



# **Handbook for Correspondence Instructors**

Approved by Academic Senate June 10, 2014

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## WELCOME

Lassen Community College currently provides students the opportunity to take classes and earn selected associate degrees 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 students throughout Lassen County, California, and the United States. 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, throughout California, and even across the nation. And, many correspondence students are incarcerated in California and Federal jails and prisons.

## 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. 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 three 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 only 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 November 22, 2011 are available online or in the *Faculty Handbook*. The bookstore can be reached at 530.251.8881 and the Correspondence Office at 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

Distance education regulations require that a student have regular, effective contact with their instructor. Students enrolled in distance education 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).
- 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. In order to protect identities, some instructors opt to compose

different syllabi for community and incarcerated students in order to prevent incarcerated students from knowing how to contact the instructor in a manner other than through the Correspondence Office. 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 Attachment C-1 and C-2 for sample community and incarcerated syllabi. If you have additional questions about your course syllabus, and to request that a Lassen Community College email account be setup in your name, 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 both community and 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

Although you are encouraged to communicate with correspondence students through correspondence, phone, or email, exceptions must be made for incarcerated students (those enrolled through a prison 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 Distance Education 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 to inmates (no access to library or computers for research, materials limited to pencils and paper), the information and assignments in packets sent to incarcerated students should be the same as those sent to community students, with the exception of complete instructor contact information. Both packets 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.
- Correspondence Course 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.
- Give specific instruction on how the exams are to be taken. At this point, proctored exams are not available. But, if and when they are, be sure to 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. Some instructors opt to send out exams in a separate mailing even though they are not yet proctored.
- Your final exam should not be included in your packet. Instead, plan to send out your final exam at least one month prior to the end of the semester to allow adequate time for students to receive the exam, complete it, and return it.
- 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.
- 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.
- Although your community and incarcerated student packets should contain the same assignments, some instructors preface the packets with different contact information for community and incarcerated students (see Syllabus).



- 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-May.
- For courses scheduled for the spring semester, starting in January, packets are due mid-November.
- 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

As you work on developing the assignments and exams in your packet, you will have to figure out how you are going to test your students. Unfortunately, Lassen Community College has not established proctoring for exams. If proctoring is established, it is recommended that you plan to have at least the final exam proctored.

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 incarcerated 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. All copies will be single-sided black and white copies, so please arrange your packet in this manner.



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.

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. 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

## 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

For current day-to-day rosters, access WebAdvisor, Lassen Community College's online registration and enrollment system. WebAdvisor is available from the Lassen Community College website at [www.lassencollege.edu](http://www.lassencollege.edu). To set up access to WebAdvisor, or to change a password, contact the IT Office at 530.257.6181 x8703.

### 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 13<sup>th</sup> 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 the LCC Attendance Clerks at [LCCAttendanceClerks@lassencollege.edu](mailto:LCCAttendanceClerks@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. Please contact Admissions and Records or the Correspondence Office if you have any questions.

## GRADING

Prior to the end of the semester, you will receive a Grade Report via email from Admissions and Records. This is the form you can use to submit final grades for students, but faculty are encouraged to submit grades using WebAdvisor (see Rosters above). If you do submit grades using WebAdvisor, send an email to [LCCAttendanceClerk@lassencollege.edu](mailto:LCCAttendanceClerk@lassencollege.edu). The email must be sent from your LCC-issued email account; it functions your instructor's verification of grades (in lieu of signing and submitting hard copy forms). 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
Distance Education 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.

### Community Student Syllabus

- Course Number and Title (example- ENGL 1 – College Composition)
- Current Semester and Year
- Section Number (example – 4506)
- Textbook Requirements
- Instructor’s Name and Contact Information including office hours and email address
- Grading Requirements/Scale
- Course Student Learning Outcomes (found on the Course Outline)
- Course Objectives (found on the Course Outline)
- Required Assignments
- Specific Last Day to Add/First Census Drop Date (end of 3<sup>rd</sup> week of the semester)
- Specific Last Day to Drop (end of 13<sup>th</sup> week of the semester)
- Key dates specific to course (Learning Contract due, packet due dates)
- Drop policy for inactive students including when a student is considered inactive
- Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student
- Instructions for mailing assignments and tests (Addressed to Correspondence Office in care of instructor’s name, P.O. Box 3000, Susanville, CA 96130)

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

- Many instructors do not use more than a last name on incarcerated syllabi.
- 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.

**Attachment C-1**  
**Course Syllabus Sample**  
**(Community Syllabus)**

**AJ 24 Community Relations**  
**Course syllabus Spring 2012**

Spring 3/16/12-5/25/12  
Instructor: Nancy Bengoa-Beterbide  
Phone: 530-251-8801  
Email: [nbengoa@lassencollege.edu](mailto:nbengoa@lassencollege.edu)  
Office: Creative Arts Building Room 122

Office Hours:

Monday by appointment  
Tuesday 1:00pm to 3:30pm and by appointment  
Wed. by appointment  
Thurs. 1:00pm to 3:30pm and by appointment  
Friday by appointment

Evening and weekend appointments are available upon request to accommodate work schedules.

**Required Text:** *“Police-Community Relations and the Administration of Justice”*. Authors Ronald Hunter, Thomas Barker, & Pamela Mayhall. 7<sup>th</sup> edition. ISBN#978-0-13-219372-6.

**Course Description:** The study of the criminal enterprise as it relates to various segments of the social environment. The relationship of public law enforcement agencies to specific social groups and individuals is developed. Current issues and theories involved in this relationship in the community are examined.

**Student Learning Outcomes:**

1. The student will gain knowledge of the officer’s role relative to community service.
2. The student will gain knowledge of community attitudes and influences which are affected by the officer’s conduct.
3. The student will gain knowledge of law enforcement officer’s discretionary authority, constraints, consequences, and process in making decisions.

**Attendance:**

This is a correspondence course. Students are not required to physically attend class.

**Assignments:**

Complete reading assignments.

Complete textbook chapter exams prepared by instructor. Exams are open-book and students must find their own answers. Students will utilize the green scantron sheets provided. Names must be clearly printed, including the course (AJ 24) and the number of the chapter exam on the scantron form.

**Withdrawal Policy:**

It is the student’s responsibility to drop this class if they choose not to continue.

**Method of Evaluation:**

Signed contract must be completed by due date on contract to remain enrolled	
Lassen Community College Student Questionnaire	Extra Credit
Chapter Exams	40%
Midterm	20%
Instructor Interaction Forms	10%
Final	30%
Evaluation	Extra Credit

**Assignments (Chapter Exams)**

**Turn In By:**

Chapter 1 The Administration of Justice within a Free Society	
Chapter 2 Police Role Concept in a Changing Society	
Chapter 3 Police Community Relations an Overview	March 30, 2012
Chapter 4 Public Relations & Community Relations	
Chapter 5 The Public & the Police:	
Chapter 6 Relations with the Police Organization	
Chapter 7 Coping with the Human Experience of Being a Cop	April 9, 2012
Research paper/midterm	April 19, 2012
Chapter 8 The Communication Process	
Chapter 9 Police Discretion & Community Relations	
Chapter 10 Community Policing	
Chapter 11 The Media Link	May 1, 2012
Chapter 12 Special Populations & the Police	
Chapter 13 Community Relations in the Context of Culture	
Chapter 14 The Dilemmas of Dissent & Political Response	
Chapter 15 Conflict Management & Community Control	May 11, 2012
Final & class evaluation	May 22, 2012

*Important: Students having questions regarding course materials are encouraged to email me. If you are unable to email me you must see me during office hours (or make an appointment) or leave a message on my voice mail. Emails will be answered FIRST. Students should be aware that phone calls may take several days to return.*

*Students, please let me remind you that this is only a 9 week course. The correspondence office is responsible for returning all graded homework. If you are concerned about your grades contact me and I will provide you with your test scores.*

## **Attachment C-2 Course Syllabus Sample (Incarcerated Syllabus)**

ENG 50 Introduction to College Composition  
Correspondence Sections  
Lassen Community College  
Spring 2011

**Instructor:** Aschenbach

**Mailing Address:** PO Box 3000, Susanville, CA 96130

**Class Dates:** January 17-May 26, 2011

### **Course Overview**

English 50 is a non-transferable college composition course. The course covers the development of writing skills, generating and developing topics, the use of rhetorical techniques, appropriate organizing principles, editing conventions, and an introduction to the research paper.

### **Required Text**

Langan, John. College Writing Skills with Readings. Boston: McGraw-Hill. You may use either the sixth or seventh edition.

### **Approved Student Learning Outcomes for ENG 50:**

Upon completion of the course the student will be able to:

1. Write paragraphs and complete essays that are free of nonstandard English grammar and errors in punctuation and spelling
2. Research material for and write an 800-word essay that conforms to MLA style in its in-text source citations and works-cited pages.
3. Write a cohesive and coherent 800-word essay that has an introduction, supporting body paragraphs, and a conclusion.
4. Ability to write 800-word essays, apply patterns of development appropriate for expository writing, including personal narrative, comparison/contrast, and argumentative.

### **Course Delivery**

This is a correspondence course so all coursework, assignments, quizzes and exams will be sent to students via mail. All assignments, quizzes, and exams may be returned via mail.

### **Essays, Assignments and Exams**

- **Quick Writes (QW)** – Writing and critical thinking exercises worth 10 points each.
- **Reading Responses (RR)** – Critical analysis of the content and structure of assigned readings worth 20 points each.
- **Rough Drafts (RD)** – Essay development to the rough draft stage. Each RD is worth 30 points each.
- **Worksheets and Activities (W)** – A variety of worksheets and activities will be completed with the goal of developing and reinforcing sentence and pre-writing skills. Each worksheet is worth 10 points.
- **Essays (E)** – Complete essay development to the final draft stage. Essays are worth 50-150 points each.
  - **Essay #1 Three Passions** – A 300-500 word 1-3-1 essay worth 50 points.
  - **Essay #2 Narrative** – A 400-600 word essay worth 50 points.
  - **Essay #3 Cause and Effect** – A 500-700 word essay worth 75 points.
  - **Essay #4 Comparison and Contrast** – 600-800 word essay worth 75 points.



- **Essay #5 Essay Revision** – Students will improve upon a previous using feedback and revision techniques learned through lecture and reading. Worth 75 points.
- **Essay #6 Argument Essay** – A 800-1000 word essay worth 100 points.
- **Essay #7 Research** – A 800-1000 word research essay worth 150 points. Additional points will be earned for submitting a research proposal consisting of a thesis statement and outline in preparation for the research essay.
- **Exams** – A final exam, worth 100 points, will cover chapter readings and lecture notes. There will not be any make-up exams; it is expected that a student receive, quickly complete, and return the final before the end of class.

### **General Information**

- If you need any help or have any questions, please contact me through correspondence.
- Be prepared to do research and recognize that not all research is done in a library or online.

### **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. Any questions feel free to contact me by mail or email.

### **Cheating and Plagiarism**

Lassen Community College students are expected to conduct themselves according to the Student Rules of Conduct. All students are expected to complete their own work. **Not doing your own work, giving insufficient credit for the ideas or words of others, or presenting another's words, ideas or language as your own is considered plagiarism.** In cases of suspected cheating or plagiarism, the student will receive a zero (0) grade for the assignment in question with no opportunity for makeup. If cheating or plagiarism persists or is suspected from the same student on multiple assignments, this instructor has the right to give a student a failing grade for failure to complete their own work as well as failure to adhere to the standards expected of students in the Rules of Conduct. Strive to be academically and intellectually honest. If you have any questions about using or citing someone else's material, please see me about it.

### **Submission of Assignments**

Essay assignments, with the exception of early drafts, must be typed using an appropriate academic 12-point font, double-spaced. If a typewriter is not available, incarcerated inmates are expected to write their work out neatly for final drafts. Quick writes (QW), reading responses (RR) and worksheets need not be typed, although students must make sure work is neatly presented and legible if it is handwritten rather than typed. Your name and the assignment (RR2, Argument Essay, etc) must be on all assignments submitted or work will not be graded. If I cannot read your work or cannot tell which assignment you have submitted, I will not grade it.

### **Extra Credit**

There is no extra credit available in this course. Each student is expected to complete all essays, assignments and exams to the best of his/her ability. Failure to do so will have a negative effect on your final grade.

### **Final Exam**

Your final exam is a comprehensive examination meant to measure students' ability to meet the student learning objectives identified for this course. Information and the final exam will be sent approximately 2 weeks from the end of the semester.

## Grading

All points earned will be added together and the normal grading curve applied.

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 0-59%

Points are earned for the following assignments:

### Assignments

Quick Writes (QW)	3-4 per unit	10 each
Reading Responses (RR)	1-2 per unit	20 each
Rough Drafts (RD)	1-2 per unit	30 each
Worksheet Activities (W)	2-4 per unit	10 each
Research Proposal		25
Essays (E)	1 per unit	
Essay #1 Three Passions	Unit 1	50
Essay #2 Narrative	Unit 2	50
Essay #3 Cause and Effect	Unit 3	75
Essay #4 Comparison and Contrast	Unit 4	75
Essay #5 Revision Essay	Unit 5	75
Essay #6 Argument Essay	Unit 6	100
Essay #7 Research	Unit 7	150
Exams		
Exam #1 (Final)		100

### 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.

### Important ENG 50 Dates

See attached timeline for due dates and assignments

### Important LCC Correspondence Dates

January 18, 2011	Start of class
January 27, 2011	Last day adds will be allowed for ENG 50 with Aschenbach
February 4, 2011	Last day to drop without a "W"
April 8, 2011	Last day to drop any class
May 26, 2011	All work must be received by instructor. NO EXCEPTIONS.

Work received after May 26, regardless of when it was sent, will NOT be graded.

## Attachment D Sample Course Timeline

ENG 50 Introduction to College Composition  
Correspondence Sections - Aschenbach  
Lassen Community College  
Spring 2013

### Timeline of Assignments and Important Dates

An assignment sheet for each assignment is included in your packet. All readings referenced are in your textbook, either as a chapter or an essay. Use the index in the back of the book or the table of contents in the front to find the page numbers for the essays.

Use the following key to identify what type of assignment is listed:

QW = Quick Write	RR = Reading Response
RD = Rough Draft	W = Worksheet
E = Essay	

#### Contracts: Due Thursday, January 31, 2013

Correspondence Contracts Due - Students who do not return a Correspondence Contract by this date WILL be dropped. NO EXCEPTIONS!

**Unit 1**  
**Due Thursday, February 7, 2013**  
**Late (-10%) February 8-February 21, 2013**  
**Not accepted after February 21, 2013**

<p>Read Langan</p> <ul style="list-style-type: none"> <li>Ch. 1 “An Introduction to Writing”</li> <li>Ch. 2 “The Writing Process”</li> <li>Ch. 3 “The First and Second Steps in Essay Writing”</li> <li>Ch. 7 “Intro. to Essay Development”</li> <li>“Introduction to Readings”</li> <li>“Three Passions” by Bertrand Russell</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>QW1: Self-Introduction (10 points)</li> <li>QW2: Confidence (10 points)</li> <li>RR1: “Three Passions” (10 points)</li> <li>W1: Clustering (10 points)</li> <li>W2: Thesis Development (10 points)</li> <li>W3: More Work with Thesis Statements (10 points)</li> <li>E1: Three Passions (50 points)</li> </ul>
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**Unit 2**  
**Due Thursday, February 21, 2013**  
**Late (-10%) February 22-March 7, 2013**  
**Not accepted after March 7, 2013**

<p>Read Langan</p> <ul style="list-style-type: none"> <li>Ch. 4 “The Third Step in Essay Writing”</li> <li>Ch. 8 “Descriptive Essays”</li> <li>Ch. 9 “Narrative Essays”</li> <li>Ch. 23 “Subjects and Verbs”</li> <li>Ch. 34 “Manuscript Preparation”</li> <li>“Lou’s Place” by Beth Johnson</li> <li>“I Became Her Target” by Roger Wilkins</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>QW3: Student Success</li> <li>QW4: First or Worst Movie</li> <li>RR2: “Lou’s Place” (10 points)</li> <li>RR3: “I Became Her Target” (10 points)</li> <li>RD1: Descriptive Essay (30 points)</li> <li>W4: Clustering (10 points)</li> <li>W5: Thesis Development (10 points)</li> <li>W6: Organization and Cohesion (10 pts)</li> <li>W7: Subject/Verb Identification (10 pts)</li> <li>E2: Narrative Essay (50 points)</li> </ul>
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### Unit 3

**Due Thursday, March 7, 2013**  
**Late (-10%) March 8-21, 2013**  
**Not accepted after March 21, 2013**

Read Langan Ch. 5 “The Fourth Step in Essay Writing” Ch. 12 “Cause and Effect Essays” Ch. 21 “Using the Library and Internet” Ch. 24 “Fragments” Ch. 25 “Run-Ons” Ch. 39 “Commas” “Shame” by Dick Gregory “The Professor is a Dropout” by Beth Johnson	Assignments QW5: Reading (10 points) QW6: Holidays (10 points) RR4: “Shame” (10 points) RR5: “The Professor is a Dropout” (10 pts) W10: Clustering & Outlining (10 points) W11: Thesis Development (10 points) W12: Developing Effective Sentences (10) W13: Run-ons and Fragments (10 points) W25: Commas (10 points) E3: Cause and Effect Essay (75 points)
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### Unit 4

**Due Thursday, March 21, 2013**  
**Late (-10%) March 22-April 4, 2013**  
**Not accepted after April 4, 2013**

Read Langan Ch. 6 “Four Bases for Revising Essays” Ch. 13 “Comparison and Contrast Essays” Ch. 22 Writing a Research Paper Ch. 26 “Regular and Irregular Verbs” Ch. 27 “Subject-Verb Agreement” Ch. 28 “Additional Info. about Verbs” “Smash Thy Neighbor” by John McMurtry “Here’s to Your Health” by Joan Dunayer	Assignments QW7: Proofreading QW8: Experience RR5: “Smash Thy Neighbor” RR7: “Here’s to Your Health” W14: MLA Book Citations W15: Complex Verbs W16: Subject-Verb Agreement Research Proposal E4: Compare and Contrast Essay (75 pts)
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**\*\*If you do not have Units 1-4 submitted as of April 4, 2013, you will be dropped\*\***

### Unit 5

**Due Thursday, April 4, 2013**  
**Late (-10%) April 5-18, 2013**  
**Not accepted after April 18, 2013**

Read Langan Ch. 16 “Argument Essays” Ch. 35 “Capital Letters” Ch. 36 “Numbers and Abbreviations” Ch. 37 “Apostrophes” Ch. 38 “Quotation Marks” “Ban the Things. Ban Them All” by Molly Ivins	Assignments QW9: Super Hero QW10: Questions RR8: “Ban the Things. Ban Them All” W17: MLA Periodical Citations W18: Quotations W19: Apostrophes W20: Capitals W21: Numbers E5: Argument Essay
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### Unit 6

**Due Thursday, April 18, 2013**  
**Late (-10%) April 19-May 16, 2013**  
**Not accepted after May 16, 2013**

Read Langan Ch. 14 "Definition Essays" Ch. 29 "Pronoun Agreement and Reference" Ch. 30 "Pronoun Types" Ch. 31 "Adjectives and Adverbs" Ch. 40 "Other Punctuation Marks" "Television Addiction" by Marie Winn	Assignments QW11: A Different Perspective QW12: News Story RR9: "Television Addiction" RD7: Definition Essay W22: MLA Internet Citations W23: Pronouns W24: Adjectives and Adverbs E6: Revision Essay
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### Unit 7

**Due Thursday, May 16, 2013**  
**NO LATE ASSIGNMENTS ACCEPTED**  
**Work must be received by Thursday, May 16, 2013 to be counted toward final grade**

Read Langan Ch. 10 "Exemplification Essays" Ch. 11 "Process Essays" "Propaganda Techniques in Today's Advertising" by Ann McClintock Review Ch. 6 "Four Bases for Revising Essays" Review Ch. 22 "Writing a Research Paper"	Assignments QW13: Propaganda QW14: Course Evaluation RR10: "Propaganda Techniques" RD9: Process Essay E7: Research Essay (150 points)
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**\*\*Unit work not received by Thursday, May 16, 2013 will NOT be graded, regardless of when it was sent\*\***

### Final Exam

**Due no later than Thursday, May 23, 2013**  
**NO late final exams will be accepted**

Your final exam is meant to be a comprehensive examination of all you have learned this semester. It will consist of a combination of activities similar to the work you've been doing. It is meant to be a final measure of your ability to meet the student learning objectives identified for this course.

Your final exam will be sent to you in early late November. More information will be included in that mailing.

## Attachment E

### 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).*

**History 17 – Post Civil War U.S. History**  
**Correspondence Course – Instructor Linda Kennedy**  
**Student-Instructor Interaction Form**  
**Please Return by Oct. 30**

*The correspondence method of instruction does not allow for us to have frequent face-to-face meetings, so please use this form to discuss this course with your instructor.*

**Student Inquiries:**

**I would like information on the following:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What is the most interesting or important element you have learned during this segment of the class?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructor Comments:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Attachment F-2**  
**Sample Student Contact Forms**

ENG 50 Intro to College Composition  
Unit 1 Feedback Sheet – Spring 2011  
Instructor: Aschenbach

Is there anything in this unit that was not made clear through readings or lecture notes?

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Did you struggle with any of the assignments? In what way(s) did you struggle?

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Do you have any questions about the material in this unit?

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Do you have any questions about the material or assignments in future units?

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Do you have any other questions?

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<b>Unit 1 Feedback</b>	<b>Total</b>	_____ / 130
RAW #1		_____ / 10
RAW #2		_____ / 10
RAW #3		_____ / 20
Clustering Activity #1		_____ / 10
Thesis Development #1		_____ / 10
Worksheet #1		_____ / 10
Worksheet #2		_____ / 10
Essay #1		_____ / 50

## Attachment G

### Sample Welcome or Packet Information Letter

ENG50 Introduction to College Composition  
Lassen Community College  
Instructor Aschenbach  
Spring 2013

Hello and welcome to a correspondence section of ENG50 offered by Lassen Community College and taught by Instructor Aschenbach. 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 on 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. For others, you have the option of contacting me via email, phone, or even in person on campus. You're always welcome to catch me in my office and ask for clarification or feedback. If you can't do that, email is the next best way to reach me. Send me an email and, with the exception of a few weekends when I'll be out of town, you'll get a response within a day. Finally, you can call, but please be warned that I often let my voicemail messages sit for a week or two before I check them. So, regardless of the method you use to contact me, please realize that I am available to you for assistance!

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 English assignments today!

### **Additional Welcome Information for Incarcerated Students**

Welcome to ENG50. In addition to providing an opening letter, a syllabus and timeline, I want to comment on two additional items.

#### **LCC Honor Code**

This is a document that instructors are encouraged to share with students to create a shared understanding of what is expected of students in terms of academic integrity and honesty. Unfortunately, no matter how honest you may be, other students are using various ways of cheating as a shortcut to their education. This is why there are plagiarism penalties included on the syllabus. As a correspondence student, you are expected to do your own work; it is unethical and illegal to have someone else do your work for you. This is included in the LCC Honor Code as the second bullet item. Please make yourself familiar with the Honor Code and recognize that failure to abide by it can result in an F grade on an assignment, an F grade in a class, or even in severe or repetitive cases, dismissal from class.

#### **Library Resources**

The second half of this class is intended to introduce you to the research process. Part of doing research is realizing that there are valuable and credible sources all around you. Do not panic if you do not have regular access to a library inside or outside your institution. Instead, realize that you have resources around you that may provide information once the need arises to include researched material in your essays. Many students have at least irregular access to newspapers and magazines, books, TV news and news shows, movies, and the people around them. As you'll read in your textbook and lecture notes, all of these, including interviewing people around you, can be useful sources of information to back up the points you are making in your essays. Depending on the topics assigned you may need to be creative in regards to how you'll include researched information in an assignment without having direct access to resources focused on the topic, but it is definitely possible. The key in this class is learning how to use and document additional sources in your own writing; you'll be able to do this if you keep an open mind and utilize the resources around you even when you don't have regular access to a library or the Internet.

I hope this information helps a little as you get started with your work for ENG50. Good luck this semester!

**Attachment H**  
**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:

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Tell Us About Yourself:

1. Educational Goal: What is your educational objective at Lassen Community College?  
 Associate in Arts in Liberal Arts  
 Associate in Science in Administration of Justice/Correctional Science  
 None of the above
2. Type of Student?  
 Community Student  Incarcerated Student
3. How many correspondence courses have you completed from Lassen Community College before?  
 First course  Two - five courses  More than six courses