organizational form.
7. Describe the key management functions found in common business operations.
8. Describe the major theories and contemporary practices of business leadership.
9. Identify current production & operations processes and practices.

10. Identify key human resource management functions and the laws surrounding the management of people as a workforce.
11. Explain the primary components and functions of financial statements and conduct a simple financial statement analysis.
12. Describe the different types of common business financing options the impacts it has on various financial business positions.
13. Identify key components and functions of securities markets and the monetary system.

Grading:

<i>Assignment</i>	<i>Points</i>	<i>Total Points</i>
Quiz	50 each (4)	200
Mid-Term (Proctor)	250	250
Final Exam (Proctor)	250	250
Chapter Essay	28 each (5)	140
Key Take-Aways	10 each (16)	160
Total		1000

The total final points awarded will be the basis from which you will receive a letter grade in the class and will be rounded up or down to the nearest percentage. The breakdown of the letter grades awarded to the total points are as follows:

90 – 100%	A	894.5 – 1000 Points
80 – 89%	B	794.5 – 894.4 Points
70 – 79%	C	694.5 – 794.4 Points
60 – 69%	D	594.5 – 694.4 Points
Below 60%	F	0 – 594.4 Points

Quizzes:

Quizzes are a great way for you to show what knowledge you have retained. You will have 4 quizzes throughout the semester that will account for 20% of your total grade. The quizzes will be around 20-30 question but will vary depending on subject matter. These quizzes may have a combination of short answer, true/false, fill in the blank, multiple choice and yes/no. Each quiz must be submitted at the end of each module. You must write in a legible manner to receive credit on the written components of the quizzes and any writing considered not legible will receive a zero. Students will be required to utilize a scantron. Please make sure to use a #2 pencil when filling out your answers. The student will not receive any points if a #2 pencil is not used and the scantron cannot be read by the machine. You must turn in your quiz and the scantron to receive any credit. By staying involved in reading your assigned chapters as well as working your assigned problems and essays you will be prepared for the quizzes. Please be aware of the time frame and required dates for the modules.

Mid-term/Final:

The mid-term and final will not be cumulative. They will be a combination of the quizzes taken before the mid-term and final as well as the articles. Both tests may have true/false, multiple choice, short answer, fill in the blank, matching and or yes/no. The mid-term and final will be worth a total of 25% each accounting for 50% of the student's final grade. There will be no makeup exams. All tests are closed book, closed neighbor, and closed notes. The midterm will be given from October 5th – 9th and the final will be given from December 7th – 11th.

Chapter Essay:

This section of the course addressing the practical application of the material learned. The student will need to take the assigned chapters within the module and write a two page essay (8 paragraphs). The topic of the essay must contain discussion on the importance of the chapter material toward small business, the ethical and social responsibilities toward small business, and how the material will apply toward your personal life as a small business owner. These assignments are worth 28 points each for a total of 140 points and 14% of the grade. This assignment must be turned in with each corresponding module. Please follow the timeline provided at the end of the syllabus.

Key Take-Aways:

In the back of every chapter there are key takeaways (see pg. 21 for example). The student must use critical thinking skills to accommodate all key takeaways into a 1-2 page (4-6 paragraphs) document. This document should be a personal piece, which either helps demonstrate an understanding of contemporary business principles and practices or demonstrates an understanding of common business organizational structures. This is a pass/fail assignment. These assignments are worth 10 points each for a total of 160 points and 16% of the grade. This assignment must be turned in with each corresponding module. Please follow the timeline provided at the end of the syllabus.

Important Dates:

9/1/xx – No class

9/7/xx – No class

11/11/xx – No class

11/26/xx – No class

11/27/xx – No class

12/14/xx – 12/17/xx = Finals

*See tentative calendar as well

Academic Dishonesty:

You will have the opportunity to create your own work that you will have all the rights and privilege to in this course. With that in mind, any form of cheating on group or individual assignments, projects, quizzes or exams will result in an automatic grade of F for the course. Further disciplinary action may take place, such as being removed entirely from any further classes provided by Lassen Community College. Academic dishonesty is any action cheating, plagiarizing, or otherwise obtaining grades under false pretenses. Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text, phones, and other means of information communications; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official. Plagiarism is defined as the intentional submission for evaluation to a college instructor material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source. Students will sign the Lassen

College Honor Code document and turn it in to the instructor on the first day of class. This document is between the student and the instructor.

Academic Resources:

There are different reasons a student may need assistance academically. If you need accommodations for a disability, injury or other condition, please see me after class or during my office hours, speak to your counselor or contact the DSPS program.

Timelines:

Assignments must be received in the LCC Correspondence Office by the date due in order to be accepted on time. Work received after the due date is considered late. Late work will be penalized by reduction of one grade except in extreme situations. Work received after the next scheduled due date will not be accepted except in extreme situations. Student work will be returned as soon as possible with feedback relative to student performance and progress. Contact me by mail with any questions or concerns with the feedback document or other written means.

Learning Contracts:

The student must submit the enclosed Learning Contract by date noted on contract, which is August 31st, xxxx. Failure to submit the contract by the Census date will result in being removed from the course as a “No Show”. The student is responsible for indicating interest by participating in the course through the feedback document and through other written correspondence.

Incompletes:

By law, incomplete grades may only be given for verifiable emergencies at the instructor’s discretion. I will only decide to issue an incomplete grade if a student has a significant emergency after the final drop date AND the student is on track to pass the class. If I do decide to assign an incomplete grade, it is your responsibility as a student to communicate with me and verify all conditions for completion of the coursework, including the amount of time allowed for completion. If I cannot confirm conditions with you, I will not assign an incomplete. I generally do not allow any more than a semester to finish an incomplete. If you are unable to complete a class for any reason prior to the drop date, then it is your responsibility to drop the class.

Timeline of assignments and due dates:

Module 1	
Due 8/31/xx	
Late (-1 letter grade) 9/1/xx – 9/4/xx	
Not accepted after 9/7/xx	
Reading	Assignment
Chapter 1	Chapter Essay and Key Take-Aways
Chapter 2	Chapter Essay and Key Take-Aways
	Feedback Document
	Learning Contract
Module 2	

Due 9/14/xx Late (-1 letter grade) 9/15/xx – 9/18/xx Not accepted after 9/1/xx	
Reading	Assignment
Chapter 3	Chapter Essay and Key Take-Aways
Chapter 4	Chapter Essay and Key Take-Aways
	Feedback Document
	Quiz #1
Module 3 Due 9/28/xx Late (-1 letter grade) 9/29/xx – 10/2/xx Not accepted after 10/5/xx	
Reading	Assignment
Chapter 5	Chapter Essay and Key Take-Aways
Chapter 6	Chapter Essay and Key Take-Aways
Chapter 7	Chapter Essay and Key Take-Aways
	Feedback Document
	Quiz #2
Module 4 Due 10/12/xx Not accepted after 10/16/xx	
	Assignment
	Mid-term
Module 5 Due 10/19/xx Late (-1 letter grade) 10/20/xx – 10/23/xx Not accepted after 10/26/xx	
Reading	Assignment
Chapter 9	Chapter Essay and Key Take-Aways
Chapter 10	Chapter Essay and Key Take-Aways
Chapter 11	Chapter Essay and Key Take-Aways
	Feedback Document
	Quiz #3
Module 6 Due 11/2/xx Late (-1 letter grade) 11/3/xx – 11/6/xx Not accepted after 11/9/xx	
Reading	Assignment

Chapter 12	Chapter Essay and Key Take-Aways
Chapter 13	Chapter Essay and Key Take-Aways
N/A	Feedback Document
Module 7 Due 11/23/xx Late (-1 letter grade) 11/24/xx – 11/25/xx Not accepted after 11/30/xx	
Reading	Assignment
Chapter 14	Chapter Essay and Key Take-Aways
Chapter 15	Chapter Essay and Key Take-Aways
N/A	Feedback Document
	Quiz #4
Module 8 Due 12/7/xx – 12/11/xx Not accepted after 12/17/xx Final	

Attachment D Lassen Community College Honor Code

Lassen Community College strives to maintain a learning environment that adheres to principles of integrity by acknowledging its expectations of honesty and informing students of practices and behaviors that are in opposition to these institutional values. In all vocational and academic pursuits, students are expected to complete their own work unless the specific assignment allows for collaboration as defined by the instructor. This applies to all modes of instruction including traditional classroom based learning and all modes of distance learning. Additionally, this applies to any and all class assignments including lab work, quizzes, tests, papers, and projects. Examples of behaviors and practices that are commonly accepted as dishonest, and for which students are subject to college discipline, include but are not limited to the following:

- **Providing or using unauthorized resources** for class projects, homework assignments, tests or papers. Unauthorized resources include written materials, technology such as computers or calculators, and personal assistance, which the instructor does not clearly allow for completion of the assignment.
- **Providing or receiving personal assistance** where it is not allowed such as for tests or individual assignments. This includes completing someone else's coursework for them, or having someone else complete your course work for you.
- **Using someone else's work**, such as books, journal articles, or internet resources, and representing it as your own (**plagiarism**).
- **False citation**, which includes citing work you never used.
- **Permitting someone else to use your work** and claim credit for it such as giving someone a previously submitted term paper or course assignment and having them turn some or all of it in for credit.
- **Possessing, buying, selling, obtaining or using a copy of any materials intended to be used as an instrument of academic evaluation before its administration.** This includes accessing instructor test banks, standardized tests and instructor-created documents.
- **Altering grade records** in a course or a component of a course.
- **Intentional deception** such as knowingly providing false information or documentation to meet, or obtain exemption from, course or program requirements including rationale for course enrollment, absence excuse, illness/injury, or course participation hours.

Each of these cases is considered fraudulent regardless of intent.

Lassen Community College acknowledges that honesty is in the best interest of all students and the community we serve, as it strengthens a learning environment focused on intellectual growth and fosters a responsible college community.

Student Honor Statement:

Students will acknowledge their commitment to honesty and integrity upon each enrollment by certifying the following statement:

As a student of Lassen Community College, I agree to uphold the institutional values of honesty and integrity and adhere to the student honor code to promote a positive learning environment for all students. I acknowledge that this will provide me the best learning experience and build a strong foundation of skills for my future. (see Lassen Community College Catalog: Honor Code for more information).

Accepted by Academic Senate

May 20, 2010

Signed: _____
Print Name: _____
Course ID: _____
Date: _____

Attachment E

Sample Welcome or Packet Information Letter

Insert Course Name
Lassen Community College
Instructor _____
Fall XXXX

Hello and welcome to a correspondence section of (Course Name) offered by Lassen Community College and taught by Instructor _____. You are about to embark on an exciting and challenging learning experience. Good for you for making the choice to enroll in this class, and perhaps other courses as well.

Before you get started, please let me warn you that this is a demanding course. Although you do not have to attend any classroom sessions for this course, you do have to complete the same amount of work. The difference? You have access to me as the instructor, but most of your instruction comes through your reading of my lecture notes and the textbook. You MUST invest time reading and utilizing these resources if you want to be successful in this class.

Speaking of time, how much time should you plan to spend on this course? This is a three-unit course that is required to be taught for 51 hours when it is taught in the classroom. And, at the college and university level, for every hour you spend in class you are expected to spend approximately 2 hours doing work out of class (reading, homework, and the like). Although you may not be sitting in class with me, it is still my responsibility as an instructor to replace the 51 hours of classroom time with an equal amount of time and work. So, for this class as well as most three-unit lecture courses, you should plan to spend approximately 150 hours doing course-related work. During a regular 17-week semester, some weeks, and some assignments, may require more than others, but it's a good idea to figure out when, on average, you are going to spend the 9 hours of time each week doing work for this class.

Now that you've given some thought to time management, let's look at what you need to do to get started in this class.

- √ **Read the syllabus.** This outlines expectations and is considered a contract between you and me as student and instructor. If you don't like any of the conditions or expectations in the syllabus (for example, all work must be turned in on time), you may break the contract by dropping the class. But, I hope you are agreeable to the syllabus/contract and choose to remain in the class.
- √ **Review the course timeline.** These are the dates when assignments are due throughout the semester. Put these on a calendar. Plan ahead. Remember to allow for time for postal mailing or courier delivery before the due date. I strongly suggest you work to get ahead with assignments – it's the best prevention against falling behind.

- √ **Read.** When you begin a unit, first read the chapters noted on the timeline as well as my lecture notes for the unit. Some of my lecture notes reiterate what is covered in the chapters; some discuss new material or elaborate further on material in the text in order to help you further understand the information.
- √ **Complete assignments.** All assignments for a unit are listed in three places: the course timeline, the unit cover page, and the unit feedback page. Be sure to complete all assignments by checking each one off as you complete it and then again as you put it into the envelope to be mailed.
- √ **Send in assignments.** In addition to the assignments for a unit, please include the feedback page. This page is both an opportunity for you to ask questions or make comments and a place for me to let you know what grades you are receiving. Students often ask me to update them on their grades during a class. These feedback sheets provide that information, but only if you remember to put them in the envelope with unit assignments. And, if you want to know your grade, divide the points you receive by the points possible (90 points earned for unit 1; 100 points possible. $90 / 100 = .90 = 90\%$)
- √ **Review feedback on assignments I have returned.** I give feedback, encouraging as well as constructive, on your assignments so that you can recognize strengths and work on improving weaknesses as the class develops. Utilize this feedback to improve as a writer. But, please do not wait to receive a unit back before completing the next unit of work. Unfortunately the correspondence system is a bit slow so often you will receive work back while working on the second unit after it (for example, you will have already submitted Unit 2 and are working on Unit 3 when you get Unit 1 back).
- √ **Ask questions.** If you have questions, ask them! You may use the feedback sheet to ask questions, but realize that there will be a time delay before you get my response. For some students, this is our only means of contact so tolerate the delay and wait for the answers.

Remember that I said that this was a challenging course, but exciting as well. Many students enjoy seeing their progress as writers over the course of the semester. Yes, it is work. Yes, I admit it can seem like a lot of work. But, little in life comes free, so in order to reap the benefits of an education you have to invest some time and effort. Utilize the tools and strategies within the course, complete all assignments, and use the feedback I provide to make further changes in your writing skills. With only a few exceptions, you will get out of this class what you put into it. So invest in your future by spending time on your course assignments today!

Attachment F
Student Evaluation of Correspondence Course Form

Student Evaluation of Correspondence Course Form

Please complete the following form and return with your Final Exam.
This is an anonymous survey.

Correspondence Course Title: _____

1. Syllabus clearly explained the expectations of the class. Excellent Good Fair Poor NA
2. Syllabus clearly provide timelines for completion of course materials. Excellent Good Fair Poor NA
3. Instructor kept me informed of my progress in the course on a regular basis. Excellent Good Fair Poor NA
4. Instructor gave me adequate feedback on my assignments? Excellent Good Fair Poor NA
5. How would you rate the textbook? Excellent Good Fair Poor NA
6. How would you rate the packet materials? Excellent Good Fair Poor NA
7. How would you rate the mailing turn around time? Excellent Good Fair Poor NA
8. How would you rate the overall quality of your experience in correspondence instruction? Excellent Good Fair Poor NA
9. Do you plan to take another correspondence course from Lassen Community College?
 Yes No
10. Provide any additional comments on the course:

Tell Us About Yourself:

1. Educational Goal: What is your educational objective at Lassen Community College?
 Associate in Arts in Social Sciences
 Associate in Science in Business Administration
 None of the above

2. How many correspondence courses have you completed from Lassen Community College before?
 First course Two - five courses More than six courses