

FIRST YEAR EXPERIENCE

Heidi Zenie

IDS K105

Office: C102

Fall 2015: T/R 2:30-3:45

Office Hours: M/W2:30-3:30, T/R 11:00-1:00

Phone: 8602159485

hzenie@trcc.commnet.edu

PREREQUISITES

Satisfactory reading placement test scores and/or completion of the ESL 060 and 061 courses are the only prerequisites.

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 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 new environment.

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.

COURSE OBJECTIVES

Information covered and assigned work is intended to increase the likelihood that this transition 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/public speaking, and critical thinking skills necessary for any college student. Students should seek to achieve/learn the following objectives:

- 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 (TRCC).
- G) Become more confident with writing, reading and speaking in an academic environment.
- H) Establish personal, career and academic goals, with an understanding of what are the obstructions to 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 (TRCC) campus.

INSTRUCTIONAL MATERIALS

-Cuseo, J., Thompson, A., McLaughling., & Moono, S. (2010). *Thriving in the Community College & Beyond*. Dubuque, IA: Kendall Hunt.

ISBN: 978-0-7575-7283-8

-TRCC College Catalog

-TRCC Student Handbook

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 study groups 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 has plagiarized will receive a ZERO on that assignment, and will be reported to both the Academic Dean and Student Services Dean where disciplinary action may be taken.

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. In instances where students have disabilities that are not discernible, valid and reliable documentation to verify eligibility for accommodation is required and must be submitted to the Student Development offices of Student Services. Please call 383-5217 for more information or to schedule a confidential meeting with one of our disability service providers.

EXPECTATIONS OF YOU

- a. You should attend and participate in every class. Missing class will certainly affect your ability to learn and it will almost certainly affect your grade in a negative way. By contrast, attending and participating in all classes will enhance your learning experience and almost certainly improve your grade.
- b. You are responsible for reading the entire assignment before class. For example if you are assigned a chapter in the book and a handout, please have all material read before that class.
- c. This class will consist of lectures, small group work, and class discussion. Let me assure you that this course is designed for you. Therefore, if you have any questions about the material please feel free to ask me immediately.

EXPECTATIONS OF ME

- a. While I expect you to prepare on a daily basis, let me assure you that I will be there to help you. Please feel free to come and see me in my office. Even if you are not having any difficulty with the material, please come and see me. My door is always open.
- b. I will make sure that you enjoy this learning experience as long as you read the material before class, attend class, participate, and work hard.

TECHNOLOGY STATEMENT

Please do not answer or make a call during class time unless it is necessary and you let me know ahead of time. Texting is not allowed during class unless we are on a break.

GRADING CRITERIA

This course demands active involvement in learning experiences accompanied by reading and writing activities that capture those experiences. The nature of the courses content requires critical thinking skills to be learned, developed, and applied. The following criteria will be used in evaluating your grade:

Homework Assignments (16 pts ea) – At the beginning of each week you are required to turn in a list of three questions about the readings. This means you must complete the readings and submit the questions before we cover them in class. The questions must be about the topic. Ask questions to clear up any confusion you may have about the reading assignments or to expand on something you are especially interested in. The questions will be consolidated and used as the basis for in-class discussion during the class. The first questions are due Week 2. Students will also have questions to answer about the readings and will be submitted each week. Please make sure the assigned questions are separate from the discussion questions.

Coping with College (50pts) – After reading about the difference between high school and college, write a 3-4 page reflective paper. Include in your essay: Why is going to or returning to college important for you? What is going to be your greatest challenge? How will you overcome it? How do you think college will change your roles, routines, and relationships? We all have a different sense of what the word support means. We can seek support from family, friends, relatives, religious institutions, neighbors, co-workers or even strangers. What are some of your supports?

Group Project (100pts) – In groups of 4-5 you will make a presentation or video giving advice to next year's entering students. A presentation will need to also be 20 minutes long and accompanied by a handout the group created. A video must be at least 10 minutes but no handout is required. Be creative. You must be present for the group project presentation. Following the presentation, you will submit a group project reflection paper, only after this paper is submitted will you receive a grade for the group project.

Education Plan (100pts) - This four part assignment will help you map your coursework, design a realistic plan for accomplishing your coursework, and learn to work with your advisor to accomplish your goals. Details of the assignment will be passed out in class.

Career Exploration Paper (100pts) – Write a resume and then bring it into the Writing Center for assistance with formatting/tips. Using your resume as a guide, write a 5-7 page paper that will analyze what skills, traits, college courses, and experience you should probably gain during your time in college in order to make yourself more marketable. Your resume and references do not count towards the 5-7 page requirement.

Midterm and Final Exam (100 pts ea) - The midterm final exams will be composed of the following: multiple choice, true-false, short answer, matching, and essay questions. Questions will cover all topics discussed in class and assigned readings. If for any reason your absent from class on the day of a test, please contact me in advance to reschedule.

College Experience Paper (50 pts) –Attend a college sponsored event. Write a reflection paper about your experience.

You can use this chart to determine your running grade in the class. Please follow on Blackboard: My Grades.

Letter Grade	Point Ranges	Grade Point Value
A	950 - 1000	4.000
A-	900 - 949	3.667
B+	890 - 899	3.333
B	810 - 889	3.000
B-	800 - 809	2.667
C+	790 - 799	2.333
C	710 - 789	2.000
C-	700 - 709	1.667
D+	690 - 699	1.333
D	610 - 679	1.000
D-	600 - 609	0.667
F	0 - 599	0.000

COLLEGE WITHDRAWAL POLICY

The deadline for students to withdraw is a week before classes end. Before withdrawing from any course please speak with me. I encourage you to also speak with financial aid (if you are using financial aid).

Non-attendance does not constitute dropping or withdrawing from class.

Digication Statement

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

FYE SCHEDULE

**Please note that this is a projected schedule. It may change during the semester.*

Course Outline



Week of:	Topic	Assignment
1/22	Introductions	Scavenger hunt
1/27	The Game Plan	Unit 1
2/3	Touching all the bases	Unit 2, Coping with College Paper due
2/10	Goal Setting	Unit 3
2/17	Time Management	Unit 4
2/24	Higher-Level Thinking	Unit 5
3/ 3	Strategic Learning and Studying	Unit 6
3/10	Test-Taking Skills	Unit 7
3/19	Spring Break	
3/24	Diversity	Unit 8, Educational Plan due
3/31	Financial Literacy	Unit 9
4/7	Social and Emotional Intelligence	Unit 10
4/14	Health and Wellness	Unit 11
4/21	Educational Planning/Career	Unit 12, Career Exploration paper due
4/28	Make-up/Group projects	
5/5	Group projects	
5/12	Group projects	

