

**Lamar State College Orange**  
**Core Curriculum Master Syllabi**



**April 1, 2022**

**BLANK for Additional Courses**

Course: Blank

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students.** It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:**

**Prefix and Number:**

**Division – Department:**

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
		0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Prerequisites/co requisites:**

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1.		
2.		
3.		

4.		
5.		
6.		

<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and

museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**ARTS 1301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Art Appreciation

**Prefix and Number:** ARTS 1301

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- Academic General Education Course (from ACGM – but not in LSCO Core)
- Academic LSCO Core Course
- WECM Courses

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Art Appreciation**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, Media, techniques, and purposes of the creative process. Students will critically interpret and Evaluate works of art within formal, cultural, and historical contexts.

**Prerequisites/co requisites:**

None

<b>Topical Outline:</b>
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Unit 1: Introduction and Fundamentals

Unit 2: Media and Processes

Unit 3: History and Context

Unit 4: Themes

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Apply art terminology as it specifically relates to works of art.	CT CM	<p>Creating a work of art then writing about the work utilizing key terms and ideas to assess the creation and meaning of works of art.</p> <p>Quizzes focusing on key works of art, artists, terms, and historical events.</p>
2. Demonstrate knowledge of art elements and principles of design.	CT CM	<p>Creating a work of art then writing about the work utilizing key terms and ideas to assess the creation and meaning of works of art.</p> <p>Quizzes focusing on key works of art, artists, terms, and historical events.</p>



3. Differentiate between the processes and materials used in the production of various works of art.	CT CM	Creating a work of art then writing about the work utilizing key terms and ideas to assess the creation and meaning of works of art.  Quizzes focusing on key works of art, artists, terms, and historical events.
4. Critically interpret and evaluate works of art.	CT CM	Written formal analysis of a selected work of art utilizing key terms and synthesizing meaning.
5. Demonstrate an understanding of the impact of arts on culture.	CT CM	Creating a work of art then writing about the work utilizing key terms and ideas to assess the creation and meaning of works of art.  Quizzes focusing on key works of art, artists, terms, and historical events.

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**BIOL 1406**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Biology for Science Majors I

**Prefix and Number:** BIOL 1406

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Laboratory activities will reinforce lecture content. **\*\*\*\*Revise for Catalog\*\*\*\***

**Prerequisites/Co-requisites:**

Prerequisite: MATH 1414 College Algebra or concurrent enrollment in higher-level Math  
Co-requisite: Laboratory for BIOL 1406 General Biology I

<b>Topical Outline:</b>
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Unit 1 THE CHEMISTRY OF LIFE

- 1) Describe the study of life science.
- 2) List the major themes of biology.
- 3) Identify the levels of the chemical foundation of life including atoms, molecular bonds, molecules, water, and carbon.
- 4) Differentiate among biological biomolecules and describe their synthesis, structure, and function.

Unit 2 THE CELL

- 5) Differentiate between prokaryotic and eukaryotic cells.
- 6) Describe the structure and function of eukaryotic organelles.
- 7) Identify the structure and function of plasma membranes including mechanisms of cell transport.
- 8) Describe states of energy and the laws of thermodynamics.
- 9) Describe the structure and function of ATP and enzymes.
- 10) Compare and contrast cellular respiration and photosynthesis and describe the major steps of each.
- 11) Identify stages of the cell cycle and of cell reproduction.

Unit 3 GENETICS

- 12) Describe chromosomes, meiosis, and the genetic recombination of sexual reproduction.
- 13) Identify the principles of heredity including Mendel's Laws and their extensions.
- 14) Describe DNA structure, function, and replication.
- 15) Describe RNA and the major steps of gene expression including transcription and translation.
- 16) Identify the mechanisms and regulation of gene expression in prokaryotes and eukaryotes.
- 17) Recognize major areas in the fields of biotechnology and genomics.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of Information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual Communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Describe the characteristics of life.	CT EQ	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

2. Explain the methods of inquiry used by scientists.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
3. Identify the basic requirements of life and the properties of the major molecules needed for life.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
4. Compare and contrast the structures, reproduction, and characteristics of viruses, prokaryotic cells, and eukaryotic cells.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

5. Describe the structure of cell membranes and the movement of molecules across a membrane.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
6. Identify the substrates, products, and important chemical pathways in metabolism.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
7. Identify the principles of inheritance and solve classical genetic problems.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
8. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
9. Describe the unity and diversity of life and the evidence for evolution through natural selection.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
10. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
11. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
12. Communicate effectively the results of scientific investigations.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
13. Identify the basic properties of substances needed for life.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Instruction will be by lecture with audiovisual aids and technological equipment such as chalkboard, films, slides, video, transparencies, models, and computer.

**METHODS OF EVALUATION:** Grading will consist of periodic exams in lab and lecture and lab reports in lab.

The overall final course grade will comprise of 75% of the final lecture grade and 25% of the final lab grade.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Program Director/Lead Faculty	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**BIOL 1407**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Biology for Science Majors II

**Prefix and Number:** BIOL 1407

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Laboratory activities will reinforce lecture content. Prerequisite: BIOL 1406.

\*\*\*\*Revise for Catalog\*\*\*\*

**Prerequisites/Co-requisites:**

Prerequisite: BIOL 1406; MATH 1414 College Algebra or concurrent enrollment in higher-level Math  
Co-requisite: Laboratory for BIOL 1407 General Biology II



<b>Topical Outline:</b>
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**Unit 1 EVOLUTION**

- 1) Describe conditions of early earth for chemical evolution.
- 2) List items of evidence for evolution.
- 3) Identify conditions or processes leading to speciation.
- 4) Use cladograms to show relationships of taxonomic groups.
- 5) Compare the prokaryote cell to the eukaryote cell.

**Unit 2 CHARACTERISTICS OF LIVING PHYLA**

- 6) Describe importance of several protistan organisms.
- 7) Classify the fungi according to methods of reproduction.
- 8) Differentiate among the destructive and beneficial fungi.
- 9) Compare development of multicellular plants and algae.
- 10) Recognize systems & functions of vertebrates & invertebrates

**Unit 3. ECOLOGY & POPULATIONS**

- 11) State significance of population graphs.
- 12) Organize a given set of organisms into correct order by trophic level.
- 13) Describe the flow of carbon & minerals through the ecosystem in biogeochemical cycles.
- 14) Predict importance of predator – prey relationships, competition, & symbiosis to the community.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
2. Describe and distinguish phylogenetic relationships and classificationschemes.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
3. Identify the major phyla of life with an emphasis on plants and animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.	CT EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
4. Describe basic animal physiology and homeostasis as maintained by organ systems.	CT EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
5. Compare different sexual and asexual life cycles noting their adaptive advantages.	CT	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
6. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends.	CT EQ	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
7. Apply scientific reasoning to investigate questions, and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
8. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
9. Communicate effectively the results of scientific investigations.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Instruction will be by lecture with audiovisual aids and technological equipment such as chalkboard, films, slides, video, transparencies, models, and computer.

**METHODS OF EVALUATION:** Students will be evaluated by written testing of facts, theories, principles, concepts, and their application.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Program Director/ Lead Faculty	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

Course: BIOL 1408

**BIOL 1408**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Biology for Non-Science Majors I

**Prefix and Number:** BIOL 1408

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description**

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Laboratory activities will reinforce lecture content.

**Prerequisites/co requisites:****Topical Outline:**

TBD.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Distinguish between prokaryotic, eukaryotic, plant and animal cells, and identify major cell structures.	CT EQ	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
2. Identify stages of the cell cycle, mitosis (plant and animal), and meiosis.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
3. Interpret results from cell physiology experiments involving movement across membranes, enzymes, photosynthesis, and cellular respiration.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments

4. Apply genetic principles to predict the outcome of genetic crosses and statistically analyze results.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
5. Describe karyotyping, pedigrees, and biotechnology, provide an example of the uses of each, and identify their importance.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
6. Identify parts of a DNA molecule, and describe replication, transcription, and translation.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
7. Analyze evidence for evolution and natural selection.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
8. Apply scientific reasoning to investigate questions, and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
9. Use critical thinking and scientific problem solving to make informed decisions in the laboratory	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
10. Communicate effectively the results of scientific investigations.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Grading will consist of periodic exams in lab and lecture and lab reports in lab.

The overall final course grade will comprise of 75% of the final lecture grade and 25% of the final lab grade.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

Course: BIOL 1409

**BIOL 1409**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Biology for Non-Science Majors II

**Prefix and Number:** BIOL 1409

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:** This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Laboratory activities will reinforce lecture content. **Revise for catalog**

**Prerequisites/co requisites:**



<b>Topical Outline:</b>
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Unit 1: Introduction and Fundamentals

Unit 2: Media and Processes

Unit 3: History and Context

Unit 4: Themes

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
2. Describe phylogenetic relationships and classification schemes	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
3. Identify the major phyla of life with an emphasis on plants and animals, including the basis of classification, structural and physiological adaptations, evolutionary history, and	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments

ecological significance		
4. Describe basic animal physiology and homeostasis as maintained by organ systems	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
5. Compare different sexual and asexual life cycles noting their adaptive advantages	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
6. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
7. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
8. Use critical thinking and scientific problem solving to make informed decisions in the laboratory	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
9. Communicate effectively the results of scientific investigations	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Grading will consist of periodic exams in lab and lecture and lab reports in lab.

The overall final course grade will comprise of 75% of the final lecture grade and 25% of the final lab grade.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**BIOL 1411**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** General Botany

**Prefix and Number:** BIOL 1411

**Division – Department:** Academic Studies Science & Mathematics - Biology

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

General Botany:  
This lecture and lab course should combine all the elements of BIOL 1311 (lecture) and BIOL 1111 (lab), including the learning outcomes listed for both courses.

\*\*\*Not in Catalog\*\*\*

**Prerequisites/Co-requisites:**

Prerequisite: MATH 1414 College Algebra or concurrent enrollment in higher-level Math  
Co-requisite: Laboratory for BIOL 1411 General Botany

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
<b><u>LECTURE</u></b>		
1. Compare and contrast the structures, reproduction, and characteristics of plants, algae, & fungi.	CT CM EQ TW	<p>CT 1: The student is required to produce lab reports detailing the structures and characteristics of plants, algae, and fungi.</p> <p>CT 2: The student is required to solve problems by answering the questions on the exercise.</p> <p>CT 4: The student is required to make connections between the different organisms.</p> <p>CM 2 &amp; 5: The student is required to answer questions graded on connection of content with main topic &amp; accuracy.</p> <p>CM 3: The student is required to Complete a written presentation on each exercise that connects the content to the main topic of that exercise.</p> <p>CM 5: The students are graded on the written presentation to assess the accuracy of its content.</p> <p>EQ 1: The student is required to carry out experiments and solve problems on plants, algae, and fungi.</p>

		<p>EQ 2: The student is required to provide explanations by answering questions on each exercise.</p> <p>EQ 3: The student is required to identify essential information on each exercise by properly identifying the structures of the plants, algae, and fungi.</p> <p>TW 1: The student is required to participate with a lab partner on each lab exercise and assessed for participation.</p> <p>TW 3: The student is assessed for sharing tasks equally with their lab partner.</p>
2. Describe the characteristics of life and the basic properties of substances needed for life.	CT CM EQ TW	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
3. Identify the principles of inheritance and solve classical genetic problems.	CT CM EQ TW	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>

<p>4. Describe phylogenetic relationships and classification schemes.</p>	<p>CT CM EQ TW</p>	<p>CT 1: The student is required to produce a lab report which includes the phylogenetic or classification for the organism(s) on that exercise.  CT 2: The student is required to solve a problem by determining the proper classification for the organism(s) on that exercise.  CM 1: The student is required to use the proper mechanics in presenting the classification for each organism.  CM 2: The student is required to use correct structure (format) in the writing their lab report.  CM 3: The student is required to Complete an exercise that connects the classification to the main topic of that exercise.  CM 5: The student will be evaluated on the accuracy and depth of the classification on that exercise.  EQ 1 and 3: The student is required to solve the problem of determining the proper classification for each organism using the essential characteristics of the phylogenetic classification system.  TW 2: The student is required to work with their lab partner to synthesize the proper classification for the organism(s) on exercise.  TW 3: The student is required to share equally with their lab partner to determine the classification for the organism(s) on that exercise.</p>
<p>5. Identify the major phyla of life with an emphasis on plants, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.</p>	<p>CT</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy.</p>

<p>6. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p>7. Identify the substrates, products, and important chemical pathways in photosynthesis and respiration.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p>8. Describe the unity and diversity of plants and the evidence for evolution through natural selection.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>



<p>9. Compare different sexual and asexual life cycles noting their adaptive advantages.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p>10. Describe the reasoning processes applied to scientific investigations and thinking.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will</p>
		<p>be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p><b><u>LAB</u></b></p>		
<p>1. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>

<p>2. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p>3. Communicate effectively the results of scientific investigations.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p>4. Compare and contrast the structures, reproduction, and characteristics of plants, algae, and fungi.</p>	<p>CT CM EQ TW</p>	<p>CT 1: The student is required to produce lab reports detailing the structures and characteristics of plants, algae, and fungi. CT 2: The student is required to solve problems and provide</p>

		<p>justification by answering the questions on lab exercises.</p> <p>CT 4: The student is required to make connections between the structures of the different organisms studied.</p> <p>CM 1: The student is required to Complete a written lab report on plants, algae, and fungi graded on mechanics.</p> <p>CM 3: The student is required to Complete a written presentation on each exercise that connects the content to the main topic of that exercise.</p> <p>CM 5: The students are graded on the written presentation to assess the accuracy of its content.</p> <p>EQ 1: The student is required to carry out experiments and solve problems on plants, algae, and fungi.</p> <p>EQ 2: The student is required to provide explanations of how a problem is solved.</p> <p>EQ 3: The student is required to identify essential information on each exercise by properly identifying the structures of the plants, algae, and fungi.</p> <p>TW 1: The student is required to participate with a lab partner on each lab exercise on plants, algae, and fungi.</p> <p>TW 3: The student is required to share tasks equally with their lab partner.</p>
<p>5. Describe the characteristics of life and the basic properties of substances needed for life.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>

<p>6. Identify the principles of inheritance and solve classical genetic problems.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p>7. Describe phylogenetic relationships and classification schemes.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p>8. Identify the major phyla of life with an emphasis on plants, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.</p>
<p>9. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.</p>	<p>CT CM EQ TW</p>	<p>Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work</p>

		and sharing work.
10. Identify the substrates, products, and important chemical pathways in photosynthesis and respiration.	CT CM EQ TW	Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.
11. Describe the unity and diversity of plants and the evidence for evolution through natural selection.	CT CM EQ TW	Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.
12. Compare different sexual and asexual life cycles noting their adaptive advantages.	CT CM EQ TW	Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.
13. Describe the reasoning processes applied to scientific investigations and thinking.	CT CM EQ TW	Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for

		participation, synthesis of work and sharing work.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**  
Please visit the [LSCO bookstore online](#)

**Optional Text(s):**  
Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**  
Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**  
Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Instruction will be by lecture with audiovisual aids and technological equipment such as chalkboard, films, slides, video, transparencies, models, and computer.

**METHODS OF EVALUATION:** Grading will consist of periodic exams in lab and lecture and lab reports in lab. Lecture will comprise 75% and lab will comprise 25% of the overall grade.

The overall final course grade will comprise of 75% of the final lecture grade and 25% of the final lab grade.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Program Director/ Lead Faculty	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**BIOL 1413**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** General Zoology

**Prefix and Number:** BIOL 1413

**Division – Department:** Academic Studies Science & Mathematics - Biology

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:** Fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. Laboratory studies will reinforce lecture content. (This course is intended for science majors.)

**Prerequisites/co requisites:**

**Topical Outline:**

Unit 1: Introduction and Fundamentals

Unit 2: Media and Processes

Unit 3: History and Context

Unit 4: Themes

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Compare and contrast the structures, reproduction, and characteristics of animals.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
2. Describe the characteristics of life and the basic properties of substances needed for life.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
3. Identify the principles of inheritance and solve classical genetic problems.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments



4. Describe phylogenetic relationships and classification schemes.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
5. Identify the major phyla of life with an emphasis on animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
6. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
7. Identify the substrates, products, and important chemical pathways in respiration.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
8. Describe the unity and diversity of animals and the evidence for evolution through natural selection.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
9. Describe the reasoning processes applied to scientific investigations and thinking.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments

10. Describe basic animal physiology and homeostasis as maintained by organ systems.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
11. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
12. Describe the structure of cell membranes and the movement of molecules across a membrane.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
13. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. 14. Use critical thinking and scientific problem solving to make informed decisions in the laboratory 15. Communicate effectively the results of scientific investigations	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Grading will consist of periodic exams in lab and

lecture and lab reports in lab.

The overall final course grade will comprise of 75% of the final lecture grade and 25% of the final lab grade.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**BIOL 2401**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Anatomy & Physiology I

**Prefix and Number:** BIOL 2401

**Division – Department:** Academic Studies Science & Mathematics - Biology

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Anatomy & Physiology I (Lecture)**

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

**Prerequisites/Co-requisites:**

Prerequisite: TSI complete in Reading

Co-requisite: Laboratory for BIOL 2401 Anatomy & Physiology I

## Topical Outline:

1. Organization, homeostasis, and regulatory mechanisms in living systems
  - A. Levels of organization
  - B. Homeostasis mechanisms
2. Basic principles of chemistry and physics as they relate to the living system
  - A. Atomic structure
  - B. Molecular structure
  - C. Chemical bonding & reactions
  - D. Molecules of life
3. Metric system measurements
  - A. Metric units & conversions
  - B. Temperature scales & conversions
4. Cell structure & function
  - A. Cell anatomy
  - B. Cellular transport processes
  - C. Cell division
  - D. Cell metabolism
5. Body tissue types and functions
  - A. Fundamental tissue types
  - B. Histological organization
6. Integumentary system structure and function
  - A. Structure of skin
  - B. Protective mechanisms
  - C. Thermoregulation
  - D. Disorders
7. Skeletal system structure and function
  - A. Bone nomenclature
  - B. Bone histology
  - C. Bone growth and maintenance
  - D. Articulations
  - E. Disorders
8. Muscular system structure and function
  - A. Muscle nomenclature
  - B. Muscle histology
  - C. Contractile processes
  - D. Muscle metabolism
  - E. Disorders

9. Nervous system structure and function
- A. Neuron types and functions
  - B. Central nervous system anatomy
  - C. Peripheral nervous system anatomy
  - D. Organization of the reflex arc
  - E. Essential motor and sensory pathways
  - F. Autonomic nervous system functions
  - G. The senses
  - H. Disorders

10. Endocrine system structure and function
- A. Basic concepts of endocrine regulation
  - B. Nomenclature of endocrine glands and products
- C. Common endocrine disorders

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Course Learning Outcomes	Core Objective(s) addressed	Suggested Learning Activities
1. Use anatomical terminology to identify and describe Locations of major organs of each system covered	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
3. Describe the interdependency and interactions of the system.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
4. Explain contributions of organs And systems of the maintenance of homeostasis.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
5. Identify causes and effects Of Homeostatic imbalances.	CT1,2 CM4,5 EQ 2, 5 TW1,2, 3	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
6. Describe modern technology and tools used to study anatomy and physiology.		Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
7. Apply appropriate safety and ethical standards.	CT1,2 CM TW1,3 EQ 1,4	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
8. Locate and identify anatomical structures.	TW1,3 EQ 1,2,4 CT1,2 CM 3,5	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
9. Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

10. Work collaboratively to perform experiments.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
11. Demonstrate the steps involved in the scientific method.	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
12. Communicate results of scientific investigations, analyze data and formulate conclusions.		Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
13. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.		Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Instruction will be by lecture with audiovisual aids and technological equipment such as chalkboard, films, slides, video, transparencies, models, and computer.

**METHODS OF EVALUATION:** Grading will consist of periodic exams in lab and lecture and lab reports in lab.

The overall final course grade will comprise of 75% of the final lecture grade and 25% of the final lab grade.



***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Program Director/ Lead Faculty	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**BIOL 2402**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Anatomy & Physiology II

**Prefix and Number:** BIOL 2402

**Division – Department:** Academic Studies Science & Mathematics - Biology

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Anatomy & Physiology II (Lecture)**

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis

**Prerequisites/Co-requisites:**

Prerequisite: BIOL 2401 Anatomy & Physiology I

Co-requisite: Laboratory for BIOL 2102 Anatomy & Physiology II

## Topical Outline:

- i. Structure and function of blood
  1. Components of blood
  2. Hematopoiesis
  3. Hemostasis
  4. Hematologic tests
  5. Blood typing
  6. Common clinical abnormalities
- ii. Circulatory system structure and function
  1. Cardiac anatomy & mechanisms
  2. Vascular anatomy
  3. Dynamics of the vascular system
  4. Blood pressure regulation
  5. Common clinical abnormalities
- iii. Lymphatic system structure and function
  1. Lymphatic system components
  2. Formation and composition of lymph
  3. Lymph flow
  4. Defense mechanisms (Immune & nonspecific)
  5. Homeostatic disorders & infectious diseases
- iv. Respiratory system structure and function
  1. Lung structure
  2. Pulmonary mechanisms
  3. Blood gas transport
  4. Pulmonary function tests
  5. Common clinical abnormalities
- v. Digestive system structure and function
  1. Alimentary tract structure
  2. Digestive processes
  3. Nutrient absorption
  4. Basic nutrition & metabolism
  5. Homeostatic disorders
- vi. Urinary system structure and function
  1. Kidney structure
  2. Nephron function in urine formation
  3. Regulation of urine concentration
  4. Collecting structures
  5. Micturition
  6. Urinalysis
  7. Common clinical abnormalities
- vii. Body fluid/electrolyte, acid/base balance
  1. Body fluid composition
  2. Electrolyte balance
  3. Acid/base balance
  4. Common clinical abnormalities

- viii. Reproductive system structure and function
1. Male reproductive system structure and function
  2. Female reproductive system and function
  3. Gametogenesis
  4. Hormonal regulation or reproductive processes

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Use anatomical terminology To identify and describe locations of major organs of each system covered.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

3. Describe the interdependency And interactions of the systems.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
4. Explain contributions of organs and systems to the maintenance of homeostasis.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
5. Identify causes and effects of homeostatic imbalances.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
6. Describe modern technology and tools used to study anatomy and physiology.		Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
7. Apply appropriate safety and Ethical standards.	CT 1,2 CM 4,5 EQ 1,3,4,5 TW 1,3	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
8. Locate and identify anatomical Structures.	CT 1,2,3 CM 4,5 EQS 1,4 TW 1,3	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
9. Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.	CT 1 CM 4 EQ 1	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
10. Work collaboratively to perform experiments.		Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
11. Demonstrate the steps involved in the scientific method.		Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments. evaluated for accurate identification of structures.
12. Communicate results of scientific investigations, analyze data and formulate conclusions.		Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.

13. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations, and predictions.		Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Instruction will be by lecture with audiovisual aids and technological equipment such as chalkboard, films, slides, video, transparencies, models, and computer.

**METHODS OF EVALUATION:** Grading will consist of periodic exams in lab and lecture and lab reports in lab.

The overall final course grade will comprise of 70% of the final lecture grade and 30% of the final lab grade.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Program Director/ Lead Faculty	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**BIOL 2406**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Environmental Biology

**Prefix and Number:** BIOL 2406

**Division – Department:** Academic Studies Science & Mathematics - Biology

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:** Principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research. Laboratory activities will reinforce lecture content.

**Prerequisites/co requisites:**



**Topical Outline:**

Unit 1: Introduction and Fundamentals

Unit 2: Media and Processes

Unit 3: History and Context

Unit 4: Themes

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Explain the structure and impact of biogeochemical cycles.	CT CM EQ	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
2. Describe energy transformations across trophic levels.	CT CM	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
3. Illustrate abiotic/biotic interactions and symbiotic relationships.	CT CM	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments

4. Identify various types of natural resources, human impact on these resources, and common resource management practices.	CT CM	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
5. Quantify and analyze the impact of lifestyle on the environment.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
6. Depict evolutionary trends and adaptations to environmental changes.	CT CM	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
7. Describe environmental hazards and risks and the social and economic ramifications.	CT CM	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
8. Describe ecological and statistical techniques and approaches used in the study of environmental biology.	CT CM EQ TW	Class and laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
9. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments

10. Use critical thinking and scientific problem solving to make informed decisions in the laboratory	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
11. Communicate effectively the results of scientific investigations	CT CM EQ TW	Laboratory instruction, discussion, assigned readings, quizzes, exams, written assignments
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Grading will consist of periodic exams in lab and lecture and lab reports in lab.

The overall final course grade will comprise of 75% of the final lecture grade and 25% of the final lab grade.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**CHEM 1406**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Introductory Chemistry I

**Prefix and Number:** CHEM 1406

**Division – Department:** Academic Studies Science & Mathematics - Chemistry

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for allied health students and for students who are not science majors.

\*\*\*\*Not in Catalog\*\*\*\*

**Prerequisites/Co-requisites:**

Prerequisite: TSI complete in math

Co-requisite: Laboratory for CHEM 1406 Introductory Chemistry I (for Allied Health)

<b>Topical Outline:</b>
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Classifying Matter	Periodic Table	Limiting Reactants
Metric System	Electron Configurations	Gas Laws
Scientific Notation	Ionic Bonds	Solution Stoichiometry
Significant Figures	Nomenclature	Chemical Kinetics
Atom	Covalent Bonds	Chemical Equilibrium
Isotopes	Molecular Shapes	Acids and Bases
Avogadro's Number	Types of Chemical	pH
Moles	Reactions	

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
<b><u>LECTURE</u></b>		
1. Convert measurement units and use numerical values in scientific notation to solve problems.	CT2 CT3 EQ3	The student will identify essential information and apply different conversion techniques to solve applicable problems.
2. Solve problems using dimensional analysis and significant figures.	CT2 CT3 EQ3	The student will identify essential information and apply different conversion techniques to solve applicable problems.
3. Use the periodic table to describe properties of atoms, ions, isotopes, and compounds.	CM3 EQ3	The student will complete an oral or written presentation that uses the periodic table and identify essential information to calculate the number of protons, neutrons and electrons in atoms and isotopes.
4. Solve problems using the mole concept.	CT3 EQ1	The student will work in a team to make measurements and apply the

	EQ2 EQ3 EQ4 EQ5 TW2	results to a laboratory experiment. They will make calculations that solve problems showing all steps using the metric system in the lab. Assessment will be based on the results obtained.
5. Draw Lewis formulas for diatomic elements, molecular compounds, and simple polyatomic ions.	CT2 CT3 CM5 EQ4	The student will apply lecture notes, textbook readings, and the periodic table to solve an appropriate problem and complete an oral or written presentation which will be assessed on the accuracy of content.
6. Differentiate between and write the name and formula for elements, monatomic and polyatomic ions, isotopes, and compounds (ionic, molecular, and acids).	CM5	The student will complete an oral or written presentation and be assessed on the accuracy of their work.
7. Use VSEPR theory to predict bond angles and molecular shape of a molecule or polyatomic ion.	CT2 CT3 CM5 EQ4	The student will apply lecture notes, textbook readings, and the periodic table to solve an appropriate problem and complete an oral or written presentation which will be assessed on the accuracy of content.
8. Write a balanced chemical equation.	CT3 CM5 EQ1 EQ3	The student will complete an oral or written presentation applying the law of conservation of mass to balance a chemical reaction by identifying the essential information given and evaluating the reasonableness of their solution. They will be assessed on their accuracy.
9. Assign oxidation numbers to elements in chemical formulas, and identify the oxidizing and reducing agents in redox reactions.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonableness of the solution.
10. Classify, predict products, and describe various chemical reactions.	CT3 EQ1 TW2	The student will apply lecture and textbook readings to conduct experiments while working in groups or teams and evaluate the reasonableness of the solution. They will be assessed on the results of the experiment.
11. Use the kinetic molecular theory to explain and compare the properties of matter in different states.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonableness of the

		solution.
12. Solve problems using the proper gas law.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
13. Calculate solution concentrations and do stoichiometric calculations.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
14. Do calculations based on colligative properties.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
15. Calculate reaction rates from experimental data.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
16. Write equilibrium expressions based on reaction equations, and do calculations based on equilibrium expressions.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
17. Use Le Chatelier's principle to predict the influence of changes in concentration and reaction temperatures on the position of equilibrium for a reaction	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
18. Write reaction equations that illustrate different types of acids and their reactions with bases and in water.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
19. Solve pH problems.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
<b><u>LAB</u></b>		
20. The student will apply scientific theories to analyze data collected in lab and report results in written form.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will



		be assessed. The student will also be assessed on the synthesis of the project within the group.
21. Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
22. Demonstrate safe and proper handling of laboratory equipment and chemicals.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
23. Conduct basic laboratory experiments with proper laboratory techniques.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
24. Make careful and accurate experimental observations.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
25. Relate physical observations and measurements to theoretical principles.	CT1 CT2 CT3 CM5	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An

	EQ1 EQ3 TW2	oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
26. Interpret laboratory results and experimental data, and reach logical conclusions.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:**

The class consists of two 75-minute lectures (Tues-Thur, 11:00am – 12:15 pm) and one-2 hour laboratory (Tues 12:30– 2:30 pm & 2:45 – 4:45) each week. Homework will be assigned, graded and figured into the final average grade for the class. Additionally, short “pop” quizzes will be given to reinforce major concepts. The grades from these tests will be figured into the final average grade for the class as well as the Laboratory grade average.

**METHODS OF EVALUATION:**

A. Grading

- a. Homework – will be graded and count a total of 50 points.

Homework is due the second lecture session after the session in which it is assigned. Unless arrangements have been made with the instructor, homework turned in late will receive a 25% deduction.

- b. Hour exams – Four (4) worth 100 points each.

- c. Laboratory – will count a total of 100 points.

75 points = Group lab handout, questions answered  
 25 points = Individual formal lab report( choose from, handout 1,  
 Expt 7, Expt 9 or Expt 11

d. Comprehensive Final – will count a total of 100 points

**B. Total Raw Score**

This will be the sum of items A.a. through A.e. above

**C. Final Grade Basis**

- a. Missed exams will be given a zero grade.
- b. The lowest hourly exam may be dropped.
- c. Final grades will be based on a 0 – 500 point system
- d. Grades will be assigned as follows:
  - i. A            100 – 90%
  - ii. B           89 – 80%
  - iii. C           79 – 70%
  - iv. D           69 – 60%
  - v. F            Below 60%
- e. The instructor reserves the right to adjust the total class grade basis as he sees fit. Class participation and special assignments will be considered.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Program Director/ Lead Faculty	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**CHEM 1407**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Introductory Chemistry II

**Prefix and Number:** CHEM 1407

**Division – Department:** Academic Studies Science & Mathematics - Chemistry

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for allied health students and for students who are not science majors.

\*\*\*Not in Catalog\*\*\*

**Prerequisites/Co-requisites:**

Pre-requisite: CHEM 1405 Introductory Chemistry I

Co-requisite: Laboratory for CHEM 1407 Introductory Chemistry II

<b>Topical Outline:</b>
-------------------------

Gas Laws  
Phase Diagrams  
Intermolecular Forces  
Solution Concentration

Colligative Properties  
Reaction Rates  
Equilibrium Constant  
Le Chatelier's Principle

Acids and Bases  
pH and pOH

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
<b>LECTURE</b>		
1. Use the gas laws and basics of the Kinetic Molecular Theory to solve gas problems.	CT2 CT3 EQ3	The student will identify essential information and apply different conversion techniques to solve applicable problems.
2. State the characteristics of liquids and solids using phase diagrams.	CM5	The student will complete an oral or written presentation and be assessed on the accuracy of their work.
3. Articulate the importance of intermolecular interactions and predict trends in physical properties.	CM5	The student will complete an oral or written presentation and be assessed on the accuracy of their work.
4. Identify the characteristics of acids, bases, and salts, and solve problems based on their quantitative relationships.	CT3 EQ1 EQ2 EQ3 EQ4 EQ5 TW2	The student will work in a team to make measurements and apply the results to a laboratory experiment. They will make calculations that solve problems showing all steps using the metric system in the lab. Assessment will be based on the results obtained.

5. Identify and balance oxidation-reduction equations.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
6. Determine the rate of a reaction and its dependence on concentration, time, and temperature.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
7. Apply the principles of equilibrium to aqueous systems using LeChatelier's Principle to predict the effects of concentration, pressure, and temperature changes on equilibrium mixtures.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
8. Discuss the construction and operation of galvanic and electrolytic electrochemical cells, and determine standard and non-standard cell potentials.	CT2 EQ1 EQ2 EQ3	The student will identify essential information to solve a problem showing all steps involved and evaluate the reasonable of the solution.
9. Describe basic principles of organic chemistry and descriptive inorganic chemistry.	CT3 CM5 EQ1 EQ3	The student will complete an oral or written presentation identifying organic compounds. They will identify essential information from the rules of bonding to evaluate the reasonableness of their solutions.
<b>LAB</b>		
10. The student will apply scientific theories to analyze data collected in lab and report results in written form.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
11. Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the

		project within the group.
12. Demonstrate safe and proper handling of laboratory equipment and chemicals.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
13. Conduct basic laboratory experiments with proper laboratory techniques.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
14. Make careful and accurate experimental observations.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
15. Relate physical observations and measurements to theoretical principles.	CT1 CT2 CT3 CM5 EQ1 EQ3 TW2	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
16. Interpret laboratory results and experimental data, and reach logical conclusions.	CT1 CT2 CT3 CM5 EQ1 EQ3	The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of

	TW2	content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.
<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:**

Direct and indirect lecture methods are used. An effort is made to totally involve the students in problem solving and theory discussions.

Laboratory experiments are performed by the students working in pairs.

Problem solving is an extremely important part of the course. Many problems are worked by the instructor and/or the students.

**METHODS OF EVALUATION:**

A minimum of 3 exams, one of which may be a comprehensive final exam, testing the objectives is to be given. These assessments must make up at least 50% of the final grade. The final grade must be reflective of the students' understanding of all major topics in the course.

A minimum of 10 laboratory experiments must be performed by the student. These labs must make up at least 20% of the final grade.

No more than 30% of the final grade may be devoted to any other assignment. A total average grade of 70 must be obtained for a grade of C



***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

## CHEM 1411

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** General Chemistry I

**Prefix and Number:** CHEM 1411

**Division – Department:** Academic Studies Science & Mathematics - Chemistry

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**General Chemistry I (Lecture)**

Fundamental principles of chemistry for majors in the sciences, health sciences and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry.

**Prerequisites/Co-requisites:**

Prerequisite: DMTH 0302 Intermediate Algebra or higher, or two years of high school Algebra; being concurrently enrolled in high school Algebra II or MATH 1314 College Algebra  
Co-requisite: Laboratory for CHEM 1111 General Chemistry I

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Define the fundamental properties of matter.	CT EQ	Class instruction, laboratory preparation and experimentation.
2. Classify matter, compounds, and chemical reactions.	CT EQ	Class instruction, laboratory preparation and experimentation.
3. Determine the basic nuclear and electronic structure of atoms.	CT EQ	Class instruction, laboratory preparation and experimentation.
4. Identify trends in chemical and physical properties of the elements using the Periodic Table.	CT CM EQ	Class instruction, laboratory preparation and experimentation.
5. Describe the bonding in and the shape of simple molecules and ions.	CT EQ	Class instruction, laboratory preparation and experimentation.
6. Solve Stoichiometric problems.	CT EQ	Class instruction, laboratory preparation and experimentation.

7. Write chemical formulas.	CT EQ	Class instruction, laboratory preparation and experimentation.
8. Write and balance equations.	CT EQ	Class instruction, laboratory preparation and experimentation.
9. Use the rules of nomenclature to name chemical compounds.	CT CM EQ	Class instruction, laboratory preparation and experimentation.
10. Define the types and characteristics of chemical reactions.	CT EQ	Class instruction, laboratory preparation and experimentation.
11. Use the gas laws and basics of the Kinetic Molecular Theory to solve gas problems.	CT <sup>2</sup> EQ	Class instruction, laboratory preparation and experimentation.
12. Determine the role of energy in physical changes and chemical reactions.	CT <sup>2</sup> EQ	Class instruction, laboratory preparation and experimentation.
13. Convert units of measure and demonstrate dimensional analysis skills.	CT EQ	Class instruction, laboratory preparation and experimentation.
14. Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.	CT EQ	Class instruction, laboratory preparation and experimentation.
15. Demonstrate safe and proper handling of laboratory equipment and chemicals.	CT EQ	Class instruction, laboratory preparation and experimentation.
16. Conduct basic laboratory experiments with proper laboratory techniques.	CT CM TW	Class instruction, laboratory preparation and experimentation.
17. Make careful and accurate experimental observations.	CT EQ	Class instruction, laboratory preparation and experimentation.
18. Relate physical observations and measurements to theoretical principles.	CT CM EQ	Class instruction, laboratory preparation and experimentation.

19. Interpret laboratory results and experimental data, and reach logical conclusions.	CT EQ	Class instruction, laboratory preparation and experimentation.
20. Record experimental work completely and accurately in laboratory notebooks and communicate experimental results clearly in written reports.	CT CM	Class instruction, laboratory preparation and experimentation.
21. Design fundamental experiments involving principles of chemistry.	CT CM	Class instruction, laboratory preparation and experimentation.
22. Identify appropriate sources of information for conducting laboratory experiments involving principles of chemistry.	EQ TW	Class instruction, laboratory preparation and experimentation.
<b>Before the semester begins, contact your Dean for specific details concerning the assignment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** The class consists of two 75-minute lectures and a two-hour laboratory each week. Homework will be assigned, graded and figured into the final average grade for the class. There will be three 1hour-15-minute exams during the semester. Additionally, short “pop” quizzes will be given to reinforce major concepts. The grades from these tests will be figured into the final average grade for the class along with the Laboratory grade average.

**METHODS OF EVALUATION:**

A. Grading

- a. Short Quizzes – will count a total of 50 points.
- b. Homework – will be graded and count a total of 50 points.
- c. Hour exams – Three (3) worth 100 points each.
- d. Laboratory – will count a total of 100 points.
- e. Comprehensive Final – will count a total of 100 points

B. Total Raw Score

This will be the sum of items A.a. through A.e. above

C. Final Grade Basis

- a. Missed Exams will be given a zero grade.
- b. Missed Exams may be made up with an excused absence.
- d. Final grades will be based on a 0 – 600 point system
- e. Grades will be assigned as follows:
  - i. A 100 – 90%
  - ii. B 89 – 80%
  - iii. C 79 – 70%
  - iv. D 69 – 60%
  - v.F Below 60%
- f. The instructor reserves the right to adjust the total class grade basis.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**CHEM 1412****LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** General Chemistry II

**Prefix and Number:** CHEM 1412

**Division – Department:** Academic Studies Science & Mathematics - Chemistry

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:****General Chemistry II (Lecture)**

Chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry.

**Prerequisites/Co-requisites:**

Prerequisite: CHEM 1411 General Chemistry I

Co-requisite: Laboratory for CHEM 1312 General Chemistry II

Mark with an "X"	<b>Required Core Objectives</b>
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. State the characteristics of liquids and solids, including phase diagrams and spectrometry.	CT EQ	Class instruction, laboratory preparation and experimentation.
2. Articulate the importance of intermolecular interactions and predict trends in physical properties.	CT CM	Class instruction, laboratory preparation and experimentation.



3. Identify the characteristics of acids, bases, and salts, and solve problems based on their quantitative relationships.	CT EQ	Class instruction, laboratory preparation and experimentation.
4. Identify and balance oxidation-reduction equations, and solve redox titration problems.	CT EQ	Class instruction, laboratory preparation and experimentation.
5. Determine the rate of a reaction and its dependence on concentration, time, and temperature.	CT EQ	Class instruction, laboratory preparation and experimentation.
6. Apply the principles of equilibrium to aqueous systems using LeChatelier's Principle to predict the effects of concentration, pressure, and temperature changes on equilibrium mixtures.	CT EQ	Class instruction, laboratory preparation and experimentation.
7. Analyze and perform calculations with the thermodynamic functions, enthalpy, entropy, and free energy.	CT EQ	Class instruction, laboratory preparation and experimentation.
8. Discuss the construction and operation of galvanic and electrolytic electrochemical cells, and determine standard and non-standard cell potentials.	CT EQ	Class instruction, laboratory preparation and experimentation.
9. Define nuclear decay processes.	CT EQ	Class instruction, laboratory preparation and experimentation.
10. Describe basic principles of organic chemistry and descriptive inorganic chemistry.	CT EQ	Class instruction, laboratory preparation and experimentation.
11. Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.	CT EQ	Class instruction, laboratory preparation and experimentation.

12. Demonstrate safe and proper handling of laboratory equipment and chemicals	CT EQ	Work in a small team or group to develop an oral or written presentation solving a problem or carrying out an experiment in which essential information is identified to connect and apply the learning objective to a new situation and verify or evaluate the reasonableness of the
13. Conduct basic laboratory experiments with proper laboratory techniques.	CT CM TW	Class instruction, laboratory preparation and experimentation.
14. Make careful and accurate experimental observations.	CT EQ	Class instruction, laboratory preparation and experimentation.
15. Relate physical observations and measurements to theoretical principles.	CT CM EQ	Class instruction, laboratory preparation and experimentation.
16. Interpret laboratory results and experimental data, and reach logical conclusions.	CT EQ	Class instruction, laboratory preparation and experimentation.
17. Record experimental work completely and accurately in laboratory notebooks and	CT CM	Work in a small team or group to perform lab experiments. Participation in the data collection
18. Design fundamental experiments involving principles of chemistry and chemical instrumentation.	CT CM	Class instruction, laboratory preparation and experimentation.
19. Identify appropriate sources of information for conducting laboratory experiments involving principles of	EQ TW	Class instruction, laboratory preparation and experimentation.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** The class consists of two 75-minute lectures and a two-hour laboratory each week. Homework will be assigned, graded and figured into

the final average grade for the class. Additionally, short “pop” quizzes will be given to reinforce major concepts. The grades from these tests will be figured into the final average grade for the class along with the Laboratory grade average.

**METHODS OF EVALUATION:** Grading

- a. Short Quizzes – will count a total of 50 points.
- b. Homework – will be graded and count a total of 50 points.
- c. Hour exams – Four (4) worth 100 points each.
- d. Laboratory – will count a total of 100 points.
- e. Comprehensive Final – will count a total of 100 points

B. Total Raw Score

This will be the sum of items A.a. through A.e. above

C. Final Grade Basis

- a. Missed Exams will be given a zero grade.
- b. Missed Exams may be made up with an excused absence.
- c. The lowest hourly exam will be dropped.
- d. Final grades will be based on a 0 – 600 point system
- e. Grades will be assigned as follows:
  - i. A 100 – 90%
  - ii. B 89 – 80%
  - iii. C 79 – 70%
  - iv. D 69 – 60%
  - v.F Below 60%
- f. The instructor reserves the right to adjust the total class grade basis.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Program Director/ Lead Faculty	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022

**COSC 1301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Introduction to Computing

**Prefix and Number:** COSC 1301

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
		0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Overview of computer systems- hardware, operating systems, the Internet, and application Software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of Computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student’s major field of study in business or Computer science.

**Prerequisites/co requisites:**

None.

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Describe the fundamentals of computing infrastructure components: hardware, application, software, operating systems, and data communications systems.	CT	Research and select an appropriate computer for the student's particular needs. This includes researching the form factor, processor, memory, storage, peripherals, and software. The student is required to write a one- page summary on their choice of computer and components.
2. Delineate and discuss societal issues related to computing, including the guiding principles of professional and ethical behavior.	PR	Students are given projects after each of the units in the textbook. These projects include a skill review of the concepts learned in the particular unit as well as a capstone project that is a cumulative project of skills learned.

3. Demonstrate the ability to create and use documents, spreadsheets, presentations, and databases in order to communicate and store information as well as to support problem solving.	CM EQ	Students are given projects after each of the Word, Excel, Access, and PowerPoint units in the textbook. These projects include a skill review of the concepts learned in the particular unit as well as a capstone project that is a cumulative project of skills learned.
4. Describe the need and ways to maintain security in a computing environment.	CT	Students are given an assignment on Windows 10 Security, how to apply Windows Updates, how to download a virus protector, how to scan the computer using a virus protector, and how to update virus definitions.

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

**METHODS OF INSTRUCTION:**

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
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Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**DRAM 1310**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Introduction to Theater

**Prefix and Number:** DRAM 1310

**Division – Department:** Academic Studies Speech & Fine Arts - Drama

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Theatre Appreciation**

Survey of theater including its history, dramatic works, stage techniques, production procedures, and relation to other art forms. Participation in productions may be required.

**Prerequisites/Co-requisites:**

None



**Topical Outline:**

- Unit 1: The Nature of the Theatre
- Unit 2: Elements of Theatre
- Unit 3: How to an Involved Audience Member
- Unit 4: The Role of the Playwright
- Unit 5: Creating Dramatic Characters
- Unit 6: Critiquing Stage Performance

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Analyze theater through written responses to play texts and/or live performance.	CM	Students will complete an oral or written critique that identifies the components of theater with the main topics of the presentation.
2. Demonstrate a basic knowledge of theater history and dramatic works.	CM	Students will complete an oral or written presentation that focuses on a dramatic work performed during a specified time period.
3. Describe the collaborative nature of theater arts.	TW CM	Students will identify with the various individuals and groups responsible for all aspects stage performances and describe the various responsibilities fulfilled.
4. Demonstrate the relationship of the arts to everyday life as well as broader historical and social contexts.	SR	Non-mimetic critique, Play critique
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:****METHODS OF EVALUATION:**

25% Class Participation

15% Papers, Worksheets, Quizzes over assigned readings

10% Attendance at live performances

20% Project

30 % Exams

100% Total

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Director of Performance Studies	Signature	Date
Dean Suzonne H. Crockett	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ECON 2301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Principles of Macroeconomics

**Prefix and Number:** ECON 2301

**Division – Department:** Academic Studies Social Sciences - Economics

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Principles of Macroeconomics**

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

**Prerequisites/Co-requisites:**

None

## Topical Outline:

1. GDP, Growth, and Instability
  - Explain why economists use GDP, inflation, and unemployment to assess the economy's health.
  - Discuss why sustained increases in living standards are historically recent.
  - Identify why saving and investment promote higher living standards.
  - Explain why shocks and sticky prices are responsible for short-run fluctuations in output and employment.
  - Characterize the degree to which various prices in the economy are sticky.
  - Explain why economists use different macroeconomic models for different time horizons.
2. Measuring Domestic Output and National Income
  - Define and measure gross domestic product (GDP).
  - Determine GDP by summing all expenditures on final goods and services.
  - Determine GDP by summing all income received for providing resources.
  - Describe the relationships among GDP, net domestic product, national income, personal income, and disposable income.
  - Distinguish between nominal GDP and real GDP.
  - Explain some limitations of the GDP measure.
3. Economic Growth
  - Describe the phases of the business cycle.
  - Measure unemployment and explain the different types of unemployment.
  - Measure inflation and distinguish between cost-push inflation and demand-pull inflation.
  - Explain how unanticipated inflation can redistribute real income.
  - Describe how inflation may affect the economy's level of real output.
4. Business Cycles, Unemployment, and Inflation
  - Describe how changes in income affect consumption and saving.
  - List and explain factors other than income that can affect consumption.
  - Explain how changes in real interest rates affect investment.
  - Identify and explain factors other than the real interest rate that can affect investment.
  - Illustrate how changes in investment and the other components of total spending can multiply real GDP.
5. Aggregate Expenditure Model
  - Explain the role of sticky prices in the aggregate expenditures model.
  - Derive an economy's investment schedule from the investment demand curve and an interest rate.
  - Combine consumption and investment to create an aggregate expenditures schedule for a private, closed economy and determine the economy's equilibrium level of output.
  - Discuss the two alternate ways to characterize the equilibrium level of real GDP in a private closed economy.
  - Explain how the multiplier affects equilibrium real GDP.
  - Integrate the international sector into the aggregate expenditures model.
  - Integrate the public sector into the aggregate expenditures model.
  - Define equilibrium GDP, full-employment GDP, recessionary expenditure gaps, and inflationary expenditure gaps.
6. Aggregate Demand and Supply
  - Define aggregate demand (AD) and explain how its downward slope is the result of the real-balances effect, the interest-rate effect, and the foreign purchases effect.
  - Explain the factors that shift AD.

- Define aggregate supply (AS) and explain how it differs in the immediate short run, the short run, and the long run.
  - Explain the factors that shift AS.
  - Discuss how AD and AS determine an economy's equilibrium price level and level of real GDP.
  - Use the AD-AS model to explain demand-pull inflation, cost-push inflation, and recessions.
7. Fiscal Policy, Deficits, and Debt
- Identify and explain the purposes, tools, and limitations of fiscal policy.
  - Explain how built-in stabilizers moderate business cycles.
  - Describe how the cyclically adjusted budget reveals the status of U.S. fiscal policy.
  - Summarize recent U.S. fiscal policy.
  - Discuss the problems that governments may encounter in enacting and applying fiscal policy.
  - Discuss the size, composition, and consequences of the U.S. public debt.
8. Money, Banking, and Financial Institutions
- Identify and explain the purposes, tools, and limitations of fiscal policy.
  - Explain how built-in stabilizers moderate business cycles.
  - Describe how the cyclically adjusted budget reveals the status of U.S. fiscal policy.
  - Summarize recent U.S. fiscal policy.
  - Discuss the problems that governments may encounter in enacting and applying fiscal policy.
  - Discuss the size, composition, and consequences of the U.S. public debt.
9. Money Creation
- Identify and explain the purposes, tools, and limitations of fiscal policy.
  - Explain how built-in stabilizers moderate business cycles.
  - Describe how the cyclically adjusted budget reveals the status of U.S. fiscal policy.
  - Summarize recent U.S. fiscal policy.
  - Discuss the problems that governments may encounter in enacting and applying fiscal policy.
  - Discuss the size, composition, and consequences of the U.S. public debt.
10. Interest Rates and Monetary Policy
- Identify and explain the purposes, tools, and limitations of fiscal policy.
  - Explain how built-in stabilizers moderate business cycles.
  - Describe how the cyclically adjusted budget reveals the status of U.S. fiscal policy.
  - Summarize recent U.S. fiscal policy.
  - Discuss the problems that governments may encounter in enacting and applying fiscal policy.
  - Discuss the size, composition, and consequences of the U.S. public debt.
11. Financial Economics
- Identify and explain the purposes, tools, and limitations of fiscal policy.
  - Explain how built-in stabilizers moderate business cycles.
  - Describe how the cyclically adjusted budget reveals the status of U.S. fiscal policy.
  - Summarize recent U.S. fiscal policy.
  - Discuss the problems that governments may encounter in enacting and applying fiscal policy.
  - Discuss the size, composition, and consequences of the U.S. public debt.
12. Current Issues in Macro Theory and Policy
- Describe alternative perspectives on the causes of macroeconomic instability.

- Explain why new classical economists believe the economy will self-correct from aggregate demand and aggregate supply shocks.
- Describe the rules versus discretion debate regarding stabilization policy.

13. International Trade

- Describe alternative perspectives on the causes of macroeconomic instability.
- Explain why new classical economists believe the economy will self-correct from aggregate demand and aggregate supply shocks.
- Describe the rules versus discretion debate regarding stabilization policy.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
<p>1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.</p>	<p>CT CM</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>
<p>2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.</p>	<p>CT EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• Interactive Graph Assignments These are designed to help students visualize and interpret economic concepts, graphs, and real data. All graphs are accompanied by assignable assessment questions and feedback to guide students through the experience of learning to read and interpret graphs and data.</li> </ul>



<p>3. Define and measure national income and rates of unemployment and inflation.</p>	<p>CT EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>
<p>4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.</p>	<p>CT CM EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>

<p>5. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.</p>	<p>CT CM EQ SR</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>
<p>6. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.</p>	<p>CT EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• Interactive Graph Assignments These are designed to help students visualize and interpret economic concepts, graphs, and real data. All graphs are accompanied by assignable assessment questions and feedback to guide students through the experience of learning to read and interpret graphs and data.</li> </ul>

<p>7. Explain the mechanics and institutions of international trade and their impact on the macro economy.</p>	<p>CT CM SR</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>
<p>8. Define economic growth and identify sources of economic growth.</p>	<p>CM SR</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Instruction will be by lecture, group work, computer application and discussions, with emphasis on student- teacher interaction.

**METHODS OF EVALUATION:** Students will be evaluated by major exams including a final exam. Individual instructors will determine additional assignments including such activities as research papers, projects, article summaries, presentations, homework assignments, and quizzes.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean Suzonne H. Crockett	Signature Suzonne H. Crockett	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ECON 2302**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Principles of Microeconomics

**Prefix and Number:** ECON 2302

**Division – Department:** Academic Studies Social Sciences - Economics

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Principles of Microeconomic**

Analysis of the behavior of the individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade.

**Prerequisites/Co-requisites:**

None

## Topical Outline:

### 1. Limits, Alternatives, and Choices

- Define economics and the features of the economic perspective.
- Describe the role of economic theory in economics.
- Distinguish microeconomics from macroeconomics and positive economics from normative economics.
- Explain the individual's economizing problem and how trade-offs, opportunity costs, and attainable combinations can be illustrated with budget lines.
- List the categories of scarce resources and delineate the nature of society's economizing problem.
- Apply production possibilities analysis, increasing opportunity costs, and economic growth.
- Explain how economic growth and international trade increase consumption possibilities.

### 2. The Market System and the Circular Flow

- Define and explain laissez-faire capitalism, the command system, and the market system.
- List the main characteristics of the market system.
- Explain how the market system answers the five fundamental questions of what to produce, who obtains the output, how to adjust to change, and how to promote progress.
- Explain the operation of the "invisible hand."
- Describe the mechanics of the circular flow model.
- Explain how the market system deals with risk.

### 3. Supply, Demand, and Equilibrium

- Characterize and give examples of markets.
- Describe demand and explain how it can change.
- Describe supply and explain how it can change.
- Explain how supply and demand interact to determine market equilibrium.
- Explain how changes in supply and demand affect equilibrium prices and quantities.
- Define government-set prices and explain how they can cause surpluses and shortages.

### 4. Market Failures

- Explain consumer surplus, producer surplus, and how properly functioning markets maximize total surplus and allocate resources optimally.
- Explain how positive and negative externalities cause under- and overallocations of resources.
- Explain why society is usually unwilling to pay the costs of completely eliminating negative externalities, such as air pollution.
- Understand why asymmetric information may justify government intervention in some markets.

### 5. Public Goods, Public Choice, and Government Failure

- Describe free riding and public goods and illustrate why private firms cannot normally produce public goods.
- Explain the difficulties of conveying economic preferences through majority voting.
- Define government failure and explain its causes.

### 6. Elasticity

- Explain and calculate price elasticity of demand.
- Explain the usefulness of the total-revenue test.
- List the factors that affect price elasticity of demand.
- Describe and apply price elasticity of supply.
- Apply cross elasticity of demand and income elasticity of demand.

## 7. Utility Maximization

- Define and explain the relationship between total utility, marginal utility, and the law of diminishing marginal utility.
- Describe how rational consumers maximize utility.
- Explain how to derive a demand curve by observing the outcomes of price changes.
- Discuss how the utility-maximization model helps highlight the income and substitution effects of a price change.
- Apply the theory of consumer behavior to real world-phenomena.

## 8. Behavioral Economics

- Define behavioral economics and explain how it contrasts with neoclassical economics.
- Discuss brain characteristics that affect human decision making.
- Show how prospect theory helps to explain many consumer behaviors.
- Describe how time inconsistency and myopia cause people to make suboptimal long-run decisions.
- Define and give examples of fairness and its effect on behavior.

## 9. Business and the Costs of Production

- Explain why economic costs include both explicit and implicit costs.
- Relate the law of diminishing returns to a firm's short-run production costs.
- Distinguish between fixed and variable costs and among total, average, and marginal costs.
- Use economies of scale to link a firm's size and its average costs in the long run.
- Give business examples of short-run costs, economies of scale, and minimum efficient scale (MES).

## 10. Pure Competition in the Short Run

- Summarize the main characteristics of the four basic market models.
- List the conditions required for purely competitive markets.
- Explain how a purely competitive seller sees demand.
- Describe how purely competitive firms use the total-revenue–total-cost approach to maximize profits in the short run.
- Explain how purely competitive firms can use the marginal-revenue–marginal-cost approach to maximize profits or minimize losses in the short run.
- Explain why a competitive firm's marginal cost curve is the same as its supply curve.

## 11. Pure Competition in the Long Run

- Explain how the long run differs from the short run in pure competition.
- Describe how profits and losses drive the long-run adjustment process of pure competition.
- Explain the differences between constant-cost, increasing-cost, and decreasing-cost industries.
- Show how long-run equilibrium in pure competition produces an efficient allocation of resources.
- Discuss creative destruction and the profit incentives for innovation.

## 12. Pure Monopoly

- List the characteristics of pure monopoly.
- Explain the barriers to entry that shield pure monopolies from competition.
- Explain how a pure monopolist sees demand.
- Explain how a pure monopoly sets its profit-maximizing output and price.
- Discuss the economic effects of monopoly.
- Describe why a monopolist might prefer to charge different prices in different markets.
- Discuss the various selling prices that a regulator might impose on a regulated monopoly.

## 13. Monopolistic Competition

- List the characteristics of monopolistic competition.

- Explain why monopolistic competitors earn only a normal profit in the long run.
- Explain why monopolistic competition delivers neither productive nor allocative efficiency.
- Explain why product differentiation helps to compensate for economic inefficiency.

#### 14. Oligopoly and Strategic Behavior

- Define economics and the features of the economic perspective.
- Describe the role of economic theory in economics.
- Distinguish microeconomics from macroeconomics and positive economics from normative economics.
- Explain the individual's economizing problem and how trade-offs, opportunity costs, and attainable combinations can be illustrated with budget lines.
- List the categories of scarce resources and delineate the nature of society's economizing problem.
- Apply production possibilities analysis, increasing opportunity costs, and economic growth.
- Explain how economic growth and international trade increase consumption possibilities.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
x	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making



<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
<p>1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.</p>	<p>CT CM EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> </ul> <p>End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</p>
<p>2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.</p>	<p>CT CM EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>

<p>3. Summarize the law of diminishing marginal utility; describe the process of utility maximization.</p>	<p>CT CM</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>
<p>4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.</p>	<p>CT CM EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> </ul> <p>End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</p>

<p>5. Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph short-run and long-run costs of production.</p>	<p>CT CM EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>
<p>6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.</p>	<p>CT CM EQ SR</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> </ul> <p>End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</p>
<p>7. Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.</p>	<p>CT CM EQ</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content</li> </ul>

		<p>through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</p>
<p>8. Describe governmental efforts to address market failure such as monopoly power,</p>	<p>CT CM EQ SR</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>

<p>9. Identify the benefits of free trade using the concept of comparative advantage.</p>	<p>CT CM EQ SR</p>	<ul style="list-style-type: none"> <li>• SmartBook 2.0 makes study time as productive and efficient as possible. Students move between reading and practice modes to learn the content within the chapter. As they progress, the adaptive engine identifies knowledge gaps and offers up content to reinforce areas of weakness.</li> <li>• End-of-chapter problems reinforce chapter content through a variety of question types including questions that make use of the graphing tool. Problems with algorithmic variations are also available.</li> </ul>
<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Instruction will be by lecture/group activities/ application/discussion, with emphasis on student- teacher interaction.

**METHODS OF EVALUATION:** Students will be evaluated through a series of exams including a final exam. Individual instructors will determine the need for additional evaluation through such as requirements as research papers or projects, quizzes, article summaries and presentations, and out of class assignments.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean Suzonne H. Crockett	Signature Suzonne H. Crockett	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**EDUC 1300**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Learning Framework

**Prefix and Number:** EDUC 1300

**Division – Department:** Education Division - Academic Studies Social Sciences

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Learning Frameworks**

A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

(NOTE: While traditional study skills courses include some of the same learning strategies – e.g., note-taking, reading, test preparation etc. – as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not under-girded by scholarly models of the learning process, are not considered college-level, and, therefore, are distinguishable from Learning Framework courses)

**Prerequisites/Co-requisites:**

None.

**Topical Outline:**

**College Student Learning Outcomes (Applies to BS/BAT/AA/AS awards):**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. For details, please see the General Education Competencies below.

**General Education Competencies:**

The following College Student Learning Outcomes are taught and assessed in this course

- CT - Generate ideas by combining, changing, or reapplying existing information
- CM - Develop, interpret, and express ideas through written, oral, and visual communication
- EQS - Manipulate and analyze numerical data or observable facts to arrive at an informed conclusion
- PR - to include the ability to connect choices, actions, and consequences to ethical decision-making
- SR - Exhibit intercultural competency by identifying civic responsibilities and effective ways to engage in regional, national, and global communities
- TW - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making



Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Students will be able to understand and demonstrate effective collegiate study skills and articulate their academic responsibilities.	CT CM SR	<p><b>Habits of intellectual exploration:</b></p> <ul style="list-style-type: none"> <li>• Activities to promote awareness of campus organizations, functions, and student involvement.</li> <li>• Activities to promote awareness and involvement in community events and services.</li> <li>• Responsibility and accountability strategies.</li> <li>• Work in collaborative teams</li> </ul>
2. Students will be able to identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.	SR EQ	<p><b>Habits of intellectual exploration:</b></p> <p>Campus resources, engage in activities to promote awareness of campus organizations, functions, and student involvement, participate in activities that promote social responsibility, accountability and team work, and learn the importance and use of campus technologies.</p> <p><b>Personal responsibility:</b></p> <ul style="list-style-type: none"> <li>• Collegiate study skills,</li> <li>• Create and set personal goals.</li> <li>• Create and establish priorities.</li> <li>• Create a schedule and timeline of responsibilities.</li> </ul> <p>Research to develop a personal plan of steps to promote healthy and productive living.</p>
3. Students will be able to critically think by researching and developing a career/educational plan.	CT CM	<p><b>Reading:</b></p> <p>Activities that promote reading, understanding, and encourage reflection:</p> <ul style="list-style-type: none"> <li>• SQ3R activities</li> <li>• Comprehension strategies</li> <li>• Critical and analytical reading strategies</li> </ul> <p>Note taking</p>
4. Students will demonstrate an understanding of campus resources, technological tools, and library resources to acquire information, solve problems and communicate effectively.	CM SR	<p><b>Critical Thinking activities:</b></p> <ul style="list-style-type: none"> <li>• Researching and developing a career/educational plan: <ul style="list-style-type: none"> <li>- <b>Career Presentation</b></li> </ul> </li> <li>• Analysis and application of Bloom's Taxonomy to course material.</li> </ul>

		<ul style="list-style-type: none"> <li>• Surveys, quizzes and writing assignments.</li> <li>• Problem solving activities.</li> </ul>
5. Students will demonstrate the ability to work in collaboration with peers and instructors.	CT CM	<p><b>Communication/Writing Activities:</b></p> <p>Complete a career project and respond to class discussions in writing.</p> <ul style="list-style-type: none"> <li>• Library Project</li> <li>• Class Work</li> <li>• Career Project</li> <li>• Journaling</li> </ul>
6. Students will explain their ideas, express their feelings, or support a conclusion in understandable and organized prose.	CM	<p><b>Writing Activities:</b></p> <p>Complete a career project and respond to class discussions in writing.</p> <ul style="list-style-type: none"> <li>• Library Project</li> <li>• Class Work</li> <li>• Career Project</li> </ul> <p>Journaling</p>
7. Students will demonstrate the ability to work in collaboration with peers and instructors.	TW CM SR	<p><b>Collaborative - Teamwork Activities:</b></p> <p>Complete group projects and activities/assignments and respond to class discussions in writing.</p> <ul style="list-style-type: none"> <li>• Class Work (Group Activities/Assignments)</li> </ul> <p>Scavenger Hunt/Web Hunt (Group Project)</p>
<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

**P.O.W.E.R. Learning: Foundations of Student Success**  
 3rd Edition  
 By Robert Feldman  
 ISBN-10: 1260070115  
 ISBN-13: 978-1260070118  
 Copyright: 2020

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:****Grade equivalencies include:**

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = below 60

**METHODS OF EVALUATION:** The course grade will be determined by a combination of assignments, tests, and projects.

**Evaluation Method:** (Listed below is the final grading scale. It includes the value for each activity, quiz, work assignment, project, paper, as well as attendance and participation)

Attendance and Participation 10%

Advising Project 20%

Activities/ Quizzes 20%

Career Project-Research 35%

Journal Reflections 15%

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ENGL 1301**

**LAMAR STATE COLLEGE ORANGE**  
**ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students.** It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Composition I

**Prefix and Number:** ENGL 1301

**Division – Department:** Academic Studies Language Arts - English

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Composition I**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choice, including audience, purpose, arrangement, and style. Focus on writing the academic Essay as a vehicle for learning, communicating, and critical analysis.

**Prerequisites/Co-requisites:**

Pre-requisite: TSI complete in Reading and Writing

**Topical Outline:**

Summary  
 Narration  
 Argumentation  
 Compare/Contrast  
 Definition  
 Process/Analysis  
 Illustration  
 Research  
 Synthesis

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Demonstrate knowledge of individual and collaborative writing processes.	CT CM TW PR	Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.

2. Develop ideas with appropriate support and attribution.	CT CM	After reading an assigned professionally written essay, TLW <b>create a written response</b> that identifies the learner's agreement to or objection to the piece by <b>utilizing specific evidence</b> without the use of fallacies.
3. Write in a style appropriate to audience and purpose.	CM	Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.
4. Read, reflect, and respond critically to a variety of texts.	CT	Students will work in groups to prepare a written report analyzing the data given and answering questions given.
5. Use Edited American English in academic essays.	CM	Papers will be graded for mechanics, structure, content, logic and accuracy.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:**

**METHODS OF EVALUATION:** Students will write a minimum of five essays and exams according to the policy of the individual instructor. The departmental rubric will stand as a basis for scoring.

Each paper will be averaged equally on a 0-100 point scale.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by Amy Rogers	Signature Amy Rogers	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ENGL 1302**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Composition II

**Prefix and Number:** ENGL 1302

**Division – Department:** Academic Studies Language Arts - English

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Composition II**

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systemic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

**Prerequisites/Co-requisites:**

Prerequisite: ENGL 1301 Composition I or equivalent



**Topical Outline:**

Read and appreciate literature  
 Fiction  
 Poetry  
 Drama  
 Vocabulary of literature  
 Reader response to literature  
 Analytical approaches to literature  
 Critical Approaches to literature  
 Research instrument

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Demonstrate knowledge of individual and collaborative research processes.	CT CM TW	While working with other students in a small group setting, the learner will (TWL) <b>design an oral presentation with a written component</b> that <b>examines</b> a piece of literature contained in our textbook. Students will be required to incorporate researched material into their presentation and <b>justify</b> by including citations and a Works Cited page.

2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.	CT	Students will work in groups to prepare a written report analyzing the data given and answering questions given.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	CT CM	Upon the completion of an assigned set of readings of short fiction, poetry, or drama, TLW <b>critically analyze</b> a piece based on a given element of fiction and support their assertion with <b>evidence from the text</b> in an <b>oral or written format</b> .
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	CM	Papers will be graded for mechanics, structure, content, logic and accuracy.
5. Apply the conventions of style manuals for specific academic disciplines. (e.g., APA, CMS, MLA, etc.)	CT	Students will work in groups to prepare a written report analyzing the data given and answering questions given.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Students will write a minimum of **four** essays including a researched essay responding to some aspect of literature and exams according to the policy of the individual instructor. A departmental rubric will stand as a basis for scoring.

Other grades will be assigned through the use of exams/quizzes.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by Amy Rogers	Signature Amy Rogers	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ENGL 2322**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** British Literature I

**Prefix and Number:** ENGL 2322

**Division – Department:** Academic Studies Language Arts - English

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**British Literature I**

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**Prerequisites/Co-requisites:**

Prerequisite: ENGL 1302 Composition II

**Topical Outline:**

This course covers the following literary periods:

1. The beginnings of English and the medieval period
2. The Renaissance
3. The Reformation

Individual instructors should choose authors and works from each of these periods to reflect what they intend to focus on in their course.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.	CT SR	Students may synthesize ideas from a variety of different texts through reflective writings and/or essay exams.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	CT SR	In class discussions and short answer questions, students will contribute their opinions and/or observations about how the issues presented in the literature studied compare/contrast with modern community/state/national issues and needs and about how the different eras and cultures

		presented compare/contrast with each other.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	CM	Students will be asked to provide interpretations of the literature studied in class discussions or short written responses in which they present an interpretation and provide justification for their argument.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	CT CM	Journal responses and/or study questions will be assigned that allow students to make connections between the literature that they read and the aesthetic principles taught in the lectures.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	CT CM	Write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:****METHODS OF INSTRUCTION:**

**METHODS OF EVALUATION:** Ideally, there should be an assessment for each of the three units offered in this course, whether that assessment is a traditional test or an essay is up to the instructor.

Instructors should also implement some method of assuring that students are doing the basic reading and this should also be a part of the course grade. This method may be a daily quiz or study questions or other similar device.

Additionally, there is a researched instrument due by the end of the course. This researched instrument may be on a topic of the instructor's choice (or approval).

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ENGL 2323**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** British Literature II

**Prefix and Number:** ENGL 2323

**Division – Department:** Academic Studies Language Arts - English

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**British Literature II**

A survey of the development of British literature from the Romantic period to the present. Students Will study works of prose, poetry, drama, and fiction in relation to their historical and cultural Contexts. Texts will be selected from a diverse group of authors and traditions.

**Prerequisites/Co-requisites:**

Prerequisite: ENGL 1302 Composition II



<b>Topical Outline:</b>
-------------------------

This course covers the following literary periods:

1. Romantic/ 18<sup>th</sup> century
2. Victorian/19<sup>th</sup> century
3. Modern/20<sup>th</sup> century

Individual instructors should choose authors and works from each of these periods to reflect what they intend to focus on in their course.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of Information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual Communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Identify key ideas, representative authors and works, significant historical and cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.	CT SR	Students may synthesize ideas from a variety of different texts through reflective writings and/or essay exams.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	CT SR	In class discussions and short answer questions, students will contribute their opinions and/or observations about how the issues presented in the literature studied compare/contrast with modern community/state/national issues and needs and about how the different eras and cultures presented compare/contrast with each other.

3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	CM	Students will be asked to provide interpretations of the literature studied in class discussions or short written responses in which they present an interpretation and provide justification for their argument.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	CT CM	Journal responses and/or study questions will be assigned that allow students to make connections between the literature that they read and the aesthetic principles taught in the lectures.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	CT CM	Write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:****METHODS OF INSTRUCTION:**

**METHODS OF EVALUATION:** Instructors should also implement some method of assuring that students are doing the basic reading and this should also be a part of the course grade. This method may be a daily quiz or study questions or other similar device. Additionally, the student is given the option of writing a research paper or a critical analysis due by the end of the course. The researched essay may be on a topic of the instructor's choice (or approval) but this project is expected to be mostly formal/academic in nature. The critical analysis, while less researched than a traditional research paper, is still mostly formal or academic in nature.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ENGL 2326****LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** American Literature

**Prefix and Number:** ENGL 2326

**Division – Department:** Academic Studies Language Arts - English

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:****American Literature**

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

**Prerequisites/Co-requisites:**

Prerequisite: ENGL 1302 Composition II

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of Information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual Communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.	CT CM TW PR	Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural or religious contexts of different literary periods.	SR	Utilizing knowledge gained from reading assigned early American literature, TLW critically analyze the political/economic/social issues found in the readings. 70% of the TLW score a 3 or higher on the social responsibility rubric.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	PR	Upon completing an assigned set of readings and a review on plagiarism and MLA formatting, TLW use MLA guidelines to develop a researched project that is free of plagiarism. 70% of TLW score a 3 or above on the MLA project rubric.

4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	CT CM TW PR	Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	CT	After completing the assigned reading of early American fiction, poetry, or drama, TLW write a research-based critical paper over the assigned readings in clear and grammatically correct prose, using various approaches to literature. 70% of TLW score a 3 or higher on the critical thinking rubric.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ENGL 2331**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** World Literature

**Prefix and Number:** ENGL 2331

**Division – Department:** Academic Studies Language Arts - English

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**World Literature**

A survey of world literature from the ancient world to the present. Students will study works of Prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**Prerequisites/Co-requisites:**

Prerequisite: ENGL 1302 Composition II

**Topical Outline:**

This course covers the following literary periods:

1. Ancient
2. Medieval
3. Renaissance

Individual instructors should choose authors and works from each of these periods to reflect what they intend to focus on in their course.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of Information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual Communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.	SR	Class discussions and lectures over the differing pieces of literature.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	SR CT	In class discussions and short answer questions, students will contribute their opinions and/or observations about how the issues presented in the literature studied compare/contrast with modern community/state/national issues and needs and about how the different eras and cultures



		presented compare/contrast with each other.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	CT	Students will be asked to provide interpretations of the literature studied in class discussions or short written responses in which they present an interpretation and provide justification for their argument.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	CT CM	Journal responses and/or study questions will be assigned that allow students to make connections between the literature that they read and the aesthetic principles taught in the lectures.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	CT CM	Write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Ideally, there should be an assessment for each of the three units offered in this course, whether that assessment is a traditional test or an essay is up to the instructor.

Instructors should also implement some method of assuring that students are doing the basic reading and this should also be a part of the course grade. This method may be a daily quiz or study questions or other similar device.

Additionally, there is a research instrument due by the end of the course. This instrument may be on a topic of the instructor's choice (or approval).

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**ENGL 2341**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Forms of Literature

**Prefix and Number:** ENGL 2341

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
		0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

The study of one or more literary genres including, but not limited to, poetry, fiction, drama, and film.

**Prerequisites/co requisites:**

ENGL 1301 Composition I.

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1.		
2.		
3.		

4.		
5.		
6.		

<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Engineering Mechanics - Statics

**Prefix and Number:** ENGR 2301

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Engineering Mechanics - Statics**

Basic theory of engineering mechanics, using calculus, involving the description of forces, Moments, and couples acting on stationary engineering structures; equilibrium in two And three dimensions; free-body diagrams; friction; centroids; centers of gravity; and moments of inertia.

**Prerequisites/co requisites:**

Prerequisite: PHYS 2325/2125 or PHYS 2425 University Physics I (lecture + lab)  
Pre/Co-requisite: MATH 2414 Calculus II



**Topical Outline:**

TBD.

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1.State the fundamental principles used in the study of mechanics.		
2. Define magnitude and directions of forces and moments and identify associated scalar and vector products.		
3. Draw free body diagrams for two- and three- dimensional force systems.		

4. Solve problems using the equations of static equilibrium.		
5. Compute the moment of forces by an equivalent simplified system.		
6. Replace a system of forces by an equivalent simplified system.		
7. Analyze the forces and couples acting on a variety of objects.		
8. Determine unknown forces and couples acting on objects in equilibrium.		
9. Analyze simple trusses using the method of joints or the method of sections.		
10. Determine the location of the centroid and the center of mass for a system of discrete particles and for objects of arbitrary shape.		
11. Analyze Structures with a distributed load.		
12. Calculate moments of inertia for lines, areas, and volumes.		
13. Apply the parallel axis theorem to compute moments of inertia for composite regions.		
14. Solve problems involving equilibrium of rigid bodies subjected to a system of forces and moments that include friction.		

15. Solve problems involving dry sliding friction, including problems with wedges and belts.		
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**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** TBD.

**METHODS OF INSTRUCTION:** TBD.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Mechanics of Materials

**Prefix and Number:** ENGR 2332

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Mechanics of Materials**

Stresses, deformations, stress-strain relationships, torsions, beams, shafts, columns, elastic Deflections in beams, combined loading, and combined stresses.

**Prerequisites/co requisites:**

Prerequisite: ENGR 2301 Engineering Mechanics - Statics

**Topical Outline:**

TBD.

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Relate stress and strain through Hooke's law for ductile and brittle materials.		
2. Calculate stress, strain and deflection in statically determinate and indeterminate members subject to axial, bending, torsional, thermal, and pressure loads, both individually and in combination.		
3. Apply the principle of superposition.		
4. Transform stresses and strains from one coordinate system to another.		

5.Design beams and shafts.		
6.Determine the critical buckling loads of columns.		
<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** TBD.

**METHODS OF INSTRUCTION:** TBD.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**GEOG 1301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Physical Geography

**Prefix and Number:** GEOG 1301

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
		0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

This course introduces students to the processes that drive Earth’s physical systems. Students will explore the relationships among these physical systems, with emphasis on weather and climate, water, ecosystems, geological processes, and landform development, and human interactions with the physical environment.

**Prerequisites/co requisites:**

None.

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Demonstrate an understanding of the principles of scientific investigation as they apply to Earth's physical systems and processes.		This course has not been offered recently. No current syllabus is available.
2. Describe and explain the processes of Earth's physical systems: weather and climate, water, ecosystems, geologic processes and landform development.		



3. Demonstrate an understanding of the interactions among the Earth's physical systems.		
16. Demonstrate an understanding of the modifications humans make to the environment through interactions with Earth's physical systems.		
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

Course: GEOG 1302

**GEOG 1302**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Cultural Geography

**Prefix and Number:** GEOG 1302

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

This course introduces students to fundamental concepts, skills, and practices of human Geography. Place, space, and scale serve as a framework for understanding patterns of human Experience. Topics for discussion may include globalization, population and migration, culture Diffusion, political and economic systems, language, religion, gender, and ethnicity.

**Prerequisites/co requisites:**

None.

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Demonstrate an understanding of key concepts and processes in human geography.		
2. Identify how cultural practices shape the landscape.		

3.Demonstrate an understanding of human/environmental interactions.		
4.Describe and explain the importance and impact of globalization.		

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**GEOL 1403**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Physical Geology

**Prefix and Number:** GEOL 1403

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geologic data gathered from field observations. Laboratory activities will cover methods used to collect and analyze earth science data.

**Prerequisites/co requisites:**

None.

**Topical Outline:**

Understanding Science  
 Plate Tectonics  
 Minerals  
 Igneous Processes and Volcanoes  
 Weathering, Erosion, and Sedimentary Rocks  
 Metamorphic Rocks  
 Geologic Time  
 Earth History, Crustal Deformation and Earthquakes  
 Mass Wasting  
 Water  
 Coastlines  
 Deserts  
 Glaciers  
 Global Climate Change  
 Energy and Mineral Resources

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Describe how the scientific method has led to our current understanding of Earth's structure and processes.		Test, Assignment, Discussion Questions
2. Interpret the origin and distribution of minerals, rocks, and geologic resources.		Test, Assignment, Discussion Questions



**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

3. Describe the theory of plate tectonics and its relationship to the formation and distribution of Earth's crustal features.		Test, Assignment, Discussion Questions
4. Quantify the rates of physical and chemical processes acting on Earth and how these processes fit into the context of geologic time.		Tests, Assignments, Discussion Questions
5. Communicate how surface processes are driven by interactions among Earth's systems (e.g., the geosphere, hydrosphere, biosphere, and atmosphere).		Test, Assignment, Discussion Questions
6. Identify and describe the internal structure and dynamics of Earth.		Test, Assignment, Discussion Questions
7. Describe the interaction of humans with Earth (e.g., resource development or hazard assessment).		Test, Assignment, Discussion Questions
8. Classify Rocks and minerals based on chemical composition, physical properties, and origin.		Labs and Quizzes
9. Apply knowledge of topographic maps to quantify geometrical aspects of topography.		Labs and Quizzes
10. Identify landforms on maps, diagrams, and/or photographs and explain the processes that created them.		Labs and Quizzes
11. Differentiate the types of plate boundaries and their associated features on maps and profiles and explain the processes that occur at each type of boundary.		Labs and Quizzes
12. Identify basic structural features on maps, block diagrams and cross sections and infer how they were created.		Labs and Quizzes
13. Demonstrate the collection, analysis, and reporting of data.		Labs and Quizzes

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:****METHODS OF EVALUATION:**

- 4 Lecture Assignments
- 5 Discussion
- 4 Tests
- 1 Final Exam
- 6 Lab Assignments
- 6 Lab Quizzes

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**GEOL 1404**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Historical Geology

**Prefix and Number:** GEOL 1404

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

A comprehensive survey of the history of life and major events in the physical development of Earth as interpreted from rocks and fossils. Laboratory activities will introduce methods used by scientists to interpret the history of life and major events in the physical development of Earth from rocks and fossils.

**Prerequisites/co requisites:**

Prerequisite: GEOL 1403 Physical Geology.

**Topical Outline:**

Science of Historical Geology  
 Early Geologists Tackle History’s Mysteries  
 Earth’s History Sedimentary Archives  
 Life on Earth: What Do Fossils Reveal?  
 Plate Tectonics Underlies All Earth History  
 Earth’s Formative Stages and the Archean Eon  
 Proterozoic: Dawn of a More Modern World  
 Early Paleozoic Events  
 Late Paleozoic Events  
 Paleozoic Life  
 Mesozoic Events  
 Mesozoic Life  
 Cenozoic Events  
 Cenozoic Life  
 Global Climate Change  
 Human Origins

Mark with an “X”	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Describe how the application of the scientific method has led to our current understanding of Earth history.	CT CM EQ	Test 1, assignment 1

2. Explain the historical development of Geology as a science and how it was influenced by early interpretations of fossils and the theory of evolution.	CT CM EQ	Test 1, assignment 1, DQ1
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3. Communicate how principles of relative and numerical age dating have been used to develop the Geologic Time Scale.	CT CM EQ	Test 1, assignment 1, DQ2,
4. Describe the processes involved in the formation and differentiation of the Earth and identify major milestones in the physical evolution of the planet	CT CM EQ	Test 2, Assignment 2, DQ4
5. Identify the major milestones in the evolution of life from its initial inorganic stages, through development of the major animal and plant groups to mass extinctions.	CT CM EQ	Test 2, 3, and 4, Assignment 2, 3, and 4
6. Explain how rocks and fossils are used to interpret ancient environments.	CT CM EQ	Test 1 and 2, Assignment 1, 2, DQ3
7. Identify the major tectonic events in the geologic evolution of North America.	CT CM EQ	Test 2, 3, 4; Assignment 3, 4
8. Classify and interpret depositional environments using sedimentary rocks and fossils.	CT CM EQ	Lab 1, 3
9. Taxonomically classify samples of geologically important fossil groups and use them to interpret the age of rocks on the Geologic Time Scale.	CT CM EQ	Lab 2, 4
10. Apply relative and numerical age-dating techniques to construct geologic histories including the correlation of stratigraphic sections.	CT CM EQ	Lab 3, 4, 5
11. Reconstruct past continental configurations.	CT CM EQ	Lab 5, 6
12. Integrate multiple types of data to interpret Earth history.	CT CM EQ	Lab 1, 2, 3, 4, 5, 6
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:**

4 Lecture assignments

4 Discussion

4 Tests

1 Final exam

6 Lab assignments

6 Lab quizzes

For lab, the grade is 50% assignments and 50% quizzes.

The total course grade is 75% lecture, and 25% lab.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**GOVT 2305**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Federal Government

**Prefix and Number:** GOVT 2305

**Division – Department:** Academic Studies Social Sciences - Government

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Federal Government**

Origin and development of the U.S. Constitution, structure and powers of the national government including legislative, executive, and judicial branches, federalism, political participation, the National election process, public policy, civil liberties and civil rights.

**Prerequisites/Co-requisites:**

TSI complete/exempt or DIRW Integrated Reading/Writing complete; recommends ENGL 1301 Composition I complete.



Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Explain the origin and development of constitutional democracy in the United States.	CT CM <u>SR</u> PR	Students will use new academic knowledge to apply fundamental principles of constitutional democracy in the U.S. to current real world settings. Students will contribute their opinions and concerns about community, state, or national issues and needs as they relate to U.S. Constitutional principles. They will compare and contrast the evolution and changes in constitutional interpretation. Students will accomplish this through political in class discussions, journals, discussion questions, essays, and / or presentations.
2. Demonstrate knowledge of the federal system.	CT CM SR PR	<ul style="list-style-type: none"> <li>• Political Analysis Assignments</li> <li>• Exams</li> <li>• In Class Political Issue Discussions</li> <li>• Discussion Questions</li> </ul>

3. Describe separation of powers and checks and balances in both theory and practice.	CT CM SR PR	<ul style="list-style-type: none"> <li>• Political Analysis Assignments</li> <li>• Exams</li> <li>• In Class Political Issue Discussions</li> <li>• Discussion Questions</li> </ul>
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.	CT CM SR PR	Students will make connections between the actions of the three branches with regards to differences and similarities and identify problems in decision making as applied to real world events, circumstances, and / or crisis. They will justify their arguments by essay, presentation, or news reporting.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.	CT CM SR PR	<ul style="list-style-type: none"> <li>• Political Analysis Assignments</li> <li>• Exams</li> <li>• In Class Political Issue Discussions</li> <li>• Discussion Questions</li> </ul>
6. Analyze the election process.	CT CM SR PR	Students will follow a current election or research a previous election. Students will identify connections between life experiences and those within the academic course by explaining which elections issues are relevant to their life circumstances or important enough, according to their values, circumstances, and beliefs, to motivate them to participate in some way in the election process.
7. Describe the rights and responsibilities of citizens.	CT CM SR PR	Students will present an oral or written presentation and will be asked to support the reason and logic of their ideas and arguments as well as assess the mechanics, connection with main topic, structure, accuracy and / or depth of content. They will achieve this through: In class discussions / debate, essays, and / or discussion questions.
8. Analyze issues and policies in U.S. politics.	CT CM SR PR	<ul style="list-style-type: none"> <li>• Political Analysis Assignments</li> <li>• Exams</li> <li>• Class Political Issue Discussions</li> <li>• Discussion Questions</li> </ul>

**Before the semester begins, contact your Dean for specific details**

**concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Upon completion of each study unit, there will be a test to determine the mastery of the unit's material. Correctly answering 70 percent (70%) of the questions is considered passing. Some classes require papers, assignments or group assignments to complete the grade determination.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**GOVT 2306**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Texas Government

**Prefix and Number:** GOVT 2306

**Division – Department:** Academic Studies Social Sciences - Government

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Texas Government**

Origin and development of the Texas constitution, structure and powers of state and local Government, federalism and inter-governmental relations, political participation, the Election process, public policy, and the political culture of Texas.

**Prerequisites/Co-requisites:**

TSI complete/exempt or DIRW Integrated Reading/Writing complete; recommends ENGL 1301 Composition I complete.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Explain the origin and development of the Texas Constitution.	CT CM SR PR	Students will use new academic knowledge to apply fundamental principles of constitutional democracy in the Texas to current real world settings. Students will contribute their opinions and concerns about community, state, or national issues and needs as they relate to Texas Constitutional principles. They will compare and contrast the evolution and changes in constitutional interpretation. Students will accomplish this through political in class discussions, journals, discussion questions, essays, and / or presentations.
2. Describe state and local	CT	Students will work in groups to

political systems and their relationship with the federal government.	CM SR PR	prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. The reflection portion will show community connection, needs, opinions, concerns, and involve applying skills in a real world setting. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.
3. Describe separation of powers and checks and balances in both theory and practice in Texas.	CT CM SR PR	Political Analysis Assignments Exams In Class Political Issue Debates Discussion Questions
4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.	CT CM SR PR	Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. The reflection portion will show community connection, needs, opinions, concerns, and involve applying skills in a real world setting. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.
5. Evaluate the role of public opinion, interest groups, and political parties in Texas.	CT CM SR PR	Students will make connections between the actions of the three branches with regards to differences and similarities and identify problems in decision making as applied to real world events, circumstances, and / or crisis. They will justify their arguments by essay, presentation, or news reporting.
6. Analyze the state and local election process.	CT CM SR PR	Political Analysis Assignments Exams Class Political Discussion Discussion Questions
7. Identify the rights and responsibilities of citizens.	CT	Students will follow a current

	CM SR PR	election or research a previous election. Students will identify connections between life experiences and those within the academic course by explaining which elections issues are relevant to their life circumstances or important enough, according to their values, circumstances, and beliefs, to motivate them to participate in some way in the election process.
8. Analyze issues, policies and political culture of Texas.	CT CM SR PR	Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. The reflection portion will show community connection, needs, opinions, concerns, and involve applying skills in a real world setting. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.
9. Analyze issues and policies in Texas (U.S.) politics.	CT CM SR PR	<ul style="list-style-type: none"> <li>• Political Analysis Assignments</li> <li>• Exams</li> <li>• Class Political Issue Discussion</li> <li>• Discussion Questions</li> </ul>
10. Describe the rights and responsibilities of citizens.	CT CM SR PR	Students will present an oral or written presentation and will be asked to support the reason and logic of their ideas and arguments as well as assess the mechanics, connection with main topic, structure, accuracy and / or depth of content. They will achieve this through: In class discussions / debate, essays, and / or discussion questions.
<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Upon completion of each study unit, there will be a test to determine the mastery of the unit's material. Correctly answering 70 percent (70%) of the questions is considered passing. Some classes require papers, assignments or group assignments to complete the grade determination.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022



Course: HIST 1301

**HIST 1301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** United States History I

**Prefix and Number:** HIST 1301

**Division – Department:** Academic Studies Social Sciences - History

**Course Type:** Select from one of the following categories.

**Academic General Education Course** (from ACGM – but not in LSCO Core)

**Academic LSCO Core Course**

**WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

**LSCO Catalog Description:**

United States History I

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and Human rights, technological change, economic change, immigration and migration, and creation of the federal government.

**Prerequisites/Co-requisites:**

None

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Create an argument through the use of historical evidence.	CT CM	Students will prepare essays that will be centered on their ability to identify and utilize the most appropriate historical evidence to support their chosen argument.
2. Analyze and interpret primary and secondary sources.	CT CM	Students will be required to read and answer questions that will require them to analyze and interpret selected primary sources. Students are additionally required to analyze and interpret secondary sources by writing a critical book review of a selected monograph written by a professional historian.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History.	CT CM	Quizzes, examinations, and written work will require the analysis of historical, social, political, economic, cultural, and global forces upon the United States during the respective era under study.

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** This course shall be structured into units. Upon completion of essential competencies, students shall be tested on the material. Hour exams may contain subjective questions such as essay or objective questions such as matching and multiple choice. Other points may be factored into test scores which pay a premium to those students who attend class regularly, who complete class assignments, and who complete assigned semester projects. The final exam will be comprehensive and will cover all the material for the semester. Any work missed during the course shall be made up at the discretion of the instructor.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**HIST 1302**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** United States History II

**Prefix and Number:** HIST 1302

**Division – Department:** Academic Studies Social Sciences - History

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

**LSCO Catalog Description:**

**United States History II**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**Prerequisites/Co-requisites:**

None

<b>Mark with an "X"</b>	<b>Required Core Objectives</b>
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Create an argument through the use of historical evidence	CT CM	Students will prepare essays that will be centered on their ability to identify and utilize the most appropriate historical evidence to support their chosen argument.
2. Analyze and interpret primary and secondary sources	CT CM	Students will be required to read and answer questions that will require them to analyze and interpret selected primary sources. Students are additionally required to analyze and interpret secondary sources by writing a critical book review of a selected monograph written by a professional historian.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	CT CM	Quizzes, examinations, and written work will require the analysis of historical, social, political, economic, cultural, and global forces upon the United States during the respective era under study.

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** This course shall be structured into units. Upon completion of essential competencies, students shall be tested on the material. Hour exams may contain subjective questions such as essay or objective questions such as matching and multiple choice. Other points may be factored into test scores which pay a premium to those students who attend class regularly, who complete class assignments, and who complete assigned semester projects. The final exam will be comprehensive and will cover all the material for the semester. Any work missed during the course shall be made up at the discretion of the instructor.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**HIST 2301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Texas History

**Prefix and Number:** HIST 2301

**Division – Department:** Academic Studies Social Sciences - History

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Texas History**

A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and Urbanization; civil rights; and modern Texas.

**Prerequisites/Co-requisites:**

None

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Create an argument through the use of historical evidence	CT CM	Students will prepare essays that will be centered on their ability to identify and utilize the most appropriate historical evidence to support their chosen argument.
2. Analyze and interpret primary and secondary sources	CT CM	Students will be required to read and answer questions that will require them to analyze and interpret selected primary sources. Students are additionally required to analyze and interpret secondary sources by writing a critical book review of a selected monograph written by a professional historian.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces of this period of Texas history.	CT CM	Quizzes, examinations, and written work will require the analysis of historical, social, political, economic, cultural, and global forces upon Texas during the respective era under study.



**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** This course shall be structured into units. Upon completion of essential competencies, students shall be tested on the material. Hour exams may contain subjective questions such as essay or objective questions such as matching and multiple choice. Other points may be factored into test scores which pay a premium to those students who attend class regularly, who complete class assignments, and who complete assigned semester projects. The final exam will be comprehensive and will cover all the material for the semester. Any work missed during the course shall be made up at the discretion of the instructor.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**HIST 2321**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** World Civilizations I

**Prefix and Number:** HIST 2321

**Division – Department:** Academic Studies Social Sciences - History

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

A survey of the political, social, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15<sup>th</sup> century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange.

**Prerequisites/Co-requisites:**

None

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Create an argument through the use of historical evidence	CT CM	Students will prepare essays that will be centered on their ability to identify and utilize the most appropriate historical evidence to support their chosen argument.
2. Analyze and interpret primary and secondary sources	CT CM	Students will be required to read and answer questions that will require them to analyze and interpret selected primary sources. Students are additionally required to analyze and interpret secondary sources by writing a critical book review of a selected monograph written by a professional historian.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces of this period of world history.	CT CM	Quizzes, examinations, and written work will require the analysis of historical, social, political, economic, cultural, and global forces upon the world during the respective era under study.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Coursework includes chapter questions, discussion exercises, exams, and multiple essays, including a book review. There are also assignments dedicated to evaluating social responsibility and personal responsibility.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**HIST 2322**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** World Civilizations II

**Prefix and Number:** HIST 2322

**Division – Department:** Academic Studies Social Sciences - History

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15<sup>th</sup> century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction and impact of global exchange.

**Prerequisites/Co-requisites:**

None

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Create an argument through the use of historical evidence	CT CM	Students will prepare essays that will be centered on their ability to identify and utilize the most appropriate historical evidence to support their chosen argument.
2. Analyze and interpret primary and secondary sources	CT CM	Students will be required to read and answer questions that will require them to analyze and interpret selected primary sources. Students are additionally required to analyze and interpret secondary sources by writing a critical book review of a selected monograph written by a professional historian.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces of this period of world history.	CT CM	Quizzes, examinations, and written work will require the analysis of historical, social, political, economic, cultural, and global forces upon the world during the respective era under study.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** Coursework includes chapter questions, discussion exercises, exams, and multiple essays, including a book review. There are also assignments dedicated to evaluating social responsibility and personal responsibility.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**HUMA 1315****LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Fine Arts Appreciation

**Prefix and Number:** HUMA 1315

**Division – Department:** Academic Studies Language Arts - Humanities

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Fine Arts Appreciation**

This course is an exploration of the purposes and processes in the visual and performing arts (such as music, painting, architecture, drama, and dance) and the ways in which they express the values of cultures and human experience.

**Prerequisites/Co-requisites:**

None



Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Employ formal elements and principles to critically analyze various works of the visual and performing arts.	CT CM	In class discussions, small group discussions, and short written responses, students will present interpretations and justification of their depth of understanding of key concepts.
2. Articulate the creative process of artistic works as expressions of human experience and cultural values.	PR SR	In conjunction with course curriculum that addresses United States history, including the U.S. Constitution and the U.S. Declaration of Independence, and lectures and discussions on the individual rights and privileges of citizenship, students (legally illegible) will be encouraged to register to vote in political elections.
3. Demonstrate an understanding of the aesthetic principles that guide the creation of, and response to, the arts.	CT CM PR	Students will complete a Self-Reflection Exercise after the first major exam in the course in which they will self-assess their personal expectations and preparation for that completed exam and define their strategy to prepare for future exams in the course.

4. Describe the relationship of the arts to everyday life.	CT CM	Lectures, videos, class discussions, and outside readings will be used to expose students to landmarks of the arts and humanities that exemplify 'dark' and 'light' eras in the human experience. Each student will communicate, in essay format, their understanding of 'dark' and 'light' in relation to learning and the arts. Essay responses will include concrete historical examples of 'dark' and 'light' periods.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Read all assigned textbook material. Bring your textbook to class. Expect frequent reading quizzes.

**Students may not share textbooks or notes during open- book quizzes.**

Complete two (2) Critical Reviews of outside cultural events. Students will attend and review two cultural events **during** the semester. Events can be campus or community events such as concerts, recitals, art exhibits, plays, creative arts workshops, and lectures. Seek approval from the instructor for events or activities not included on this list. Critical Reviews must be submitted on or before the dates designated on the class schedule. Late submittals will be penalized 5 points per class day.

Complete four (4) major exams covering lectures, class discussions, and reading assignments. Exam question may be in the form of short answer, multiple choice, true-false, fill-in-the-blank, matching, or short (one paragraph) to medium (one page) written responses.

Maintain an orderly notebook of all class notes, assignments, and handouts. Contribute to class discussions.

**METHODS OF EVALUATION:**

Four exams, 100 points apiece

Two Critical Reviews, 50 points apiece

Undetermined number of reading quizzes worth 1-10 points each for a max of 100 points.

Course Grades: 540 - 600 points = A  
480 - 539 points = B  
420 - 479 points = C  
360 - 419 points = D  
Less than 360 points = F

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**MATH 1314****LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** College Algebra

**Prefix and Number:** MATH 1314

**Division – Department:** Academic Studies - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**College Algebra**

In-depth study and application of polynomial, rational, radical, exponential and logarithmic Functions, and systems of equations using matrices. Additional topics such as sequences, series, Probability, and conics may be included.

**Prerequisites/Co-requisites:**

Prerequisite: TSI-complete (Passing grade in DMTH 0302, DMTH 0401, or appropriate placement test score.) For non-TSI-complete students, co-requisites of DMTH 314 and NCBM 0114.

**Topical Outline:**

- I. Review (at instructor's discretion)
  - A. Real Number System
  - B. Arithmetic of Algebraic Expressions
  - C. Properties of Exponents
  - D. Rational Expressions
  - E. Rational Exponents & Radical Expressions
  - F. Linear Equations & Inequalities in One Variable
  - G. Polynomials & Factoring
- II. Equations and Inequalities in One Variable
  - A. Absolute Value Equations & Inequalities
  - B. Complex Numbers
  - C. Quadratic Equations
  - D. Other Types of Equations
    - 1. Rational Equations
    - 2. Radical Equations
    - 3. Equations Quadratic in Form
  - E. Polynomial & Rational Inequalities
- III. Equations and Inequalities in Two Variables
  - A. Cartesian Coordinates & Euclidean Distance
  - B. Graphing Linear Equations and Inequalities
  - C. Forms of Linear Equations & Models
  - D. Equations and graphs of circles
- IV. Functions
  - A. Relations and functions
  - B. Function notation
  - C. Linear & Quadratic functions & applications
  - D. Library of Common Parent Functions
  - E. Function transformations, combinations, composition & inverses
  - F. Polynomial Functions: Zeros & Graphs
  - G. Rational Functions: Zeros, Asymptotes & Graphs
- V. Exponential and Logarithmic Functions
  - A. Exponential Functions, Graphs, Equations & Models
  - B. Logarithmic Functions, Graphs, Equations & Models
- VI. Systems and Matrices
  - A. Solving by substitution & elimination
  - B. Matrix solutions of Linear Systems

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.
2. Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.
3. Apply graphing techniques	CM EQ	Students will have to generate graphs using equations and produce equations to fit given graphs. Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.

4. Evaluate all roots of higher degree polynomial and rational functions.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.
5. Recognize, solve and apply systems of linear equations using matrices.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the MyMathLab website. Students may be required to submit scans or photos of their written work for the online exams. A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access. A scientific calculator will also be sufficient for most applications.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, chapter quizzes, a midterm exam, a final exam, and a capstone assignment.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022



**MATH 1324**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Mathematics for Business & Social Sciences

**Prefix and Number:** MATH 1324

**Division – Department:** Academic Studies - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Mathematics for Business & Social Sciences**

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest, and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value.

**Prerequisites/Co-requisites:**

Prerequisite: TSI Algebra complete or successful completion of Intermediate Algebra (DMTH 0302).

**Topical Outline:**

- I. Basic Algebra
  - A. Solving linear equations and inequalities.
  - B. Graphing linear equations on the coordinate plane
  - C. Solving systems of equations by elimination or substitution
  - D. Graphing systems of linear inequalities
- II. Matrices
  - A. Performing basic operations on matrices.
  - B. Writing linear systems in matrix form
  - C. Gauss-Jordan elimination to solve systems of equations
- III. The Linear Programming Problem
  - A. Geometrically solving linear programming problems
  - B. Using the Simplex Method to solve linear programming problems.
- IV. Probability & Statistics Basics
  - A. Combinations and Permutations
  - B. Basic laws of probability
  - C. Expectation
- V. Mathematics of Finance and exponential and logarithmic functions (as time permits)
  - A. Compound Interest
  - B. Annuities

<b>Mark with an "X"</b>	<b>Required Core Objectives</b>
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Apply elementary functions, including linear, quadratic, polynomial, rational, logarithmic, and exponential functions to solving real-world problems.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing
2. Solve mathematics of finance problems, including the computation of interest, annuities, and amortization of loans.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing
3. Apply basic matrix operations, including linear programming methods, to solve application problems.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing
4. Demonstrate fundamental probability techniques and application of those techniques, including expected value, to solve problems.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing
5. Apply matrix skills and probability analyses to model applications to solve real-world problems.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the MyMathLab website. Students may be required to submit scans or photos of their written work for the online exams. A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access. A scientific calculator will also be sufficient for most applications.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:**

Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:**

Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, chapter quizzes, a midterm exam, a final exam, and a capstone assignment

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**MATH 1325**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Calculus for Business & Social Sciences

**Prefix and Number:** MATH 1325

**Division – Department:** Academic Studies - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Calculus for Business & Social Sciences**

This course is the basic study of limits and continuity, differentiation, optimization and graphing, and integration of elementary functions, with emphasis on applications on business, economics, and social sciences. This course is not a substitute for MATH 2313 or 2413, Calculus I.

**Prerequisites/Co-requisites:**

Prerequisite: MATH 1314 College Algebra or MATH 1324 Mathematics for Business and Social Sciences or equivalent.

<b>Topical Outline:</b>
-------------------------

- I. Algebra review
  - A. Exponents and radicals
  - B. Polynomials and Factoring
- II. Limits
  - A. Limits
  - B. Limits and continuity
  - C. The derivative.
- III. Derivatives
  - A. Finding 1<sup>st</sup> and 2<sup>nd</sup> derivatives of elementary functions
  - B. Applying derivatives to find maxima, minima and inflection points of graphs of functions
  - C. Applying derivatives to max-min written problems
  - D. Applying derivatives to marginal analysis problems, related rates, and applications in business and economics
- IV. Logarithmic and Exponential functions
  - A. Finding derivatives of logarithmic and exponential functions
  - B. Implicit differentiation
- V. Integration
  - A. The indefinite integral
  - B. Calculating indefinite integrals of some functions by formula or substitution
  - C. Solving separable differential equations and applying this to marginal analysis
  - D. Calculating definite integrals
  - E. Area between curves.
- VI. Multi-variable calculus
  - A. Finding partial derivatives of functions of two or more variables
  - B. Evaluating multiple integrals

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Apply calculus to solve business, economics, and social sciences problems.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing. Applications will include marginal cost revenue and profit, present and future value of continuous income streams, and surplus from supply and demand functions.
2. Apply appropriate differentiation techniques to obtain derivatives of various functions, including logarithmic and exponential functions.	CT CM	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing.
3. Solve application problems involving implicit differentiation and related rates.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing.
4. Solve optimization problems with emphasis on business and social sciences applications.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing.

5. Determine appropriate technique(s) of integration.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing.
6. Integrate functions using the method of integration by parts or substitution, as appropriate.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing.
7. Solve business, economics, and social sciences applications problems using integration techniques.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing.



**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the MyMathLab website. Students may be required to submit scans or photos of their written work for the online exams. A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access. A scientific calculator will also be sufficient for most applications.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, chapter quizzes, a midterm exam, a final exam, and a capstone assignment.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**MATH 1332**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Contemporary Mathematics I

**Prefix and Number:** MATH 1332

**Division – Department:** Academic Studies - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Contemporary Mathematics I**

Intended for Non-STEM (Science, Technology, Engineering, and Mathematics) majors. Topics include introductory treatments of sets and logic, financial mathematics, probability and statistics with appropriate applications. Number sense, proportional reasoning, estimation, technology, and communication should be embedded throughout the course. Additional topics may be covered.

**Prerequisites/Co-requisites:**

Prerequisite: TSI-complete (Passing grade in DMTH 0302, DMTH 0401, or appropriate placement test score.) For non-TSI-complete students, co-requisite of DMTH 0312

<b>Topical Outline:</b>
-------------------------

- I. Critical Thinking & Problem Solving
  - A. Thinking Mathematically
  - B. Problem-solving Processes & Techniques
  - C. Estimating & Evaluating
- II. Set Theory
  - A. Set notation
  - B. Subsets & Venn Diagrams
  - C. Set Operations
  - D. Applications & Survey Analysis
- III. Logic
  - A. Statements & Negations
  - B. Truth Tables
  - C. Logical Equivalence & De Morgan’s Laws
  - D. Valid Arguments & Fallacies
- IV. Proportional Reasoning
  - A. Rates & Unit Rates
  - B. Ratios
  - C. Proportions & Percentages
  - D. Applications of Percentages
- V. Probability
  - A. Counting Methods
  - B. Application of counting techniques to probability
  - C. Addition & Multiplication Rules of Probability
  - D. Expected Value
- VI. Statistics
  - A. Sampling Techniques
  - B. Graphs & Charts
  - C. Descriptive Statistics (mean, median, mode, standard deviation)
  - D. Normal distribution & applications
  - E. Linear regression
- VII. Financial Mathematics
  - A. Budgeting, sale price & discounts
  - B. Percent increase/decrease
  - C. Simple & compound interest, calculate present & future value
  - D. Calculate annual percentage yield
  - E. Annuities, calculate future value and payments
  - F. Credit cards, calculate number of fixed payments
  - G. Loans & mortgages, calculate payments, interest and maximum purchase price
- VIII. \*Additional Topics (may vary by instructor/semester)\*
  - A. Linear and exponential growth
  - B. Geometry
  - C. Numeration systems
  - D. Number theory
  - E. Voting & Apportionment
  - F. Applications of Mathematics to the Fine Arts

Mark with an “X”	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Apply the language and notation of sets.	CT CM	Homework will include being able to analyze Venn diagrams involving more than one set, solving problems and drawing conclusions based on real world applications. Using inductive, deductive reasoning conjecture and counterexamples. Understanding of charts, graphs, and problem-solving procedures.
2. Determine the validity of an argument or statement and provide mathematical evidence.	CT CM EQ	Homework and tests requiring written ability to translate statements into symbols and words; construct truth tables and be able to interpret these in real life situations; write four variations of conditional statements using formal symbolic logic; analyze forms of valid and invalid arguments in words and symbols.
3. Solve problems in mathematics of finance.	EQ	Written homework assignments will require students to be able to write four variations of conditional statements using formal symbolic logic.
4. Demonstrate fundamental probability/counting techniques and apply those techniques to solve problems.	CT EQ	Homework and tests will require the use of combinations & permutations to calculate basic, conditional and joint probabilities using formulas and/or calculators

5. Interpret and analyze various representations of data.	CT CM EQ	Homework and tests will require analysis of graphs, charts, & frequency distributions; using formulas and/or calculators to find measures of central tendency, dispersion & relative position; analysis of normal distribution curves using z-score tables, calculators and/or the empirical rule; using technology to input data points and describe linear correlation and regression equations.
6. Demonstrate the ability to choose and analyze mathematical models to solve problems from real-world settings, including, but not limited to, personal finance, health literacy, and civic engagement.	CT CM	Read and interpret authentic texts such as advertisements, consumer information, government forms, and journalistic articles containing quantitative information, including graphical displays of quantitative information. May be required to provide written critique or justification based on knowledge of sets, logic, probability & statistics, and personal finance
7. Students will be able to make sense of problems, develop strategies to find solutions, and persevere in solving them.	CM CT EQS	Develop an answer to an open-ended question requiring analysis and synthesis of multiple calculations, data summaries, and/or models. Students will be expected to develop their own process with support from peers and the instructor.
8. Students will be able to reason, model, and draw conclusions or make decisions with mathematical, statistical, and quantitative information.	CM CT EQS	Students will draw conclusions or make decisions in quantitatively based situations that are dependent upon multiple factors and will analyze how different situations would affect the decisions with written or verbal justifications of decisions, including appropriate discussion of the mathematics involved.
9. Students will be able to critique and evaluate quantitative arguments that utilize mathematical, statistical, and quantitative information.	CM CT EQS	Students will evaluate the validity and possible biases in arguments presented in authentic contexts based on multiple sources of quantitative information (e.g., advertising, internet postings, consumer information, political arguments).
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the MyMathLab website. Students may be required to submit scans or photos of their written work for the online exams. A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access. A scientific calculator will also be sufficient for most applications.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, unit tests, a comprehensive final exam, and a capstone assignment.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**MATH 1342**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Elementary Statistical Methods

**Prefix and Number:** MATH 1342

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Elementary Statistical Methods**

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive Statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate Technology is recommended.

**Prerequisites/Co-requisites:**

TSI Complete or DMTH

**Topical Outline:**

- I. Introduction
  - A. Introduction to Statistics
  - B. Levels of measurement
  - C. Descriptive and inferential statistics
- II. Descriptive Statistics
  - A. Graphical descriptions of data
  - B. Numerical descriptions of data
- III. Probability
  - A. Probability, randomness and Uncertainty.
  - B. Probability Distributions
  - C. Continuous Random Variables
  - D. Samples and Sampling distributions
- IV. Statistical Inference
  - A. Confidence intervals
  - B. Confidence intervals for two samples
  - C. Hypothesis testing
  - D. Hypothesis testing for two or more populations
  - E. Regression, inference and model building.

<b>Mark with an "X"</b>	<b>Required Core Objectives</b>
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making



Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Explain the use of data collection and statistics as tools to reach reasonable conclusions.	CT CM	This is not only discussed throughout the course during in-class discussions and lectures but it is tested in exams and the capstone project.
2. Recognize, examine and interpret the basic principles of describing and presenting data.	CT CM EQ	Each chapter of the book and lecture either exposes the student to the relationship <i>between</i> the numerical and graphical representation of data. Students will produce graphs of several types to illustrate the relationship between the two.
3. Compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics.	CT CM EQ	The first unit concentrates on sampling and probability. Class activities include real experiments, in-class discussions and lectures, homework and exams.
4. Explain the role of probability in statistics.	CT CM EQ	Lecture and class discussion.
5. Examine, analyze and compare various sampling distributions for both discrete and continuous random variables.	CT EQ	The second unit of the course concentrates on distributions, their shapes and properties, and discrete and continuous random variables. Activities include lecture, class discussion, in-class real world experiments, homework and tests.
6. Describe and compute confidence intervals.	CT CM EQ	Lecture, class discussion, computer homework, real-life problems during class discussion.
7. Solve linear regression and correlation problems.	EQ	Lecture, class discussion, computer homework, real-life problems during class discussion.
8. Perform hypothesis testing using statistical methods.	CM EQ	Lecture, class discussion, computer homework, real-life problems during class discussion.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the MyMathLab website. Students may be required to submit scans or photos of their written work for the online exams. A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access. A scientific calculator will also be sufficient for most applications.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor; however, currently used methods include announced unit tests, unannounced quizzes, homework, and a comprehensive final examination.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**MATH 1350**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Mathematics for Teachers I

**Prefix and Number:** MATH 1350

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Fundamentals of Mathematics I**

This course is intended to build or reinforce a foundation in fundamental mathematics concepts and skills. It includes the conceptual development of the following: sets, functions, numeration systems, number theory, and properties of the various number systems with an emphasis on problem solving and critical thinking.

**Prerequisites/Co-requisites:**

Prerequisite: MATH 1314 College Algebra or equivalent.

## Topical Outline:

### I. Problem Solving & Patterns

- A. Four-step problem solving process
- B. Problem solving strategies
- C. Inductive & Deductive Reasoning
- D. Arithmetic, Geometric and other types of sequences

### II. Logic

- A. Negation & Quantifiers
- B. Truth tables & compound statements
- C. Conditionals & Biconditionals
- D. Valid reasoning

### III. Set Theory

- A. Equivalent sets & Cardinal number
- B. The Empty Set, Proper & Improper Subsets
- C. Intersection, Union, Difference & Complements of Sets
- D. Venn Diagrams & Applications

### IV. Numeration Systems & Whole Numbers

- A. Ancient & modern number systems
- B. Binary, Octal, Hexadecimal and other base systems
- C. Addition, Subtraction, Multiplication & Division:  
Models, Ordering, Properties, Algorithms, Mental Computation & Estimation,  
Working in alternative bases
- D. Order of Operations

### V. Number Theory

- A. Divisibility rules
- B. Prime & Composite numbers
- C. Prime factorization
- D. Greatest Common Factor & Least Common Multiple

### VI. Integers

- A. Opposites & Absolute Value
- B. Addition, Subtraction, Multiplication & Division:  
Models, Definitions, Properties & Ordering

### VII. Rational Numbers & Proportional Reasoning

- A. Equivalent fractions
- B. Simplifying fractions
- C. Ordering Rational Numbers on the number line
- D. Addition, Subtraction, Multiplication & Division:  
Mixed numbers, estimation, properties, mental computation & estimation
- E. Extended properties of exponents
- F. Proportions: scale & models to solve ratio & proportion problems

### VIII. Decimals, Percents & Real Numbers

- A. Terminating decimals: representations, converting fractions, ordering
- B. Operations with decimals: addition, subtraction, multiplication & division
- C. Rounding, estimation & mental computation
- D. Scientific notation
- E. Repeating decimals: converting fractions, ordering
- F. Percents: Applications, mental computation & estimation, interest
- G. Real Numbers:  
Roots, irrational numbers, real number system & properties, radicals & rational exponents

### IX. Algebraic Thinking

- A. Variables: generalizations for arithmetic, geometric and other sequences
- B. Equation properties & models

- C. Solving linear equations in one variable
- D. Applications of linear equations
- E. Functions: multiple representations
- F. Sequences and sums as functions
- G. Function composition
- H. Equations of two variables and Cartesian Coordinates

Mark with an "X"	<b>Required Core Objectives</b>
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Explain and model the arithmetic operations for whole numbers and integers.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, answer essay questions in writing, and/or present a planned lesson to the rest of the class.
2. Explain and model computations with fractions, decimals, ratios, and percentages.	CM CT EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, answer essay questions in writing, and/or present a planned lesson to the rest of the class.
3. Describe and demonstrate how factors, multiples, and prime numbers are used to solve problems.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, answer essay questions in writing, and/or present a planned lesson to the rest of the class.
4. Apply problem-solving skills to numerical applications.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, answer essay questions in writing, and/or present a planned lesson to the rest of the class.

17. Represent and describe relationships among sets using the appropriate mathematical terminology and notation.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, answer essay questions in writing, and/or present a planned lesson to the rest of the class.
18. Compare and contrast structures of numeration systems.		Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, answer essay questions in writing, and/or present a planned lesson to the rest of the class.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the MyMathLab website. Students may be required to submit scans or photos of their written work for the online exams. A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access. A scientific calculator will also be sufficient for most applications.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, assigned readings, and homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, chapter quizzes, unit tests, a comprehensive final exam, and a capstone assignment.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022



**MATH 1351**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Mathematics for Teachers II

**Prefix and Number:** MATH 1351

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

This course is intended to build or reinforce a foundation in fundamental mathematics concepts and skills. It includes the concepts of geometry, measurement, probability, and statistics with an emphasis on problem solving and critical thinking.

\*\*\*\*\* Not in Catalog\*\*\*\*\*

**Prerequisites/Co-requisites:**

Prerequisite: MATH 1350 Fundamentals of Mathematics I

<b>Topical Outline:</b>
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- I. Statistics
  - A. Describing and analyzing data
  - B. Graphing data and making predictions
  - C. Using sampling, predictions, and simulations
- II. Probability
  - A. Single-stage experiments
  - B. Multistage experiment
- III. Geometric Figures
  - A. Plane figures
  - B. Polygons and tessellations
  - C. Space figures
  - D. Symmetric figures
- IV. Measurement
  - A. Using various systems of measurement
  - B. Area and perimeter of plane figures
  - C. Volume and surface area of three-dimensional figures
- V. Motions in Geometry
  - A. Using congruence and constructions to solve problems
  - B. Congruence mappings
  - C. Similarity mappings

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Apply fundamental terms of geometry such as points, lines, and planes to describe two and three dimensional figures.	CT CM EQ	homework, quizzes, presentations, and tests
2. Make and test conjectures about figures and geometric relationships.	CT CM EQ	homework, quizzes, presentations, and tests
3. Use a variety of methods to identify and justify congruency and similarity of geometric objects.	CT CM EQ	homework, quizzes, presentations, and tests
4. Perform geometric transformations.	CT CM EQ	homework, quizzes, presentations, and tests
5. Demonstrate fundamental probability techniques and apply those techniques to solve problems.	CT CM EQ	homework, quizzes, presentations, and tests
15. Explain the use of data collection and statistics as tools to reach reasonable conclusions.		homework, quizzes, presentations, and tests
16. Recognize, examine, and utilize the basic principles of describing and presenting data.		homework, quizzes, presentations, and tests
17. Perform measurement processes and explain the concept of a unit of measurement.		homework, quizzes, presentations, and tests
18. Develop and use formulas for the perimeter, area, and volume for a variety of figures.		homework, quizzes, presentations, and tests
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the MyMathLab website. Students may be required to submit scans or photos of their written work for the online exams. A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access. A scientific calculator will also be sufficient for most applications.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor, but currently used methods include lecture, problem solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, but currently used methods include announced unit tests, unannounced quizzes, homework, and a comprehensive final examination. The evaluation methods should include at least three announced tests including a comprehensive final examination. Unit test should count at least 50% of the student's grade and the combination of unit tests and final examination should count at least 70% of the student's grade.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**MATH 2312**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Pre-Calculus Math

**Prefix and Number:** MATH 2312

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Pre-Calculus Math**

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic, and trigonometric functions. May include topics from analytical geometry.

**Prerequisites/Co-requisites:**

Prerequisite: MATH 1314 College Algebra or appropriate placement test score.

## Topical Outline:

- I. Algebra Review
  - A. Relations & functions: domain, range, notation
  - B. Linear & Quadratic functions: graphs, maximization & minimization
  - C. Other common functions and graphs
  - D. Variation & Multivariable functions
  - E. Transformations, properties, combinations, composition & inverses
  - F. Polynomial equations, functions & graphs
  - G. Rational equations, functions & graphs
  - H. Exponential equations, functions, models & graphs
  - I. Logarithmic equations, functions, models & graphs
- II. Trigonometric Functions
  - A. Radian & degree measure
  - B. Arc Length & Angular Speed
  - C. Area of circular sectors
  - D. Solving right triangles
  - E. The unit circle and reference angles
  - F. Graphs of sine, cosine, tangent and reciprocal functions
  - G. Periodicity, symmetry, amplitude, frequency & phase shift
  - H. Inverse trigonometric functions & applications
- III. Trigonometric Identities and Equations
  - A. Fundamental identities, proofs, and substitutions
  - B. Sum and difference identities
  - C. Product-Sum identities
  - D. Solving equations using algebraic techniques
  - E. Solving equations using inverse functions
- IV. Applications
  - A. Law of Sines
  - B. Law of Cosines
  - C. Polar Coordinates
  - D. Parametric Equations
  - E. Trigonometric Form of Complex Numbers
  - F. Vectors
  - G. Dot Products
  - H. Hyperbolic Functions \*
- V. Analytic Geometry \*
  - A. Ellipses
  - B. Parabolas
  - C. Hyperbolas
  - D. Rotation of Conics
  - E. Polar Form of Conic Sections
  - F. Hyperbolic Functions
- VI. Systems of Equations \*
  - A. Solving by substitution & elimination
  - B. Matrix Notation and Gaussian Elimination
  - C. Determinants & Cramer's Rule
  - D. The Algebra of Matrices
  - E. Inverses of Matrices
  - F. Partial Fraction Decomposition

- G. Non-linear systems of equations
- VII. Sequences and Series \*
  - A. Arithmetic sequences & series
  - B. Geometric sequences & series
  - C. Mathematical Induction

\*As time permits.

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Demonstrate and apply knowledge of properties of functions.	CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.

<p>2. Recognize and apply algebraic and transcendental functions and solve related equations.</p>	<p>CT CM EQ</p>	<p>Course activities include lecture, assigned reading, class discussion &amp; computer-generated homework. Discussion questions, quizzes &amp; unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.</p>
<p>3. Apply graphing techniques to algebraic and transcendental functions.</p>	<p>CM EQ</p>	<p>Course activities include lecture, assigned reading, class discussion &amp; computer-generated homework. Discussion questions, quizzes &amp; unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.</p>
<p>4. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.</p>	<p>CM EQ</p>	<p>Course activities include lecture, assigned reading, class discussion &amp; computer-generated homework. Discussion questions, quizzes &amp; unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.</p>
<p>5. Prove trigonometric identities.</p>	<p>CT CM EQ</p>	<p>Course activities include lecture, assigned reading, class discussion &amp; computer-generated homework. Discussion questions, quizzes &amp; unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.</p>



6. Solve right and oblique triangles.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests, and answer essay questions in writing.
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**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the Hawkes Learning website. Students may be required to submit scans or photos of their written work for the online exams.

A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor, but currently used methods include lecture, problem solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, chapter quizzes, unit tests, a comprehensive final exam, and a capstone assignment.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Linear Algebra

**Prefix and Number:** MATH 2318

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Linear Algebra

Introduces and provides models for application of the concepts of vector algebra. Topics include finite dimensional vector spaces and their geometric significance; representing and solving systems of linear equations using multiple methods, including Gaussian elimination and matrix inversion; matrices; determinants; linear transformations; quadratic forms; eigenvalues and eigenvector; and applications in science and engineering.

**Prerequisites/co requisites:**

Prerequisite: MATH 2414 Calculus II

**Topical Outline:**

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Be able to solve systems of linear equations using multiple methods, including Gaussian elimination and matrix inversion.	CT CM EQ	
2. Be able to carry out matrix operations, including inverses and determinants.	CT CM EQ	
3. Demonstrate understanding of the concepts of vector space and subspace.	CT CM EQ	

4. Demonstrate understanding of linear independence, span, and basis.	CT CM EQ	
5. Be able to determine eigenvalues and eigenvectors and solve problems involving eigenvalues.	CT CM EQ	
6. Apply principles of matrix algebra to linear transformations.	CT CM EQ	
7. Demonstrate application of inner products and associated norms.	CT CM EQ	

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, quizzes, unit tests, and a final exam.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date

Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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<b>Course Title:</b> Differential Equations
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<b>Prefix and Number:</b> MATH 2320
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<b>Division – Department:</b> Academic Studies Science & Mathematics - Math
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<b>Course Type:</b> Select from one of the following categories.
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- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

<b>Semester Credit Hours:</b> Lecture & Lab/other hours
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Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

<b>LSCO Catalog Description:</b>
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Differential Equations

Ordinary differential equations, including linear equations, systems of equations, equations with variable coefficients, existence and uniqueness of solutions, series solutions, singular points, transform methods, and boundary value problems; application of differential equations to real-world problems.

**Prerequisites/co requisites:**

Prerequisite: MATH 2414 Calculus II

**Topical Outline:**

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Identify homogeneous equations, homogeneous equations with constant coefficients, and exact and linear differential equations.	CT CM EQ	
2. Solve ordinary differential equations and systems of equations using: a) Direct integration b) Separation of variables c) Reduction of order d) Methods of undetermined coefficients and variation of parameters e) Series solutions f) Operator methods for finding particular solutions g) Laplace transform methods.	CT CM EQ	
3. Determine particular solutions to differential equations with given boundary conditions or initial conditions.	CT CM EQ	

4. Analyze real-world problems in fields such as Biology, Chemistry, Economics, Engineering, and Physics, including problems related to population dynamics, mixtures, growth and decay, heating and cooling, electronic circuits, and Newtonian mechanics.	CT CM EQ	
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**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, quizzes, unit tests, and a final exam.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date



**MATH 2413**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Calculus I

**Prefix and Number:** MATH 2413

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	4	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Calculus I**

Limits and continuity; the Fundamental Theorem of Calculus: definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

**Prerequisites/Co-requisites:**

Prerequisite: MATH 2312 Pre-Calculus or equivalent

<b>Topical Outline:</b>
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I. Limits

- A. Definition of limit:
- B. Limit Theorems:
- C. Continuity:

II. Derivatives

- A. Definition:
- B. Derivative Formulas:
- C. Higher Order Derivatives:
- D. Velocity and Acceleration:
- E. Chain Rule
- F. Derivatives of Trigonometric Functions:
- G. Implicit Differentiation:
- H. Related Rate Problems:
- I. Differentials

III. Applications of Derivatives

- A. Maxima and Minima:
- B. Max-Min Written Problems:
- C. Concavity and Points of Inflection:
- D. Asymptotes:
- E. Curve Sketching:

IV. Integration

- A. Anti-derivatives:
- B. Fundamental Theorem of Integral Calculus:
- C. Indefinite Integrals:
- D. Integration and Substitution
- E. Area Between Graphs of Functions

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Develop solutions for tangent and area problems using the concepts of limits, derivatives, and integrals.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing. Topics will include equations of tangent lines and areas under curves.
2. Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point.	CT CM EQ	Course activities include lecture, assigned reading, class discussion & computer-generated homework. Discussion questions, quizzes & unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing. Topics will include equations of tangent lines and areas under curves.

<p>3. Determine whether a function is continuous and/or differentiable at a point using limits.</p>	<p>CM EQ</p>	<p>Course activities include lecture, assigned reading, class discussion &amp; computer-generated homework. Discussion questions, quizzes &amp; unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing. Topics will include equations of tangent lines and areas under curves.</p>
<p>4. Use differentiation rules to differentiate algebraic and transcendental functions.</p>	<p>CT EQ</p>	<p>Course activities include lecture, assigned reading, class discussion &amp; computer-generated homework. Discussion questions, quizzes &amp; unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing. Topics will include equations of tangent lines and areas under curves.</p>
<p>5. Identify appropriate calculus concepts and techniques to provide mathematical models for real-world situations and determine solutions to applied problems.</p>	<p>CT EQ</p>	<p>Course activities include lecture, assigned reading, class discussion &amp; computer-generated homework. Discussion questions, quizzes &amp; unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing. Topics will include equations of tangent lines and areas under curves.</p>
<p>6. Evaluate definite integrals using the Fundamental Theorem of Calculus.</p>	<p>CT CM EQ</p>	<p>Course activities include lecture, assigned reading, class discussion &amp; computer-generated homework. Discussion questions, quizzes &amp; unit exams will measure student level of understanding. Students may be required to show their problem-solving steps on tests and answer essay questions in writing.</p> <p>Topics will include areas under curves, length.</p>

7. Articulate the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.	CM	Homework, quizzes and tests will require students to submit written work using and articulating the relationship between derivatives and integrals due to the Fundamental Theorem of Calculus. The structure, logic and organization of their work and the connection to the main topic of their work will also be used to evaluate this topic.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Regular internet access, including LSCO email, Blackboard, and the MyMathLab website. Students may be required to submit scans or photos of their written work for the online exams. A graphing calculator of the student's choice. It should be similar in function to the TI-84 and must not have computer algebra capabilities or internet access. A scientific calculator will also be sufficient for most applications.

Please visit the [LSCO bookstore online](#) for more information.

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, chapter quizzes, a midterm exam, and a final exam.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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<b>Course Title:</b> Calculus II
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<b>Prefix and Number:</b> MATH 2414
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<b>Division – Department:</b> Academic Studies Science & Mathematics - Math
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<b>Course Type:</b> Select from one of the following categories.
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- Academic General Education Course (from ACGM – but not in LSCO Core)
- Academic LSCO Core Course
- WECM Courses

<b>Semester Credit Hours:</b> Lecture & Lab/other hours
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Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	4	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

<b>LSCO Catalog Description:</b>
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Calculus II

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

**Prerequisites/co requisites:**

Prerequisite: MATH 2313 or 2413 Calculus I

**Topical Outline:**

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications.	CT CM EQ	
2. Use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.	CT CM EQ	
3. Define an improper integral.	CT CM EQ	

4. Apply the concepts of limits, convergence, and divergence to evaluate some classes of improper integrals.	CT CM EQ	
5. Determine convergence or divergence of sequences and series.	CT CM EQ	
6. Use Taylor and MacLaurin series to represent functions.	CT CM EQ	
7. Use Taylor or MacLaurin series to integrate functions not integrable by conventional methods.	CT CM EQ	
8. Use the concept of polar coordinates to find areas, lengths of curves, and representations of conic sections.	CT CM EQ	

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, quizzes, unit tests, and a final exam.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***



Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Calculus III

**Prefix and Number:** MATH 2415

**Division – Department:** Academic Studies Science & Mathematics - Math

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	4	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Calculus III

Advanced topics in calculus, including vectors and vector-valued functions, partial differentiation, Lagrange multipliers, multiple integrals, and Jacobians; application of the line integral, including Green's Theorem, the Divergence Theorem, and Stokes' Theorem.

**Prerequisites/co requisites:**

Prerequisite: MATH 2414 Calculus II

**Topical Outline:**

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Perform calculus operations on vector-valued functions, including derivatives, integrals, curvature, displacement, velocity, acceleration, and torsion.	CT CM EQ	
2. Perform calculus operations on functions of several variables, including partial derivatives, directional derivatives, and multiple integrals.	CT CM EQ	
3. Find extrema and tangent planes.	CT CM EQ	

4. Solve problems using the Fundamental Theorem of Line Integrals, Green's Theorem, the Divergence Theorem, and Stokes' Theorem.	CT CM EQ	
5. Apply the computational and conceptual principles of calculus to the solutions of real-world problems.	CT CM EQ	

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** Methods of instruction will vary with the instructor. Current methods include lecture, problem-solving discussion, handouts summarizing material, individualized problem-solving assistance, and assigned homework problems.

**METHODS OF EVALUATION:** Methods of evaluation and weights given to these will vary with the instructor, however, currently used methods include section homework assignments, quizzes, unit tests, and a final exam.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**MUSI 1306**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Music Appreciation

**Prefix and Number:** MUSI 1306

**Division – Department:** Academic Studies Speech & Fine Arts - Music

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Music Appreciation**

Understanding music through the study of cultural periods, major composer, and musical elements. Illustrated with audio recording and live performances. Course does not apply to a music major degree.

**Prerequisites/Co-requisites:**

None

**Topical Outline:**

- Unit 1: Introduction to the Elements of Music
- Unit 2: Medieval/Renaissance
- Unit 3: Baroque
- Unit 3: Classical
- Unit 4: Romantic
- Unit 5: 20<sup>th</sup> Century

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Identify musical works and elements in a variety of styles	TW	Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned.
2. Analyze the elements and structures of music using appropriate terminology.	CT CM	The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

3. Critically evaluate the influence of social, political, technological, and/or cultural ideas on music.	CM	<p>The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.</p> <p>Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned</p>
4. Articulate the significance of music as an art form within historical, cultural and social contexts.	SR	<p>The arts are vital components of a society's culture, health and vigor. Therefore, it is essential, whenever cultural events are available in a community, that those events be attended by a broad spectrum of the community's citizens. Attendance at the events demonstrates active social responsibility because it ensures that such activities can continue to be offered in the future. Therefore, students will be required to attend one outside musical event during the semester.</p>
<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

<b>Course Requirements/Grading System:</b>
--

**METHODS OF EVALUATION:** Generally, attendance and participation (10%), homework assignments (10%), major project presentation (20%), tests (40%), and final exam (20%). May vary with instructor.

<b><i>Approvals – the contents of this document have been reviewed and are found to be accurate.</i></b>
--

Prepared by	Signature	Date Spring 2022
Department Head	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022



**PHIL 1301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Introduction to Philosophy

**Prefix and Number:** PHIL 1301

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.

**Prerequisites/co requisites:**

None.

**Topical Outline:**

Unit 1: Introduction and Fundamentals

Unit 2: Media and Processes

Unit 3: History and Context

Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Read, analyze, and critique philosophical texts.		
2. Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.		

3. Present logically persuasive arguments both orally and in writing.		
4. Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.		
5. Evaluate the personal and social responsibilities of living in a diverse world.		
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**PHYS 1401**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** College Physics I

**Prefix and Number:** PHYS 1401

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving.

**Prerequisites/co requisites:**

Prerequisites: MATH 1314 or 1414 College Algebra AND MATH 1316 Plane Trigonometry or MATH 2312 Or 2412 Pre-Calculus.

<b>Topical Outline:</b>
-------------------------

Unit 1: Introduction and Fundamentals

Unit 2: Media and Processes

Unit 3: History and Context

Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Determine the components of linear motion (displacement, velocity, and acceleration), and especially motion under conditions of constant acceleration.		This course has not been offered recently. No current syllabus is available.
2. Apply Newton's laws to physical problems including gravity.		

3.Solve problems using principles of energy.		
4.Use principles of impulse and linear momentum to solve problems.		
5.Solve problems in rotational kinematics and dynamics, including the determination of the location of the center of mass and center of rotation for rigid bodies in motion.		
6.Solve problems involving rotational and linear motion.		
7.Describe the components of a wave and relate those components to mechanical vibrations, sound, and decibel level.		
8.Demonstrate an understanding of equilibrium, including different types of equilibrium.		
9.Discuss simple harmonic motion and its application to quantitative problems or qualitative questions.		
10.Solve problems using the principles of heat and thermodynamics.		
11.Demonstrate techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.		
12.Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.		
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**PHYS 1405**

**LAMAR STATE COLLEGE ORANGE**  
**ADMINISTRATIVE-MASTER SYLLABUS**

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**Course Title:** Elementary Physics I

**Prefix and Number:** PHYS 1405

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
		0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Prerequisites/co requisites:**



**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1.		This course has not been offered recently. No current syllabus is available.
2.		
3.		

4.		
5.		
6.		

<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

Course: PHYS 1407

PHYS 1407

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Elementary Physics II

**Prefix and Number:** PHYS 1407

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
		0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Prerequisites/co requisites:**

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1.		This course has not been offered recently. No current syllabus is available.
2.		
3.		

4.		
5.		
6.		

<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.



***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

Course: PHYS 2425

**PHYS 2425**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** University Physics I

**Prefix and Number:** PHYS 2425

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**University Physics I**

This lecture and lab course should combine all of the elements of PHYS 2325 University Physics I lecture and PHYS 2125 University Physics I lab, including the learning outcomes Listed for both courses.

(Lecture) Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems and thermodynamics; and emphasis on problem solving.

(Lab) Basic laboratory experiments supporting theoretical principles presented in

PHYS 2325 involving the principles and applications of classical mechanics, including harmonic motion and physical systems; experimental design, data collection and analysis, and preparation of laboratory reports.

**Prerequisites/co requisites:**

Co-requisite: PHYS 2125 University Physics (lab) and PHYS 2325 University Physics I (lecture).  
Prerequisite: MATH 2313 or 2413 Calculus I

**Topical Outline:**

TBD.

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Determine the components of linear motion (displacement, velocity, and acceleration), and especially motion under conditions of constant acceleration.		This course has not been offered recently. No current syllabus is available.
2. Solve problems involving forces and work.		

3. Apply Newton's laws to physical problems.		
4. Identify the different types of energy.		
5. Solve problems using principles of conservation of energy.		
6. Define principles of impulse, momentum, and collisions.		
7. Use principles of impulse and momentum to solve problems.		
8. Determine the location of the center of mass and center of rotation for rigid bodies in motion.		
9. Discuss rotational kinematics and dynamics and the relationship between linear and rotational motion.		
10. Solve problems involving rotational and linear motion.		
11. Define equilibrium, including the different types of equilibrium.		
12. Discuss simple harmonic motion and its application to real-world problems.		
13. Solve problems involving the First and Second Laws of Thermodynamics.		
14. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.		
15. Conduct basic laboratory experiments involving classical mechanics.		
16. Relate physical observations and measurements involving classical mechanics to theoretical principles.		

17. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.		
18. Design fundamental experiments involving principles of classical mechanics.		
19. Identify appropriate sources of information for conducting laboratory experiments involving classical mechanics.		
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** TBD.

**METHODS OF INSTRUCTION:** TBD.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

Course: PSYC 2426

**PHYS 2426**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** University Physics II

**Prefix and Number:** PHYS 2426

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	1

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**University Physics II**

This lecture and lab course should combine all the elements of 2326 University Physics II Lecture and 2126 University Physics II Lab, including the learning outcomes listed for both courses.

(Lecture) Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics.

(Lab) Laboratory experiments supporting theoretical principles presented in PHYS 2326 Involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics; experimental design, data collection and analysis, and preparation of laboratory reports.

**Prerequisites/co requisites:**

Co-requisite: PHYS 2326 University Physics II (lecture), PHYS 2126 University Physics II (lab)  
 Prerequisite: PHYS 2325 University Physics I (lecture), MATH 2414 Calculus II

**Topical Outline:**

TBD.

Mark with an "X"	<b>Required Core Objectives</b>
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

<b>Student Learning Outcomes (ACGM)</b>	<b>Core Objective(s) Addressed</b>	<b>Suggested Learning Activities</b>
1. Articulate the fundamental concepts of electricity and electromagnetism, including electrostatic potential energy, electrostatic potential, potential difference, magnetic field induction, and Maxwell's laws.		
2. State the general nature of electrical forces and electrical charges, and their relationship to the electrical current.		

3.Solve problems involving the inter-relationship of electrical charges, and their relationship to electrical current.		
4.Apply Kirchoff's Laws to analysis of circuits with potential sources, capacitance, and resistance, including parallel and series capacitance and resistance.		
5.Calculate the force on a charged particle between the plates of a parallel-plate capacitor.		
6.Apply Ohm's law to the solution of problems.		
7.Describe the effects of static charge on nearby materials in terms of Coulomb's Law.		
8.Use Faraday's and Lez's laws to find the electromotive forces.		
9.Describe the components of a wave and relate those components to mechanical vibrations, sound, and decibel level.		
10.Articulate the principles of reflection, refraction, diffraction, interference and superposition of waves.		
11.Solve real-world problems involving optics, lenses, and mirrors.		
12. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.		
13.Conduct basic laboratory experiments involving electricity and magnetism.		
14.Relate physical observations and measurements involving electricity and magnetism to theoretical principles.		



15. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.		
16. Design fundamental experiments involving principles of electricity and magnetism.		
17. Identify appropriate sources of information for conducting laboratory experiments involving electricity and magnetism.		
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** TBD.

**METHODS OF INSTRUCTION:** TBD.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**PSYC 2301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** General Psychology

**Course Prefix and Number:** PSYC 2301

**Department – Division:** Academic Studies Social Science

**Course Type** – select from one of the following categories.

- Academic General Education Course (from ACGM – but not in LSCO Core)
- Academic LSCO Core Course
- WECM Courses

**Semester Credit Hours: Lecture Hours: Lab/other hours**

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description**

**General Psychology**

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

**Prerequisites/co requisites**

TSI complete/exempt or DIRW Integrated Reading/Writing complete

## **Topical Outline**

### **Mandatory Topics Include:**

THE SCIENCE OF PSYCHOLOGY – History, Scope and Research Strategies

THE BIOLOGY OF BEHAVIOR - Neural and Hormonal Systems and the Brain

LEARNING - Basic Learning Concepts and Classical Conditioning; Operant Conditioning; Biology, Cognition, and Learning

### **Instructor Selected Topics Include:**

THE BIOLOGY OF BEHAVIOR - Genetics, Evolutionary Psychology and Behavior

CONSCIOUSNESS

LIFESPAN DEVELOPMENT

GENDER AND SEXUALITY

SENSATION AND PERCEPTION

MEMORY

THINKING, LANGUAGE, AND INTELLIGENCE

MOTIVATION AND EMOTION

STRESS AND HEALTH

PERSONALITY

SOCIAL PSYCHOLOGY

PSYCHOLOGICAL DISORDERS

THERAPY

Mark with an "X"	Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Course Learning Objectives	Core Objective(s) Met	Suggested Learning Activities
1. Identify research methods and their characteristics used in the scientific study of psychology.	EQ	Activities may include: As determined by a standardized departmental measure, students will be able to distinguish between descriptive, correlational and experimental methods of research including a demonstration of the understanding of <u>the steps involved in experimental design</u> ; the manipulation of independent and dependent variables to determine cause and effect; the process of random sampling to minimize pre-existing differences between groups, the <u>analysis of results to confirm or deny a given hypothesis</u> and the determination of positive and negative correlations.
2. Describe the historical influences and early schools of thought that shaped the field of psychology.	CT CM	Activities may include: Using an essay format, , students will <u>present an argument justifying similarities and differences between structuralism and functionalism</u> and <u>suggest connections between these early</u>

		<u>schools of thought and more contemporary psychological perspectives.</u>
3. Describe the prominent perspectives and approaches used in the study of psychology.	CT CM SR	Activities may include: A “Ripped from the Headlines” scenario (examples include Sandy Hook and Virginia Tech) will require students to generate alternative explanations for determining the possible causation of behavior and mental processes. Relating knowledge gained in the classroom, students will apply the biopsychosocial approach, developing a written narrative <u>establishing connections between biological, psychological and social-cultural influences as typified in the 7 major theoretical perspectives.</u> Students will <u>evaluate the local community in terms of possible factors contributing to the development of psychological disorders, resources available and methods for improving said resources.</u>
4. Use terminology unique to the study of psychology.	CT	Activities may include: The student will demonstrate effective usage of terminology unique to the field of psychology and be able to <u>establish connections between terms associated with the physical, cognitive and psychological aspects of the field.</u> Formal essays, group discussions and objective and subjective measures will be used to determine competency.
5. Describe accepted approaches and standards in psychological assessment and evaluation.	CT CM	Activities may include: Through written format, students will <u>make connections between the medical model and the biopsychosocial approach as methods of psychological assessment and present arguments justifying similarities and differences between the two approaches.</u> Using an oral or written format the student will assess the need for and the accuracy of the

		classification of disorders as determined by the DSM V method. Students will adopt a “pro/con” stance regarding the use of psychological labels and <u>support the logic of said stance, weighing the benefits/negative consequences</u> associated with labeling.
6. Identify factors in physiological and psychological processes involved in human behavior.	CT	Activities may include: As determined by a standardized departmental measure, students will be required to identify the contributions of physiological and psychological processes involved in behavior.

### Required Text(s)

Contact the LSCO bookstore for required textbook and materials for this course

### Dual Credit embedded instructors

Contact the LSCO Director of Dual Credit for detailed information on the required textbooks and materials to be used in this course.

### Material/Technology to be supplied by the student

The student should have access to the required text. Access to a reliable computer with internet connection is recommended.

### Course/Grading Requirements

Mandatory Topics include the history, scope and major perspectives of psychology; scientific methodology/research strategies; neural and hormonal systems; the brain; basic learning concepts, classical conditioning, operant conditioning and observational learning.

Mastery of core objectives is linked to the major perspectives and scientific methodology/research strategies.

**All faculty must participate in departmental assessments to meet state and institutional requirements.** Activities and reporting forms will be provided by the Departmental Coordinator. Results must be submitted to the Dean person prior to the last date of the semester.

\*A minimum of fifteen (15) modules must be addressed during the semester.

\*A minimum of 60% of the grade must be derived from structured exams/quizzes.

\*A final comprehensive exam is strongly recommended.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Department Head	Signature	Date
Dean	Signature	Date
Provost	Signature	Date

**PSYC 2314**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Lifespan Growth & Development

**Prefix and Number:** PSYC 2314

**Division – Department:** Academic Studies Social Sciences - Psychology

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Lifespan Growth and Development**

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

**Prerequisites/Co-requisites:**

TSI Complete/exempt or DIRW Integrated Reading/Writing



Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Describe the stages of the developing person at different periods of the lifespan from birth to death.	CT CM	Students will be provided a handout noting the 8 age groups in lifespan. For each age group, the student will consider a person representative of each age group and identify 3 words or phrases that describe that person. Using an oral or written presentation, students will identify commonalities and connections across the lifespan, as well as differences between the life stages.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual	CT CM	Using an essay format and utilizing the model from Urie Bronfenbrenner's contextual theory, students will connect the various influences impacting their personal development in the microsystem, mesosystem, exosystem, macrosystem and chronosystem. Students will identify the interconnectedness and multidirectional nature of influences as well as broad cultural factors.

<p>3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.</p>	<p>SR</p>	<p>Students will select three couples in young adulthood (ages 20-40) and ask a series of questions concerning dating, marriage and parenthood. Using a formal essay or oral presentation, the student will connect findings to the work of Judith Wallerstein who has identified 9 psychological tasks all couples need to address in order to have a successful marriage. OR Using a formal essay or oral presentation students will focus on an issue related to responsible personal behavior and contribute their opinions and/or personal concerns regarding such behavior within the local community and the national community. Students will utilize knowledge and principles acquired in the classroom to propose possible solutions to the problematic behavior.</p>
<p>4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.</p>	<p>CT CM</p>	<p>Using a formal essay or oral presentation, the student will connect the various influences throughout the lifespan.</p>
<p>5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).</p>	<p>CT</p>	<p>As determined by a standardized departmental measure, students will be able to identify the characteristics of the 6 major perspectives of lifespan development. In a written format, students will compare and contrast theories within a perspective. Selecting a theory deemed most plausible, students will present arguments justifying their preference.</p>
<p>6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.</p>	<p>CT</p>	<p>Through written response, the student will identify differences between individualistic and collectivistic cultures in the process of mate selection, career development, religion and political</p>

		organization. In identifying a “preferred” culture, students will present arguments to justify the choice.
7. Discuss the various causes or reasons for disturbances in the developmental process.	CT CM	The student will prepare a Life Review through an interview process with a person aged 65 years or older. The subject’s life experiences will be documented in narrative form. The student will relate/connect the findings to Erikson’s Psychosocial Theory of development and present arguments supporting a positive or negative outcome of each crisis, noting those circumstances which determined the outcome.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:**

**Major Exams:** Major exams shall be given throughout the course at the end of the various units of study. Additionally, the student shall be given a handout at the beginning to the semester which will identify to the student the units of study and the chapters of the text book from which each of the major exams will be taken. Well in advance of each exam, the instructor shall inform the students as to the type of exam *that will be given*; i.e., True/False, Multiple Choice, Matching, Short Answer, Essay, or any combination of the above. As near as possible, each chapter within each of the units shall be given equal weight on the exam.

**Final, Exam:** The final exam shall be comprehensive over everything covered during the semester. It *shall be in a* format that is consistent with other exams given during the semester.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by Cindy Moseley	Signature Cindy Moseley	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**SOCI 1301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Introduction to Sociology

**Prefix and Number:** SOCI 1301

**Division – Department:** Academic Studies Social Sciences - Sociology

**Course Type:** select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Introductory Sociology**

The study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

**Prerequisites/Co-requisites:**

TSI complete/exempt or DIRW Integrated Reading/Writing complete.

Topical Outline?

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Compare and contrast the basic theoretical perspectives of sociology.	CT CM	Through lecture and visual PowerPoints students will explore, identify, analyze, and evaluate the similarities and differences of theories related to the major theoretical perspectives of society. Students will effectively convey and understand this knowledge through class discussions, various written assignments, projects, and exams.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.	CT CM EQ	Students will learn the various methodological approaches through lecture and generate, frame, and analyze data by evaluating examples of existing analysis and data collection. Students will take example surveys and utilize a discussion board prompt to evaluate, make informed conclusions, and discuss the survey and other various data collection methods. Students will also do an ethnographic study and through a written paper be evaluated on their grammar usage, understanding, approach, collection, and analysis of data.

3. Describe key concepts in sociology.	CM SR	Students will build rapport and establish competence within diverse multicultural settings through key concepts presented using: historical perspectives, civic responsibility, global engagement, multicultural perspectives, social justice and environmental issues. Power points will be proved showing cultural and real-world differences. Students will be evaluated through one of the following assignments: an ethnographic experiment, or a community service assignment where students will submit an organized, grammatically correct written paper.
4. Describe the empirical findings of various subfields of sociology.	CM EQ	Students will submit a PowerPoint research assignment or poster research assignment in which students will use existing research on a subfield of sociology. Students will present empirical and quantitative results through one or more tables, graphs, charts, or another format.
5. Explain the complex links between individual experiences and broader institutional forces.	CM	Lecture and power point presentation over the sociological imagination. Students will do an individual or group assignment over the sociological imagination and analyze and discuss their findings in a discussion board format.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will be determined by a combination of tests, essays, projects or *research papers*. *There will be at least 4 tests and could include optional* requirements by individual instructors

**METHODS OF INSTRUCTION:**

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022



**SOCI 1306**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Social Problems

**Prefix and Number:** SOCI 1306

**Division – Department:** Academic Studies Social Sciences - Sociology

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Social Problems**

Application of sociological principles and theoretical perspectives to major problems of contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.

**Prerequisites/Co-requisites:**

TSI complete/exempt or DIRW Integrated Reading/Writing complete.

Topical Outline?

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.	CT CM	Oral lecture and a power point presentation over the sociological imagination with discussion questions on the topic. Students will be given an assignment to recognize how sociological imagination is related to a societal problem.
2. Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.	CM	Visual power points will be shown over various societal problems students will choose a theoretical perspective from which to solve the problem and provide justification and produce an alternative as well. Students will take another situation and do the same as a group. They will then make a presentation to the class with a written report assessing the mechanics, evaluating structure, measuring the content, logic and accuracy of their work.
3. Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.	CT CM EQ SR	Power points and videos showing and discussing global, political, economic and cultural dimensions of social problems will be shown in class. Various culture differences will be discussed and the historical analysis of a problem using proper research techniques will also be discussed in class. Students will write a research paper over an

		approved social problem and will be evaluated.
4. Discuss how “solutions” to social problems are often contentious due to diverse values in society.	CT CM EQ SR	Historical or current research on a social problem could be done individually or in groups using proper research techniques and then students will have an oral discussion or class debate to present the evidence found.
5. Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.	CT CM SR	Students will read an additional book focusing on multiple social problems. Students will submit a journal over the assigned readings and be evaluated over their ability to communicate an understanding of the social problems presented, possible solutions, and the related effects on other social problems. Their critical thinking skills and understanding their social responsibility will also be evaluated.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** The methods of instruction used in this course will be primarily lecture, film and demonstration. Class discussion will be encouraged in each class. If the opportunity presents itself, guest lectures will be invited when available.

**METHODS OF EVALUATION:** The course grade will be determined by a combination of tests, essays, projects or *research papers*. *There will be at least 4 tests and could include optional requirements by individual instructors.*

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**SOCI 2301**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

The Administrative-Master Syllabus is an administrative tool and **not intended to be distributed to students**. It is the intention of this document to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by LSCO faculty, regardless of who teaches the course, the timeframe by which it is instructed and the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in improvement of instruction and demonstrate that there is consistency and comparability in the course.

**Course Title:** Marriage & the Family

**Prefix and Number:** SOCI 2301

**Division – Department:** Academic Studies Social Sciences - Sociology

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Marriage & the Family**

Sociological and theoretical analysis of the structures and functions of the family, the varied cultural patterns of the American family, and the relationships that exist among the individuals within the family, as well as the relationships that exist between the family and other institutions in society.

**Prerequisites/Co-requisites:**

TSI complete/exempt or DIRW Integrated Reading/Writing complete.

Topical Outline?

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of Information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual Communication
X	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
X	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Demonstrate understanding of the family and marriage as social institutions through theoretical perspectives.	CT CM SR	Visual PowerPoints and videos will be shown explaining how family and marriage are social institutions and the related theoretical perspectives. Students will then locate a current article covering a social issue related to family or marriage to read. They will research additional information on the current article topic and write a short paper. Students will be assessed on their grammatical usage, understanding of the issue and ability to relate the issue to class material including one or more theoretical perspectives.
2. Examine the diversity and complexity of contemporary families.	CT CM	Lecture, video, and/or power point presentation over the diversity and complexity of families. Types of families will be defined and assignments given for students to make a written presentation on one or more types of families compared to their own family form using proper grammatical usage.

<p>3. Explore changing cultural attitudes about marriage and alternatives to marriage.</p>	<p>CT CM SR</p>	<p>Lecture and power point presentation over the attitudes and alternatives to marriage. Students will watch a movie over a marriage social issue(s) and be given a prompt to write a short essay over the issue(s) with an emphasis on grammatical usage.</p>
<p>4. Critically evaluate such issues as sexuality, partner choice, resolving marital issues, having and raising children, and combining work with family.</p>	<p>CT CM EQ</p>	<p>The internet will be used in an individual written assignment to research one of the areas of sexuality, partner choice, resolving marital issues, children and work. Students will locate a current article covering one of these social issues. They will research additional information on topic and write a short paper. Students will be assessed on using proper research techniques and grammatical usage.</p>
<p>5. Demonstrate understanding of the relationship between theories and research methods used in the scientific study of marriage and family.</p>	<p>EQ</p>	<p>Students will prepare a PowerPoint presentation that covers a topic or problem dealing with marriage and family and will address one or more of the 3 major theoretical perspectives related to the issue. A written or oral presentation will be made discussing the problem, solution and alternatives using proper grammatical usage.</p>
<p>6. Describe some of the historical changes and current trends regarding the structural nature of the American family including the role of gender in relationships.</p>	<p>CM EQ SR</p>	<p>Historical research on the topics of gender roles in relationships and the current trends in the American family will be covered through lecture/presentations. Students will watch a movie over a marriage social issue(s) and be given a prompt to write a short essay over the issue(s).</p>
<p>7. Identify causes and consequences of relevant problems within contemporary families.</p>	<p>CT CM</p>	<p>Group discussions will be conducted by assigning relevant topics, and having students discuss the causes, consequences and theories of that topic. The group will present their ideas and the rest of the class will add their ideas in an open format.</p>

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF INSTRUCTION:** The methods of instruction used in this course will be primarily lecture, film and demonstration. Class discussion will be encouraged in each class. If the opportunity presents itself, guest lectures will be invited when available.

**METHODS OF EVALUATION:** The course grade will be determined by a combination of tests, essays, projects or *research papers*. *There will be at least 4 tests and could include optional* requirements by individual instructors.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022



**SPAN 2311**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Intermediate Spanish I

**Prefix and Number:** SPAN 2311

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**Prerequisites/co requisites:**

None.

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Demonstrate comprehension of authentic spoken discourse produced by Spanish speakers of diverse origins.		
2. Produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe and elicit information.		

3. Demonstrate increasing comprehension of authentic written texts in a variety of genres.		
4. Write descriptions and narratives at a low intermediate level using complex grammatical structures.		
5. Formulate cohesive paragraphs and short/simple essays.		
6. Describe cultural practices and products of the Spanish-speaking world drawing on authentic materials including literature and the visual arts.		

**Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.**

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

**SPCH 1311**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Introduction to Speech Communication

**Prefix and Number:** SPCH 1311

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- Academic General Education Course (from ACGM – but not in LSCO Core)
- Academic LSCO Core Course
- WECM Courses

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
		0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

**Prerequisites/co requisites:**

None.

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Apply principles of human communication including perception, verbal communication, nonverbal communication, listening, and audience analysis.	CT CM PR	Students will answer questions over the human communication process in given chapter assignments.
2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.	CT CM PR	Students will participate in assignments which ask them to define their various relationships and recognize the stages of the interactions through their use of interpersonal communication.

3. Apply small group communication skills including problem solving, group roles, leadership styles, and cohesiveness.	CT TW	Students will participate in assignments that include the use of analysis, small group dynamics, self-analysis, and dyadic training in effective communication.
4. Develop, research, organize, and deliver formal public speeches.	CT CM	Students will deliver informative and persuasive speeches, construct speaking outlines, and demonstrate proficiency in online research.
5. Recognize how to communicate within diverse environments.	CT CM	Students will complete assignments using audience analysis components.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date

## SPCH 1315

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Public Speaking

**Prefix and Number:** SPCH 1315

**Division – Department:** Academic Studies Speech & Fine Arts - Speech

**Course Type:** Select from one of the following categories.

- Academic General Education Course (from ACGM – but not in LSCO Core)
- Academic LSCO Core Course
- WECM Courses

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Public Speaking**

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

**Prerequisites/Co-requisites:**

None



**Topical Outline:**

Public Speaking Perspectives  
 Analyzing an Audience  
 Determining General and Specific Purposes and Creating a Thesis  
 Researching and Organizing Supporting Material/Citing Sources  
 Developing Visual Aids  
 Practicing/Verbal and Nonverbal Aspects of Presentation  
 Woven throughout these steps is  
 – Speaking for  
 Entertainment  
 Informative Speaking  
 Persuasive Speaking

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
1. Demonstrate an understanding of the foundational models of communication.	TW  CM	-Students participate in the demonstration of the communication process through use of manipulatives. -Students explain the demonstration process to their assigned groups and are evaluated for their accuracy.

2. Apply elements of audience analysis.	CT	<p>-Students will produce a formal survey to obtain audience information/demographics for their speeches.</p> <p>-Student will apply the principles of audience analysis to analyze the appropriateness or effectiveness of a topic, resource material or audiovisual selections.</p>
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic	CM	<p>- Students will utilize a rubric to evaluate the structure, logic, appropriateness, and effectiveness of the verbal and nonverbal elements of a presentation, either a classmate's or a recorded speech</p>
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques	CT CM TW	<p>-Students will produce informative, persuasive and entertainment or special occasion speeches for oral presentation and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content..</p> <p>-Students will apply the principles of research by completing a guided Speech Workshop to search for and evaluate sources.</p>
5. Demonstrate effective usage of technology when researching and/or presenting speeches.	CT  CM  PR  CT	<p>-Students will apply the principles of research by completing a guided Speech Workshop using the databases and web search to search for and evaluate sources.</p> <p>-Students will produce a PowerPoint to use during their speech presentations connecting the content of the PowerPoint with the main topic of the presentation.</p> <p>-Students will explore a topic of interest for their speeches and seek a rich awareness of the subject while researching little known information about the subject.</p> <p>- Students will apply principles of research by conducting a "research scavenger hunt" on a selected persuasive topic. The "hunt" will allow the student to specify a research goal, generate</p>

		alternatives, consider risks, and/or choose better sources, as they find, test and use different resources as to the validity of the source.
6. Identify how culture, ethnicity and gender influence communication.	CT PR	-Students will apply the principles of audience analysis by creating and administering a survey to the class or larger audience to help the student/speaker better understand the diversity of the audience. The student will use the survey to adapt his speech (specifying goal, generating alternatives, etc) to the culture, ethnicity and gender groups in the audience, thus allowing the student to connect classroom with life experiences. (i.e. Identifying audience demographics in order to adapt a speech to that audience.)
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, or persuasive).	TW CM CT	-Groups select a topic and produce a specific purpose, central idea and formulate three main ideas. The groups orally present their developed topic to the class. The presentation is evaluated by the class for its connection of content with the main topic, logic and accuracy. - Students will produce informative, persuasive and entertainment or special occasion speeches for oral presentation and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content. -Students will complete written self-evaluations after each speech evaluating themselves as a learner and create a personal plan of action to improve their next speech. -Students will create a folder/journal to document their performances and/or self-reflection on their performances and create a personal plan of action to improve their next speech.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade is determined by a combination of assignments, tests, and speeches with speeches carrying the greatest weight.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

**SPCH 1318**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Interpersonal Communication

**Prefix and Number:** SPCH 1318

**Division – Department:** Academic Studies

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

**Prerequisites/co requisites:**

None.

**Topical Outline:**

- Unit 1: Introduction and Fundamentals
- Unit 2: Media and Processes
- Unit 3: History and Context
- Unit 4: Themes

Mark with an "X"	Required Core Objectives
	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes (ACGM)	Core Objective(s) Addressed	Suggested Learning Activities
1. Exhibit understanding of interpersonal theories and principles.		
2. Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts.		

3. Identify perceptual processes as they relate to self and others.		
4. Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.		
5. Demonstrate understanding of the relevance of cross-cultural, gender and age influences on human communications.		
6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.		
7. Identify types of and barriers to effective listening.		
<p><b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b></p>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade will consist of performance on unit tests; each test will include slide identification of artists, style, medium, and museum. There will be at least four units of study, and each unit test will comprise several chapters.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Program Director/Lead Faculty	Signature	Date
Dean Suzonne H. Crockett	Signature	Date
Provost Wendy Elmore	Signature	Date



**SPCH 1321**

**LAMAR STATE COLLEGE ORANGE**  
ADMINISTRATIVE-MASTER SYLLABUS

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**Course Title:** Business & Professional Communication

**Prefix and Number:** SPCH 1321

**Division – Department:** Academic Studies Speech & Fine Arts - Speech

**Course Type:** Select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in LSCO Core)
- **Academic LSCO Core Course**
- **WECM Courses**

**Semester Credit Hours:** Lecture & Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

**LSCO Catalog Description:**

**Business & Personal Communication**

Study and application of communication within the business and professional context. Special emphasis will be giving to communication competencies in presentations, dyads, teams and technically mediated formats.

**Prerequisites/Co-requisites:**

None

**Topical Outline:**

Perspectives on Communicating at Work

Verbal Communication

Nonverbal

Communication Conflict

Resolution Interviewing

Group Communication/Leadership

Public Speaking -

Analyzing an Audience

Determining General and Specific Purposes and Creating a Thesis

Researching and Organizing Supporting Material/Citing Sources

Developing Visual Aids

Practicing/Verbal and Nonverbal Aspects of Presentation

Woven throughout these steps is

– Speaking for

Entertainment

Informative Speaking

Persuasive Speaking

Mark with an "X"	Required Core Objectives
X	A. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
X	B. Communication Skills (CM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication
	C. Empirical and Quantitative Skills (EQ) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
X	D. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	E. Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
X	F. Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcomes	Core Objective(s) Addressed	Suggested Learning Activities
<p>1. Demonstrate communication competence and critical thinking through an understanding of the foundational communication models.</p>	<p>TW</p> <p>CM</p> <p>CT 1, 3 PR</p>	<p>-Students participate in the demonstration of the communication process through use of manipulatives.</p> <p>-Students explain the communication process to their assigned groups and are evaluated for their accuracy.</p> <p>- Students will produce a self-reflective portfolio examining their own communication habits for one week to determine if their communication in different contexts was appropriate and effective by applying the principles of effective communication to connect the course material to life experiences.</p>
<p>2. Demonstrate essential public speaking skills in professional presentations.</p>	<p>TW</p> <p>CM</p> <p>CT</p> <p>CM</p> <p>CT</p> <p>TW</p> <p>PR</p> <p>CM</p> <p>CM</p> <p>PR</p>	<p>-Groups select a topic and produce a specific purpose, central idea and formulate three main ideas. The groups orally present their developed topic to the class. The presentation is evaluated by the class for its connection of content with the main topic, logic and accuracy.</p> <p>- Students will produce informative, persuasive, and group speeches for oral presentation and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.</p> <p>-Students will complete written self-evaluations after each speech evaluating themselves as a learner and create a personal plan of action to improve their next speech.</p> <p>-Students will create a folder/journal to document their performances and/or self-reflection on their performances and create a personal plan of action to improve their next speech.</p>

<p>3. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership and performance appraisals.)</p>	<p>CT PR</p> <p>CT PR</p> <p>CM PR CM</p> <p>CM PR5 TW</p> <p>CM PR CM</p>	<p>- Students will create a portfolio to show the exploration of their own communication style and how they communicate with others on a daily basis, by filling out the WTC measure; their communication apprehensions as measured by the Personal Report of Communication Apprehension (PRCA-24); their measure of argumentativeness (ARG). All instruments are located in textbook.</p> <p>- Using the portfolio, students will create a personal plan of action to specify a goal and generate alternatives to improving their own communication style in interviews, interpersonal, conflict management and presentations.</p> <p>- Students will complete a written or oral presentation based on an information seeking interview with someone in their desired career or of a different cultural background that will help them identify the connection between the course material and life experiences and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.</p> <p>- Students will complete a written presentation of the research found about their desired career field so that they can make connections between the course material and life experiences. Activity can be completed by students working in groups with students in other similar career paths.</p> <p>- Students will complete a persuasive oral presentation based their research of their desired career field, identifying how their own skills qualify them for an entry level position in the field. The presentation will be evaluated by the instructor and group members for mechanics, structure, connection of content with main</p>
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		topic, logic and accuracy and depth of content.
4. Apply essential dyadic and small group processes as they relate to the workplace.	TW  TW CM	-Students will work in groups to interpreting verbal and nonverbal messages for accuracy, clarity and appropriateness and applying contexts such as culture, gender, status, etc. - Students will complete an oral presentation with a group to identify and expound on communication theories to improve interpersonal and small group processes in the work place. The presentation will be evaluated by team members, other students and the instructor on the basis of mechanics, structure, connection of content with the main topic, logic, accuracy and depth of content.
5. Utilize various technologies as they relate to competent communication.	TW CT2  CT CT	-Students will work with a group to provide justification for selecting of the appropriate channel for different types of messages. - Students will apply principles of research by conducting a “research scavenger hunt” on a selected persuasive topic. The “hunt” will allow the student to specify a research goal, generate alternatives, consider risks, and/or choose better sources, as they find, test and use different resources as to the validity of the source.
6. Demonstrate effective cross-cultural communication.	CT PR	-Students will apply the principles of audience analysis by creating and administering a survey to the class or larger audiences to help the student/speaker better understand the diversity of the audience. The student will use the survey to adapt his speech (specifying goal, generating alternatives, etc) to the culture, ethnicity and gender groups in the audience, thus allowing the student to connect classroom with life experiences. (i.e. Identifying audience demographics in order to adapt a speech to that audience.) - Students will complete an oral

	TW CM	presentation with a group to demonstrate effective intercultural communication theories. The presentation will be evaluated by team members, other students and the instructor on the basis of mechanics, structure, connection of content with the main topic, logic, accuracy and depth of content.
<b>Before the semester begins, contact your Dean for specific details concerning the assessment plan created to measure the core objectives of this course.</b>		

**Required Text(s):**

Please visit the [LSCO bookstore online](#)

**Optional Text(s):**

Please visit the [LSCO bookstore online](#)

**Material/Technology to be supplied by the student:**

Please visit the [LSCO bookstore online](#)

**Dual Credit embedded instructors:**

Contact the LSCO director of dual credit for detailed information.

**Course Requirements/Grading System:**

**METHODS OF EVALUATION:** The course grade is determined by a combination of assignments, tests, and speeches.

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date Spring 2022
Dean	Signature	Date Spring 2022
Provost Wendy Elmore	Signature Wendy Elmore	Date Spring 2022

