<u>**Syllabus #30082**</u>

<u>**IDS 105: First Year Experience**</u>

Monday/Wednesday 12:30-1:50

Room:

Office Hours:
Tuesday 1:00-4:00

Telephone:

Email: <u>psauter@trcc.commnet.edu</u>

Text: Nosich, G., (2005) Learning to Think Things Through

Required: 3 Ring Binder with Subject Dividers
Student ID Card
TRCC Catalog and Student Handbook

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. Students will be required to access the library, writing lab and tutoring center.

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

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 encage respectfully with faculty, staff 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.

Course Outline

| 8/27 | Meet/Greet/Review Syllabus – **Read Chapter 1** |
| 8/29 | Discussion of Objectives - **Read Chapter 1** |

| 9/3 | Who Am I as a Learner |
| 9/5 | Kiersey Inventory/Learning Style Inventory |

| 9/10 | The Brain |
| 9/12 | Writing an Essay/Time Management Check-up |

| 9/17 | Meet in LRC – Complete Research – Construct Rough Draft |
| 9/19 | Class Discussion – Tying it all Together – **Chapter 2** |

| 9/24 | **QUIZ #1** – Portfolio Review |
| 9/26 | Critical Thinking – **Read Chapter 4** |

| 10/1 | Critical Thinking Continued – **Essay #1 on Learning Due** |
| 10/3 | Critical Thinking Continued – **Read Chapter 3** |

| 10/8 | No Class |
| 10/10 | Critical Thinking – Problem Solving – **Read Chapter 5** |

| 10/15 | Time Management Check-up – **Essay #2 Intellectual Character Trait** |
| 10/17 | Case Study on Problem Solving |

| 10/22 | **QUIZ #2** – Critical Thinking |
| 10/24 | Meet in LRC: Select Journal Article on Diversity Topic |

| 10/29 | Reading for Writing |
| 10/31 | Outlining the Oral |

| 11/5 | Time Management Speaker |
| 11/7 | Time Management Assignment Discussed |

| 11/12 | Oral Presentations |
| 11/14 | Oral Presentations |

| 11/19 | Oral Presentations |

| 11/21 | No Class |

| 11/26 | Speaker – Transferring Out |
| 11/28 | In-Class Writing |

12/3	In-Class Writing Peer Review – **Essay #3**
12/5	**QUIZ #3** – Submit Portfolio. Portfolio must be complete. Be sure it includes all completed work including the advising worksheet, the writing
12/10	assignment on the college activity. Be sure it is organized and worthy of college level submission.

Faculty reserves the right to modify course outline as appropriate.

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
        c. three examinations
        d. 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**

Writing assignments are designed to provide opportunities for exploration of ideas and/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:

<div align="center">

TRWritingCenter@trcc.commnet.edu

</div>

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.   **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	10%
Three Examinations	15%
Portfolio	25%
Time Management Worksheet	20%

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

Early Warning: Students will be continually updated on their academic performance. Assignments 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
Students are urged to attend all classes and to participate in class discussions. Attendance is taken at the beginning of each class. You are expected to be prompt**. Four absences will result in failure of the class.**

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.

Cell Phone Policy

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

***Students should be advised that anyone who disrupts the learning process of others, or exhibits behaviors that violate college policy, the rules of common courtesy or age appropriate behavior may be asked to leave the classroom. Students who are asked to leave will only be allowed back into the classroom after a conference which will include the instructor, and may include a third person including but not limited to the Dean of Students/Instruction, security or another faculty or staff member.

Academic Integrity Policy (Revised 8 January 2003)

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

Definitions of Academic Dishonesty

General Definition
(Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)
Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if

contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Academic Dishonesty in a Service Learning, Practicum, Internship, Co-operative, or Fieldwork Environment

Conduct in community settings entered by a student as part of coursework must be equally characterized by integrity and honesty. Dishonest conduct proscribed under this policy includes but is not limited to (a) making false statements to community partners about the student's skills, credentials and accomplishments, (b) making false statements to community partners or the instructor about progress in the work the student has agreed to do in the community, including supplying false documentation of work, (c) failing to abide by the rules and policies of the community partners that the student agreed to accept as a condition of entrance into the community setting, (d) failing to return materials belonging to the community partner or instructor, (e) violating the ethical principles common to professional researchers, including violation of confidentiality or anonymity agreements with research subjects, deceiving or harming research subjects, or coercing participation in research.