

First Year Experience

(IDS 105: Fall 2017)

Instructor: Rob Walsh

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Office Hours: By appointment

Required Textbook: Cuseo, J., Thompson, A., McLaughlin J., (2016). *Thriving in the Community College & Beyond*. Dubuque, IA: Kendall Hunt Publishing. **3rd Edition**

Course Objectives:

Information covered and assigned work is intended to increase the likelihood that college is successful and rewarding for the student. Emphasis is placed on interdisciplinary learning strategies, life management skills, active participation in the college community, classroom discussion and other public speaking, and critical thinking skills necessary for any college student.

Students should seek to:

- A)** Make a positive and productive transition to college life.
- B)** Develop coping skills and behaviors to meet the challenges of college education.
- C)** Understand and improve the teaching/learning process.
- D)** Develop skills that enhance planning, studying, communication and critical thinking.
- E)** Assess personal strengths and limitations to set and achieve appropriate goals.
- F)** Learn about and use the resources of Three Rivers Community College.
- G)** Become more confident with writing, reading and speaking in an academic environment.
- H)** Establish personal, career, and academic goals, with an understanding of potential obstructions to obtaining these goals.
- I)** Become aware of and develop attitudes towards tolerance and acceptance of diverse communities and their opinions.
- J)** Actively and effectively participate in group assignments and discussions.
- K)** Participate in activities/community functions on the Three Rivers Community College campus.

Course Outcomes:

Upon successful completion of IDS 105, students should be able to:

Understand, articulate, and apply the elements of reasoning

- Formulate appropriate questions and hypotheses
- Recognize assumptions and formulate premises

- Analyze, synthesize and evaluate information
- Formulate logical conclusions

Demonstrate informational literacy

- Understand how and why outside sources are utilized in academic work
- Learn and employ strategies for avoiding plagiarism*

Understand and apply the fundamentals of quantitative reasoning

- Use information presented quantitatively to further academic work
- Identify, extract, and interpret numerical data from various sources

Demonstrate effective communication skills

- Use writing, reading, and speaking for inquiry, learning, and thinking in a college setting
- Understand, articulate, and apply self-assessment and decision-making skills in achieving family, educational, career, and personal goals

Disabilities Statement:

Students with disabilities are guaranteed reasonable accommodation under the provisions of the Americans with Disabilities Act of 1992. Disclosure of a disability must be voluntary and initiated by the student. For further assistance, please contact **Matt Liscum** in the Office of Disability Services at **860.215.9265** or **mliscum@threeivers.edu**. Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services.

Academic Integrity:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Plagiarism:

Plagiarism is the unacknowledged use of another person's work or ideas in your writing. It is often known as copying word-for-word. However, even paraphrasing without acknowledgement or using the ideas of 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, and the product of your own thinking. **A student who has plagiarized will receive a ZERO on his/her assignment and may be reported to the Academic Dean and/or Student Services Dean for disciplinary action.**

Title IX:

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus: “The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS
TITLE IX STATEMENT OF POLICY: “Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact **Edward A. Derr**, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu

Attendance

Class attendance is expected and vital. You are allowed **two (2)** absences. Credit for this course will NOT be earned, regardless of your average, if you miss more than two class.

If you miss a class, you will be responsible for getting the information/materials covered in that week of class and the completion of any assignments that were due, or assigned for the following weeks. **There will be no class on 11/22 (Thanksgiving)**

Texting/Cell Phone Policy:

I ask that all phones be turned off (not simply put on vibrate) during class. You are allowed to make phone calls and send text messages only during the break. If you receive or send a text message – or, if I hear your phone ring or vibrate – during class, you will be required to write a **three page research paper** on how text messaging has changed the way we communicate (I will elaborate, if necessary – but, let’s hope it is not necessary). If you are in violation of the texting/cell phone policy, and you fail to submit your research paper within two weeks of said violation, you will be marked as absent for that class.

Digication:

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a “place” where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It’s like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

Assignments:

I will not accept any late work, for any reason. If you are absent from class, you must email the assignment to me no later than 11:59pm on the day the class meets. This is the only time I accept emailed assignments.

DO NOT email any assignment to me, unless instructed to. I will not print, read, or grade any assignment that is emailed to me. As a result, you will receive no credit for the assignment, unless you submit a printed version in class. Printers are available in computer labs and in the library. Plan accordingly, however. Having to print an assignment is not an excuse to be late for class.

Class Participation: 20%

Each week, you will come to class prepared to participate in discussions and group activities. Occasionally, there will be in-class writing exercises. This means that not only will you have read the assigned readings, but you have spent some time **critically** reflecting on them, developing appropriate questions and demonstrating that you have begun to create your own ideas. **If you are not prepared for class, don’t come!**

Reading Notes: 15%

You are required to turn in notes covering the week's reading. The notes have to be in outline form, and **need to be written as if the reader had never seen the text**. The notes are graded for their clarity and coverage of the topics in the text. See handout for details.

Due: Weekly

Service Learning: 10%

You are required to volunteer at least **eight hours** with an organization of your choice (you must get prior consent from the professor). You will submit a minimum of **three** reflections of your experience (one must come before you volunteer and one must come at the conclusion of your volunteer time). **Your reflections will be submitted via Digication.** You are also required to give a short presentation on your experience.

If you are unable to volunteer, you will write a three to four paper on a relevant societal issue that impacts our community (e.g. poverty, racism, sexism, homelessness), and describe how a local organization addresses this issue.

Due: by end of the semester (12/13)

Quizzes: 15% / Final: 10%

During the semester, there will be **several** quizzes that will cover readings and lectures. There will also be a final. The quizzes and final will comprise multiple-choice, true-false, short answer, matching and essay questions.

Due: Quizzes – every other week, or so; Final – 12/13

Event Assignment: 5%

See handout from first day.

Due: 11/15

Information Literacy/Critical Thinking Assignment: 5%

Details to follow

Due: 10/25

Career Exploration Assignment: 20%

Details to follow.

Due: Ongoing