

*Maria's
copy*

IDS 105: First Year Experience

Monday/ Wednesday 12:30 – 1:50
Mohegan Campus
room 102

Professor Tricia Sauter

Annex Basement #1
psauter@trcc.commnet.edu
(860) 892-5739

Office Hours:

Monday/ Wednesday/ Thursday 10:30 – 11:30

Tutoring Hours:

Monday/ Wednesday/ Thursday 2:30 – 3:30 **Learning Resource Center**

or by appointment

Instructional Materials

Required: Nosich, Gerald M., (2005) **Learning to Think Things Through**

Required: A three ring binder. Hole puncher, a stapler, & dividers for binder are recommended

Required: Student ID card - keep with you so that you can log onto a computer when necessary.

Required: Three Rivers CC Catalog and Student Handbook (Student Development Office)

Course Description

The content of this course is designed to help you make a smooth transition to college. Information on how to succeed in college in terms of understanding the process of learning, studying, balancing family and job responsibilities with new college demands, planning for the future, and just knowing "the ropes" will be provided. You can expect regular reading and writing assignments along with classroom discussion as you investigate how to be successful in this environment.

Course Objectives

Students should seek to achieve the following objectives:

Achieve understanding of the learning process

Students will be asked to identify their learning styles and participate in an online personality inventory. They will study the physiology of the brain and be able to explain how the learning process occurs. Students will be exposed to learning differences, identify their own personal academic strengths and weaknesses. They will explore ways in which to compensate for their weaknesses. This learning will occur through lecture, completion of homework assignments, and text reading.

Evaluation of learning will occur in written work, submission of college level writing on the topic and portfolio development.

Achieve understanding of the role of teachers and learners involved in the learning process.

Through out the semester students will be reminded of their responsibility in the learning process. Initial review of the roles of the teacher and the student will take place in class lecture and discussion.

Evaluation of learning will take place through student demonstration of attendance, submission of assignments, documented meeting and completion of worksheet with academic advisor, participation in college function.

Learn and practice skills that enhance studying, coping, planning, and critical thinking.

Through out the semester students will be provided the opportunity to learn and practice the aforementioned skills. Through lecture, speakers, text and additional reading students will be exposed to methods which will develop and enhance these skills.

Evaluation will be completed through testing and demonstrated completion of work completed on time and at the college level. Critical thinking will be measured in writing assignments, class debates and worksheet completion.

Practice writing, reading and speaking in an academic setting

Weekly reading/writing assignments as well as oral presentations and group activities will serve to provide practice.

College level reading/writing and presentation skill will be evaluated through tests, portfolio development and oral presentations.

Identify and use the resources of the institution such as the library, the student services area, the computer labs, writing lab and tutoring center.

Students will be required to access the library for research, student services to complete the student services worksheet and they will be encouraged to be familiar with the computer availability at the college

Students will demonstrate success in this objective by providing documentation which proves their exposure and use of the Library, writing lab and tutoring center. Completion of the Student Services worksheet will demonstrate proof of exposure to that resource.

Engage in discussions of tolerance and acceptance of diverse communities as reflected in the microcosm of the Three Rivers' community.

This objective will be integrated across all learning and hold the highest priority and closest degree of scrutiny as students learn to engage in academic dialogues. Students will practice self advocacy, expression of ideas and beliefs in a manner which promotes mutual respect and courtesy. Students will be taught through lecture and role plays, how to self advocate, ask questions and engage respectfully with faculty, staff and peers.

Role-play will be analyzed and critiqued by teacher and peers.

Develop personal career and academic goals and to minimize the factors of life that obstruct the attainment of these goals.

Students will be asked to identify their goals and learn to map out pathways to achieving these goals.

A written assignment is designed to facilitate and measure this process. It will be evaluated using the standards delineated in the text and for college level writing.

Develop a support network

Through lecture on learning processes and brain physiology students will be exposed to the value of developing support networks and their usefulness during the college experience.

Student will be placed in teams and groups with structured assignments that measure their participation and evaluate their contribution to the learning of the team member or the group.

Understand the value of active participation in a community through attendance at TRCC functions.

Students will be exposed to the latest research in the area of affective learning and the value of integration into the college community.

Students will be tested on the content of the research and provide a written statement which assesses the value of their participation in a college sponsored activity.

Courses Outline

Monday/Wednesday

- Aug 28 Meet and Greet. Review of Syllabus
- Aug 30 discussion of course objectives. Read Chapter 1
- Sept 6 who am I as a learner? Bring completed Kiersey/learning style inventory to class
- Sept 11 How does the Brain work Read chapter 2
- Sept 13 Putting the pieces together
- Sept 18 **Quiz #1 Learning Process submit portfolio**
- Sept 20 why think critically? Read Chapter 4//Essay on learning
- Sept 25 how to think critically Read Chapter 3
- Sept 27 Case Study Group work
- Oct 2 Putting the pieces together Read Chapter 5// Essay Critical Thinking
- Oct 4 Case study Group work
- Oct 10 **Quiz #2 Critical Thinking Submit Portfolio**
- Oct 16 Advising and Critical Thinking
- Oct 18 Role-play advising sessions
- Oct 23 Time Management and Critical thinking
- Oct 25 Time Management and Prioritizing
- Oct 30 Team critique of TM worksheet Submit Advising worksheet
- Nov 1 Discussion on advising and TM project Submit Time Management Worksheet
- Nov 6 reading to succeed / Diversity article
- Nov 8 Team reading exercise Essay on Time Management
- Nov 13 Team oral presentation
- Nov 15 Reading for writing
- Nov 20 Team writing exercise (outline) submit in-class writing
- Nov 27 Writing at the college level
- Nov 29 Writing continued
- Dec 4 **Quiz # 3 Submit Portfolio. Portfolio must be complete: Be sure it includes all completed work including the advising worksheet, the writing assignment on the college activity. Be sure it is organized and worthy of college level submission.**
- Dec 6 assess the learning (class activity) Essay//course assessment
- Dec 11 Overcoming the inevitable obstacles
- Dec 13 Grades//return of portfolio and closure

Evaluation Criteria

The First Year Experience course demands **active** involvement in learning experiences accompanied by reading and writing activities that promote those experiences. The nature of its content requires critical thinking skills to be learned, developed, and applied. Therefore the following criteria will be considered in evaluating your performance:

- a. class attendance
- b. writing assignments both in class and elsewhere
- c. Three examinations
- d. demonstrated participation in college activities
- e. portfolio development

Explanation of Criteria

a. Class Attendance

Students should be prepared to participate in every class. Absence from class prohibits you from taking part, and absences prevent you from gaining credit for in-class activities. Four unexcused absences and each additional absence will result in a lowered final grade per additional absence. If you are an A student four absences will result in a B, five a C, six or more a failing grade

b. Writing assignments and other assignments

Writing assignments are designed to provide opportunities for exploration of ideas or for confirmation of understanding. It is to your benefit to complete all assignments. No late writing assignments will be accepted.

Writing Help from the Tutoring Center

Live and electronic assistance are available through the Writing Center. While the Center closes at 5:00 daily, students can get help from the Center after hours by sending their draft papers either as MS Word attachments or by cutting and pasting them into regular e-mails and submitting to:

TRWritingCenter@trcc.commnet.edu

Students should type "WC draft submission" in the topic line and include name, Banner ID number, a description of the assignment, and specific concerns about the paper. A tutor will respond usually within 24 hours!

Also, Jon Brammer, Writing Center Coordinator, can be reached at **860-892-5769** or **Jbrammer@trcc.commnet.edu**

c. Three examinations

One exam will be composed of multiple choice, short answers, true false, and essay questions. The others may be in a different format. They are designed to monitor students' progress and understanding of the underlying principles of college success. **They are also intended to be opportunities for practice in test taking.** Exams cannot be made up unless arrangements have been made with the instructor prior to the time of the exam.

d. Demonstrated participation in college activities

You will be required to take part in **at least one function sponsored by the college.** You will also be required to meet with your advisor. Further details on these assignments will be discussed in class. Proof of participation will be required. Written assessment on the experiences should be inserted into your portfolio

e. Portfolio

Students should plan to keep all materials and assignments in a three-ring binder. Each page is to be dated. In effect, this becomes a portfolio of all that is accomplished in a semester. You will be asked to submit your work periodically during the semester. A completed portfolio will be turned in at the end of the semester. **If you have not submitted your portfolio twice during the semester your completed portfolio will not be accepted.** Your portfolio development is an **ongoing process** and as such can not be successful if completed quickly at the end of the term. Periodic submission also ensures that you are developing this learning tool appropriately and that it meets the standard of college level work. You will receive written feedback on your submissions and receive a final grade for the completed portfolio.

Grade Computation

The following is a general breakdown of the final grade:

Written Assignments	30%
Oral Presentation	5%
Three examinations	15%
Portfolio	25%
Advising worksheet	9%
College Activity Function worksheet	8%
Time Management worksheet	8%

*****Be sure to read attendance policy. Attendance does impact on your grade.**

Early Warning: Students will be continually updated on their academic performance reports are usually returned within one week.

Grading System

Students may earn the following grades:

A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Numerical Components

A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Classroom and institutional Policies.

Disabilities Statement

If you have a hidden or visible disability, which may require classroom or test-taking modification, please see your instructor as soon as possible. If you have not already done so, please be sure to notify Chris Scarborough, Learning Disabilities Specialist (892-5791).

Attendance Policy

Since participation, in-class writings, and in-class activities determine a part of each student's grade, each student is urged to attend all classes and to participate in all class discussions. Attendance is taken at the beginning of each class. You are expected to be prompt. **Four unexcused absences and each additional absence will result in a lowered final grade per additional absence.** If you are an A student four absences will result in a B, five a C, six or more a failing grade

Further, many of the skills learned in First Year Experience cannot be acquired just by reading a text. There will be class debates and discussions where critical thinking and argumentative skills will be refined. Group projects and activities will be accomplished during class. Further, there will be oral reports, PowerPoint presentations, and assignments where students will bring in interesting and informative material that will serve as a basis for discussion and test material. If you miss a class, it is **YOUR** responsibility to find out what was covered during your absence and what was assigned for homework. If you are absent on a day that homework is due, mail or email it to me at Three Rivers. The address is on the cover page of this syllabus. **The envelope must be postmarked by the due date of the paper.** Late homework will be corrected however, there will be a significant grade reduction. If you are absent for an exam, notify me ahead of time. I will make arrangements for make-ups. The make-up test must be taken within one week of the missed test.

College Withdrawal Policy

Students may withdraw from a class, in writing at the Registrar's Office, for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor. Check the college catalog for specific dates. Formal withdrawal eliminates receiving an F for the course.

Plagiarism

Plagiarism is the unacknowledged use of another person's works or ideas in your writing. It is often known as copying word for word. However, even paraphrasing without acknowledgement or using the ideas of your peers garnered from class discussion or a study group is considered plagiarism. Whether it is conscious or unconscious, plagiarism is a serious academic offense. Your writing for this course, and any other course at TRCC, is expected to be original, the product of your own thinking. A student who is determined to have plagiarized will receive an F on the assignment and may fail the course.