

**Three Rivers Community College
IDS 105 First Year Experience
Course Materials**

Spring 2016



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Course Description:

Prerequisite: Completion of ESL* K060 and ESL* K061 if appropriate.

This course is designed to engage students as active participants within the college environment. Students will have the opportunity to acquire academic skills, attributes, awareness of self as learner, and to engage with the resources and activities within the Three Rivers Community College community. You can expect regular reading, writing and research assignments along with classroom discussion as you investigate how to be successful in this environment.

Required Text(s):

Cuseo, J., Thompson, A., McLaughlin J., Moono, S. (2013). *Thriving in the Community College & Beyond*. Dubuque, IA: Kendall Hunt Publishing
ISBN: 978-1-4652-1314-3

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:

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

Policies:

Active participation in class discussions and activities is required. Students are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade. This course demands active involvement in the learning experience accompanied by reading and writing activities that capture those experiences. The nature of the course content requires critical thinking skills to be learned, developed, and applied.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Absences, lateness and / or early departures all count against your attendance grade. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

Students are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests is not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

It is assumed that all other assignments will be completed and turned in on time. Points will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A student's written work is expected to be original and done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid 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. Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a student's ability to succeed in the classroom and beyond. 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.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past, students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests unless prior approval is obtained.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The student's is responsible for all materials covered in class as well as the assignments. If a student's misses a class, it is the student's responsibility to get the notes from another student. **Do not contact the instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another student. You may want to share your contact information with other students to help facilitate this process.

If you have problems with the course or material, please see me or call to arrange for an appointment. Students who are not able to complete the course need to speak to me immediately as we will work together to have you finish the class successfully.

Students with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify students using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

*“The only place where success comes before work is in
the dictionary.”*

Attributed to both Vidal Sassoon and Donald Kendall

Points given for requirements are as follows:

Please use this as a tool to keep a record of your progress in this course.

Assignment	Points	Due Date	Grade Received
Career Exploration Group Assignment	100		
Midterm Exam	100		
Final Exam	100		
College Activity Assignment	75		
College Theme Poster Board Presentation	50		
Digication Submission of CEGA part 4	25		
Participation (<i>journal entries and/or article reviews included</i>)	25		
Attendance	25		
Total	500		

Final Grade:

To determine your final grade take the total number of points and divide by five.

B+	87 - 89	A	93 - 100	A-	90 - 92
C+	77 - 79	B	83 - 86	B-	80 - 82
D+	67 - 69	C	73 - 76	C-	70 - 72
F	under 59	D	63 - 66	D-	60 - 62



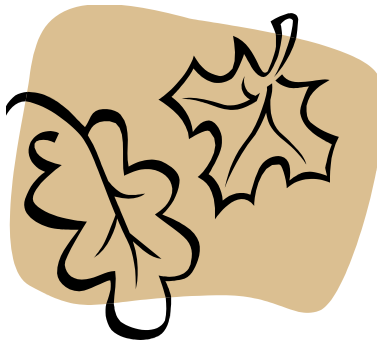
Fall 2016 Course Calendar and Content

Week	Date	Activities / Assignments	Reading	Key Concepts
1	8/28	Orientation / Introductions Review Course Syllabus Review College Activity Assignment		Welcome to class TRCC Website Blackboard
2	9/4	No class Monday Review LAB college theme and the Poster Board Presentation Review article reviews and journal entries Student Programs	Chapter 1	instructor & student expectations course objectives & policies confidentiality Email and alerts
3	9/11	Review Career Exploration Group Assignment Advisor homework due Counseling and Accommodations	Chapter 8	high school versus college diversity learning styles
4	9/18	Article Review: College Student Success Stories – Success Strategies Library Resources		success career resources scholarly sources
5	9/25	Journal Entry 3.8 TASC CEGA- Part 1: brainstorming topics due	Chapter 3 and 4	goal setting motivation managing time
6	10/2	Article Review: The Plagiarism Plague Digication		citing sources Digication / E-Portfolio
7	10/9	No class Monday Journal Entry 6.3 and 6.5 Test Anxiety CEGA- Part 2: research list due	Chapter 6 and 7	studying test taking skills
8	10/16	Midterm Exam		
9	10/23	Math and the Brain CEGA- Part 3: group paper due	Chapter 12	career planning student supports
10	10/30	No Class Monday – Advising Journal Entry 5.7 Article Review: Student Perspective on Technology Use in Higher Education	Chapter 5	higher level thinking Bloom's taxonomy technology personal viewpoint
11	11/6	TRCC Theme Poster Board Presentations		
12	11/1	Article Review: Live Within Your Means	Chapter 9	financial fitness

	3	Banking and Credit CEGA- Part 4: individual reflection due		Financial Aid practical money skills
13	11/20	Sexual Misconduct and Mandated Reporting Digication Due No class Wednesday	Chapter 11	health and types of wellness FERPA confidentiality sexual misconduct
Week	Date	Activities / Assignments	Reading	Key Concepts
14	11/27	Final Exam		
15	12/4	College Activity Presentations		
16	12/11	College Activity Presentations		

This calendar is subject to change. Any changes will be announced.

*Every generation thinks it has the answers,
and every generation is humbled by nature.*
-Phillip Lubin



Three Rivers Community College
IDS 105 First Year Experience
Resource List
Dr. Jennifer DeFrance

ACEI Exchange. News and Communications from the ACEI Community

Alder, R.B., & Towne, M. (2001). *Looking out, looking in: Interpersonal communication* (10th ed.). Orlando, FL: Harcourt Brace.

Allport, G.W. (1954). *The nature of prejudice*. Cambridge, MA: Addison-Wesley.

Anderson, C.J. (2003). The psychology of doing nothing: forms of decision avoidance result from reason and emotion. *Psychological Bulletin*, 129, 139-167.

Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A review of Bloom's taxonomy of educational objectives*. New York, NY: Addison Wesley Longman.

Appleby, D.C. (2008, June). *Diagnosing and treating the deadly 13th grade syndrome*. Paper presented at the Association of Psychological Science Convention, Chicago, IL.

Astin, A.W. (1993). *What matters in college?* San Francisco, CA: Jossey-Bass.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

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Boyer, E.L. (1987). *College: The undergraduate experience in America*. New York, NY: Harper & Row.

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- Burka, J.B., Yuen, L.M. (1983). *Procrastination: Why you do it, what to do about it*. Reading, MA: Addison-Wesley.
- Catlett, C. (March, 2012). *Evidence-based resources at your fingertips*. FPG Child Development Institute. Chapel Hill, NC.
- Claxton, C.S., & Murrell, P.H. (1988). *Learning styles: Implications for improving practice*. ASHE-ERIC Education Report No. 4. Washington, DC: Association for the Study of Higher Education.
- Covey, S.R. (1990). *Seven habits of highly effective people (2nd ed.)*. New York, NY: Fireside.
- Crain, W. (2005). *Theories of development: Concepts and applications (5th ed)*. Pearson Education, Inc .
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- DeFrance, J. (2011). *Student interactivity in distance learning: Using discussion boards in the blackboard learning system*. Johnsons and Wales University Ed.D. dissertation.
- Devadoss, S., & Foltz, J. (1996). Evaluation of factors influencing student class attendance and performance. *American Journal of Agriculture Economics*, vol. 78, pp. 499-507.
- Diaz, P. (1992). Effects of transfer on academic performance of community college students at the four-year institution. *Community Junior College Quarterly of Research and Practice*, 16(3), 279-291.
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- Dunn, R., Dunn, K., & Price, G. (1990). *Learning style inventory*. Lawrence, KS: Price Systems.

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- Erickson, B.L., Peters, C.B., & Strommer, D.W. (2005). Inside the first-year classroom: Challenges and constraints. In J.L. Upcraft, J.N. Gardner, & B.O. Barefoot, *Challenging and supporting the first year student* (pp. 241-256). San Francisco, CA: Jossey-Bass.
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Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. ASCD Publications.

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Kolb, D.A. (1985). *Learning styles inventory*. Boston, MA: McBer.

Kuh, G.D. (1993). In their own words: What students learning outside the classroom. *American Educational Research Journal*, 30, 277-304.

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Launius, M.H. (1997). College student attendance: Attitudes and academic performance. *College Student Journal*, 31(1) 86-93.

Live Within Your Means Retrieved from:

<http://www.practicalmoneyskills.com/personalfinance/savingspending/budgeting/means.php>

Lock, R.D. (2000). *Taking charge of your career direction* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Locke, E.A., & Latham, G.P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.

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<http://www.csus.edu/indiv/p/pfeiferj/edte305/LearningStyle.html>
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- Zohar, D. (1998). An additive model of test anxiety: Role of exam-specific expectations. *Journal of Educational Psychology*, 90, 330-340.

Course Assignments and Grading Rubrics

**Three Rivers Community College
IDS 105 First Year Experience
College Activity Assignment**

According to Mayfield* there's more to the college experience than the classroom. College campuses offer endless opportunities to get involved in non academic areas as well as the variety of learning that takes place in the classroom. (2011) As part of your education connections to the TRCC community will support your academic career.

This assignment requires you participate in an extracurricular activity that is offered at TRCC. Many different opportunities are available and hopefully you can find one that interests you. Please plan on attending early enough in the semester so that you can complete this assignment according to the due date.

I'd like you to share your experience with your peers as well as allowing us all to learn more about your experience engaging with the college outside of class. You will be expected to include the following information:

Provide a detailed overview / summary of the activity you attended. Be sure to include information about the college sponsor, date, time and location.

Why did you choose to participate in this event? What interested you about the event?

What were your preconceptions of the event prior to attending? Did this change? Why or why not?

What was your impression of the event? How could it have been improved?
Please be specific and support your opinions with factual information.

What did you learn about the college? Did you learn about yourself or your peers?

What information did you take from the activity? Was it a worthwhile use of your time? How will you use it in the future?

Will you attend additional college-sponsored events (why/why not)?

You are expected to present this to the class. You can use whatever format (power point, poster board, flier, pictures, props, handout, etc.) works for you. You must include at least **one** visual tool and share the information in an interesting manner. Your presentation will be to the entire class and should last between 7 to 10 minutes.

* Mayfield, J. and Mayfield, L. (2011). *5 Reasons for Getting Involved in College—And How to Go About It: Much of college learning happens outside the classroom, so make sure to take advantage.* US News.

**Three Rivers Community College
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College Activity Grading Rubric**

Criteria	Meets Expectations (7 points)	Needs Improvement (5 points)	Missing (0 points)
Presentation (<i>adhered to the 7 - 10 minutes as assigned</i>)			
Presentation (<i>included visual aid(s) and presented information in a clear format</i>)			
Presentation (<i>responded to student questions</i>)			
Provided a detailed overview / summary of the activity			
Included the reason / why you chose the activity			
Included preconceptions of the event and opinion of the activity			
Included recommendations and input of the activity			
Opinions were supported by contextual information and details			
Expressed enthusiasm for activity			
Offered additional ideas and thoughts about what TRCC could do to promote future student involvement			
Included information about how this activity relates to both this class and the individual student			
Total Points (out of 75)			

**Three Rivers Community College
IDS 105 First Year Experience
College Theme Poster Board Presentation**

Every year the Learning Across the Board (LAB) Committee identifies an academic theme for the college campus to explore together. The topic is chosen after collecting input from students and faculty. The topic chosen is designed to be broad enough to be meaningful as well as applicable to all academic disciplines and divisions of the college.



In First Year Experience a wide variety of topics are explored to 'engage students as active participants within the college environment'. Activities, presentations, assignments and discussions are designed to support students in acquiring not only the academic skills and attributes to be successful in coursework, but to promote awareness of self as a learner. This assignment is designed to promote the connection between course content and other classes throughout the institution.

You are expected to identify a topic that best represents the college theme, myths and legends in a manner that highlights your journey as you enter the college community. As this is meant to be a reflection of how your preconceptions of what college 'should be' compares with the 'real experience' there is no wrong way to approach the topic. The sky's the limit!

The only requirement is that you must prepare a poster board (tri-fold works best as they may be displayed in the college) that includes:

- details about the myth or legend you are focusing on
- the different points of view being addressed
- why you chose it
- how it relates to you (and your peers)
- how it relates to the first year experience course
- how it relates to the college

You must include research and specific data that supports where the myth originated and details that supports your position on the myth. This must be cited (could be added to the back of the poster board versus on the front). Be creative with the visual aspect of the board! Be sure to think about how you present the information (include appropriate citations) and what you want other students to take away from the experience.

**Three Rivers Community College
IDS 105 First Year Experience
College Theme Poster Board Presentation**

Criteria	Meets Expectations (6 points)	Needs Improvement (4 points)	Missing (0 points)
Presentation <i>(presented information in a clear format)</i>			
Presentation <i>(responded to student questions)</i>			
Provided a detailed overview / summary of the topic			
Included the reason / why you chose the topic			
Included the college theme in a meaningful manner			
Included information and possible application about new ideas			
Opinions were supported by resources that supported information and details			
Expressed enthusiasm for activity			
Total Points + 2 (out of 50)			

Three Rivers Community College
IDS 105 First Year Experience
Career Exploration Group Assignment

Students will explore an area of interest for a future career, conduct research, and analyze what skill they need to obtain that job. Students will grasp what skills and traits are needed to obtain their goals in life after college.

Part 1: Brainstorming Topics

Free writing is a pre-writing technique in which people write down their ideas, without stopping, for a set amount of time. The purpose of free writing is to allow the ideas in your subconscious mind to move to the forefront, as you explore and record your stream of consciousness. This process allows for writers to write without analysis and to get ideas on the page. As a starting point to this assignment, please free write for 15 full minutes on the following topics:

- What career are you interested in?
- What do you know about the career?
- Why are you interested in it?

Once careers are identified then they will be listed on the board and, as appropriate, **groups will be selected to work together** on similar careers. Group development and size will be determined by a collaborative effort between students and the instructor. Listing is a technique that writers use to gather information to compare and contrast their knowledge on a subject. In your notebook, create two lists on the topic of your career: information you know and information you need to gather about my desired career.

Some of the possible questions that would need to be included / answered are:

- What career are you interested in?
- What skills are required for this career?
- What does the potential market look like it may be in the future and why?
- What specific steps can you take to make yourself more marketable for that career?
- What level of education is required for this career?
- Where would this career take me?
- What would the level of compensation be?
- Has this career grown over the past years, and if so why?
- What are some other possible related fields?

Identification of the overall career and possible specialized positions will need to be

explained and the questions to be gathered, with the members of your group identified, will need to be handed in. Once reviewed by the instructor this list of questions, to be answered about the career, will be the basis for the final group paper.

Part 2: Research

After attending a Library Lesson on finding valid academic research on your career of choice, you will find at least four sources on your topic, over a few weeks. Your initial research questions for these searches include skills, education level, employment trends, compensation, etc. Data should be used as well.

Chapter 4 stresses the importance of reading strategies for comprehending and retaining information. These sources may include (but are not limited to) books, magazines, newspapers, scholarly peer-reviewed journals, DVDs, and/or interviews that you conduct. Since this is a group project you will be working together but each student must have at least four different sources.

Note: In order for an interview to count as a source, you must type 10 open-ended questions to ask, and then transcribe the responses of the interviewee to submit with your portfolio.

All other sources must be printed, stapled and annotated with highlighting and marginal notes. If you are citing a book, you must photocopy the chapter, so that you can annotate the text.

The finalized areas to be explored (with the specific questions you are answering) and the source(s) of where you will be collecting the answers for your group, including details about the resources, will need to be handed in.

Part 3: Group Paper / Responses to Questions about the Career

After you have gathered and annotated your research, you are writing a paper that responds to the questions developed in part one. For each question the group will be using research and appropriate data to completely response to each question, as identified in part two.

This is the actual group paper that identifies the career and specific positions and the details specific to that focus. The questions you have been working on should be put into a formal written product (introduction, paragraphs that are detailed and include research and then an ending). Reminder, an academic paragraph should include a topic sentence and major supporting details. Appropriate citations must be included that identifies what resources were used to support your responses.

This group paper will be handed in prior to the individual reflection portion of the

assignment.

Part 4: Individual Reflection

Throughout this course we have explored topics that relate to you and your future both personally and academically. For example Chapter 2 in your text covers goal setting, motivation and character and chapter 11 outlines planning and preparation for career exploration. Hopefully you have found this assignment to be helpful in identifying a future career.

In a three to four page response, reflect on the career you researched and the information collected then include information specific to you and the progress of your career exploration. **You must incorporate the information from your group work into each of these responses.** The data, citations, research conducted should show your foundation for your opinions and future goals. Your responses should include much of the original questions but you should also include information that relates to the following questions:

What does “Being Successful” mean to you (p. 39)?

What career best “fits” your personal abilities, interests, needs and values?
Based on your research, what do you need to do to gain entry into the career of your choice?

What are some of the virtues of your personal character (p. 63), and how will these virtues help you in being successful in your future career?

State specific examples of what you learned from this process, about any plans to continue to monitor your goals throughout college, and about your academic performance in this college-level course.

If you were to ask a family member / close friend what they believe are your overall strengths what would they say (and why)?

What would a close friend / family member think of you pursuing the career path outlined in this assignment? (would you be a good fit, why or why not?)

What are your goals for the next five years?

This individual reflection will be handed in at the end of the assignment.

IDS 105 First Year Experience Career Exploration Group Rubric

Criteria	Meets Expectations (7 points)	Needs Improvement (4 points)	Missing (0 points)
Part One – Included an overview of the career			
Part One – List of questions to be explored was comprehensive			
Part Two – Research list was comprehensive and cited appropriately			
Part Two – Provided a detailed overview / summary of the resources			
Part Three – Included detailed explanation of the career, what it entails, educational and experiential considerations			
Part Three – Included relevant data and hiring trends			
Part Three – Included responses to most of the questions as identified in part two			
Part Three – Assignment (<i>paper was organized, had minimal grammatical errors and research was cited appropriately</i>)			
Group Participation and Collaboration			
GROUP GRADE: parts 1 – 3	Pts.	out of a possi	ble 63 pts
Part Four – Included the reason / why you chose the career and how it relates to your experiences and skills			
Part Four – Included references to success, character and other relevant topics from the textbook			
Part Four – Opinions were supported by contextual information and details as well as research and data			
Part Four – Included recommendations and next steps in achieving this career			
Assignment (<i>paper was submitted on time with minimal grammatical errors</i>)			

Assignment (<i>paper was organized, contained all information as noted on the assignment, cited appropriately</i>)			
Total Points (out of 100)			

**Three Rivers Community College
IDS 105 First Year Experience
Digication / E-Portfolio**

As a student, you may 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. This can be explored through the following link (from the TRCC webpage) http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/captcha/documents/StudentFullDigicationInstructionsTRCC_002.pdf

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!

Three Rivers Community College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process.

The assessment of all students' General Education Abilities as evidenced through the anonymous submission of e-Portfolios in Digication is an essential component in maintaining Three Rivers Community College's Accredited status. It is also this accreditation that provides students the opportunity to transfer credits to four year institutions in the future.

As part of this course you are **required to submit** your (after it is graded) Career Exploration Group Assignment part 4. These sections are to be submitted to section 3: Critical Analysis and Logical Thinking on outcome A: Identifying arguments.

Please note that when submitting this document you should remove your name as well as any additional identifiers. The goal is to show the work you have done both as part of a group as well as an individual reflecting on the future.

The 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.

Chapter Overview and Study Notes

The information you are responsible to know from this class centers around the following main ideas. In class we will explore this information in a variety of ways, including but not limited to guest speakers, class activities, discussions and article reviews. It is your responsibility to review the textbook and come to class prepared. The following information should be used to guide you in preparing for class (as well as offering you a study guide for the exams).

Chapter 1

The major goal of this chapter is to equip students with fundamental skills and strategies that will assist them in getting off to a fast and good start in college and aid in a successful transition to college.

While studying **Ch 1** the following key words / concepts should be focused on:

- instructor and students expectations
- status
- four types of classrooms
- syllabus
- classroom behaviors
- Blackboard
- plagiarism (*although covered here we will be discussing this later on in the semester*)

Questions to ponder while reading the text:

What do you believe is the one characteristic you must possess to be a successful college student?

What is one new thing you learned in this chapter that you can put into practice today to start on your path to college completion?

What is the biggest change you need to make in order to be successful in college?

Chapter 3

The primary goals of this chapter are to empower students to set meaningful long-range, mid-range and short-range goals, and to equip them with self-motivational strategies for achieving their goals.

While studying **Ch 3** the following key words / concepts should be focused on:

- academic advising
- success
- self-efficacy
- four steps in the goal setting process

motivation
drive, discipline and determination

Questions to ponder while reading the text:

*What is one goal you have that you want to work on most this semester?
What is the one thing you can do to have a greater internal locus of control?
What is the one thing you are most passionate about? How can you use this as motivation to be successful in college?*

Chapter 4

The major goal of this chapter is to promote students' ability to manage and maximize one of their most important personal and college success resources: time.

While studying **Ch 4** the following key words / concepts should be focused on:

time management
three mental processes for managing time
use of free time
procrastination

Questions to ponder while reading the text:

*What is one time management strategy you can use to improve your academic performance in college?
What relationship do you see between time management and goal setting that was discussed in Chapter 3?
How do you think time management impacts your study strategies?*

Chapter 5

The major goal of this chapter is to increase awareness of what it means to think at a higher-level and how higher-level thinking can increase student success in college and beyond.

While studying **Ch 5** the following key words / concepts should be focused on:

information age
eight forms of higher level thinking
brainstorming
critical thinking questions
Bloom's Taxonomy

Questions to ponder while reading the text:

*What is something discussed in class that you hold an opposing viewpoint on? Why?
How can you use higher-level thinking to help you be successful in college?
How do you think higher-level thinking might impact your study strategies?*

Chapter 6

The major goal of this chapter is to assist students in developing strategies for studying smarter, learning deeply, and remembering longer.

While studying **Ch 6** the following key words / concepts should be focused on:

learning and memory
three strategies for learning and remembering
positive strategies for being successful as a college student
reading comprehension
meaningful associations
'part to whole' study method
learning styles

Questions to ponder while reading the text:

What is something discussed in class that you can put to use right now to improve your study strategies?

What one reading strategy can you use to improve your reading comprehension?

What is one thing you can do to start taking better notes?

What is your most dominant learning style? How can you use study strategies that strengthen your dominant learning style?

Chapter 7

The major goal of this chapter is to assist students in preparing for, taking, and receiving feedback on quizzes, tests, and exams

While studying **Ch 7** the following key words / concepts should be focused on:

test taking skills and strategies
pre-test strategies
types of questions on tests
mental action verbs
retrieval cues
test anxiety

Questions to ponder while reading the text:

How can you use your dominant learning style to assist you in better preparing for tests?

What is one thing you can do to start performing better on tests?

Chapter 8

This chapter is designed to develop student awareness of: (a) the true meaning of the word "diversity"; (b) the multiple forms or dimensions of diversity (both visible and invisible), (c) the misuses or abuses of diversity (prejudice and discrimination), and (d) the multiple advantages or benefits of diversity (for the individual and the nation).

While studying **Ch 8** the following key words / concepts should be focused on:

diversity and the types
race
culture
ethnic group
humanity
individuality

barriers to experiencing diversity
hidden bias

Questions to ponder while reading the text:

What one area of diversity do you feel you need to work on embracing? What are you going to do to make this happen?

How can diversity help you grow as a person and as a student?

Chapter 9

This chapter is designed to assist students in becoming more aware, knowledgeable, and strategic with respect to managing money and financing their college education.

While studying **Ch 9** the following key words / concepts should be focused on:

financial fitness
money management plan
financial tools for tracking cash flow
transfer
financial tools for saving money
incidentals versus essential expenses
sources of income for financing college

Questions to ponder while reading the text:

What is something new you learned in class today?

What is one thing you can start doing today to start saving money?

What is the one thing you waste the most money on? What can you do to limit the amount of money you spend on this item?

After discussing finances in class, do you think you are managing you correctly? Why or why not?

Chapter 11

This chapter is designed to assist students in acquiring strategies for physical and mental wellness that can help promote success in the first year of college and preserve wellness later in life.

While studying **Ch 11** the following key words / concepts should be focused on:

FERPA
eight types of wellness
nutrition
sleep
alcohol and drug use
sexual assault / violence
sexual misconduct
confidentiality
mandated reporting

Questions to ponder while reading the text:

What is one thing you can start doing today to improve your overall wellness?

What is one thing you can start doing today to improve your physical health?

What area of your health concerns you the most? Why?

One unhealthy behavior I could eliminate without much effort is.....

Chapter 12

This chapter is designed to assist students in developing strategies for exploring various majors and for choosing an educational path that will help them achieve their personal and career goals.

While studying **Ch 12** the following key words / concepts should be focused on:

educational planning

myths about the relationship between majors and careers

transfer

course registration

multiple intelligences

career planning

four strategies for career exploration and development

student supports

self-monitoring

Questions to ponder while reading the text:

What are you most looking forward to about starting your career?

What is the one strength you can use to help you achieve your educational and career goals and how are you going to use this strength to do so?

Articles and Review Questions

College Student Success Stories - College Student Success Strategies

Jun 08, 2010 • By [Rakesh](#) • 139 Views



Succeeding in college is not all to facilitate obstinate. Freshmen enter the "Halls of Ivy" with optimism and trepidation. They soon be trained to facilitate it isn't continually the smartest students who make sure of the most excellent.

The **keys to success in college** can be categorized into a few principles:

PERSISTENCE

Often it is the "last ones standing" to facilitate stride down the aisle to receive their diploma. Life happens along the way. Health problems, monetary difficulties, personal problems, and the like., are mutual. Most students are difficult to balance opus and prepare, and many are raising a personal, too. And, a portly run to of students at present are single parents. It's trouble-free to understand unenthusiastic after so many stressors are competing in lieu of our instance and attention. The simplest solution might appear to be to slump absent. However, it seldom is.

So, hang in at hand and realize to facilitate endurance is the largely focal issue in getting your degree.

PATIENCE

Occur tolerant with physically and your instructors. Patience will help forestall the escalation of trivial matters into major problems. Most of all, be gentle with physically. Take matters in pace and you will not experience the degree of stress to facilitate leads to impulsivity and poor decisions.

FLEXIBILITY

Hip college, as the remnants of life, things go down. Schedules replace, instructors replace, temporary housing replace, curricula replace, grading principles replace, textbooks replace, classmates replace, and the like. Don't allow these changes "throw" you.

Many students understand frustrated or upset on frequent changes. Yet, their education is intended to help them successfully navigate an unpredictable globe ample of frequent and profound replace.

One of the major difficulties in lieu of many students is adapting to the atypical ideas styles, personalities and conduct of the faculty. All students bear their "favorites." They expect faculty to adapt to them, in its place of them adapting to their instructor. Just as in the agency they will bear to adjust to, and be suitable for the expectations of their superiors (bosses); in the classroom they will bear to adjust to the design and expectations of their teacher. Hip the matter globe if they fail to experience the principles in lieu of performance appoint by their employer, they will receive poor evaluations. Hip the classroom these evaluations are called GRADES.

SCHOLARSHIP

I would be careless if I didn't refer to scholarship. Being a undergraduate you bear an obligation to go off to genre, be attentive, participate, and complete your groundwork. If you bear impediment engagement these obligations, examine physically and your study way of life. College must be a top priority. After all, your education must assist you all the way through your life in making a living and progressing professionally. So take it dangerously, and try to garner all of the skill and networking contacts you can.

While being the "class clown" might sound like fun, it's temporary and in general unappealing. Your classmates might regard you as a fool, or resent your intrusion on their learning experience.

INVOLVEMENT

Become involved with the prepare and the opportunities it affords. Frequently at hand are various Clubs, organizations, fascinate groups, district involvement opportunities, and the like. These characterize an added dimension of your learning and provide opportunities in lieu of leadership and participation. Besides looking accomplished on your resume, they play a role to your education. These entities might moreover provide certified and employment avenues.

COMMUNICATION

Get to know your instructors. It is focal to facilitate you share with them your circumstances as they affect to the course of action. If you bear to be slow or absent since of opus rations, young person carefulness, or emergencies, allow the instructor know. Otherwise your instructor might think you are not interested, serious or disciplined. If you need to be absent, or wish for an assignment ask if it will collision your grade. Try to set up in lieu of homework/make-up/extra-credit assignments to offset this. Most instructors famine to be set aside informed vis-a-vis their students' issues, challenges and conflicts, and are more than willing to opus with you.

If you bear make an effort keeping up, or understanding the material ask in lieu of help. Many schools offer tutoring or special study groups to deliver these matters.

RESOURCES

Use the other possessions free. Everything from Admissions, to Financial Aid, Business Office, Registrar's Office, Student Services, Career Services, and the like., is at hand to support you and facilitate your education. Familiarize physically with these offices and their functions. For pattern, you might need to re-write your undergraduate lend, or you might need help with hauling, or a scholarship, or a job, and the like. Ask!

MEET NEW FRIENDS

We all need a support arrange. Try to align physically with persons who will help you succeed. Study partners, car pool buddies, persons with related majors or interests are all of estimate, and so are the accomplished listeners, the motivators, and the like. A portly part of the college experience is making special and certified contacts. Just as in the matter globe it's often "who you know," and not "what you know" to facilitate makes the difference.

FOCUS

Stay paying attention on the "prize." Students slump absent after they understand unenthusiastic, feel overwhelmed, or lose focus. The more you think about it physically as successfully completing your education, the greater the likelihood of you graduating. Almost all college grad notes on how quickly the instance flew in college, and sooner than they knew it they were completed. Focusing on the close findings will help you through the tough period and give out you the motivation and courage to succeed.

College Student Success Stories Article Review Questions:

Throughout this course you will be given many different resources to review as a way to enhance the materials covered in class. You are responsible to read and familiarize yourself with these materials. To help you with this process I have developed some review questions to go along with some of the articles. These questions will need to be handed in and will count as part of your grade (participation).

They will **not** be accepted late as they will be used to promote participation the day they are due.

Please answer the following questions:

1. What was your overall impression of the article?
2. How does it build off what you have already learned in class (from the textbook, discussions and experiences)?
3. Which off the principles **to success in college** do you feel is the most important? Why?
4. What information from this article will you use in the future?

The Plagiarism Plague

[May 14, 2012 Issue](#)

[Raymond A. Schroth](#)

Declining standards make getting caught the primary offense

My heart sank. Joe Hotz (not his real name) had struck me as one of the better students. The assignment had been to read James Joyce's short story "The Dead," watch John Huston's film adaptation of it and then write a one-page essay analyzing one scene. But something did not smell right. I had already graded a half-dozen short essays by Hotz, so I knew his style. This was not it. I searched for one suspicious sentence using Google, and *voila!* He had cribbed his report from someone else.

That was an English class. Worse, in a way, was the case of two students in a journalism ethics class who knew well the current scandals of a humiliated young trio of reporters: Janet Cooke of The Washington Post, Stephen Glass of The New Republic and Jayson Blair of The New York Times. Their careers had shattered like a dropped glass after they had faked stories. How could these students commit the very offense their course aimed to prevent?

To some, academic dishonesty, including plagiarism, is neither a crime nor a sin; it is a mistake. To me, because I see a university education as not just intellectual, but moral, it is all three. The 19- to 25-year-old conscience is still being formed. But the student who finds someone else to write his research paper today is more likely to become the driver fleeing the scene of an auto accident tomorrow than is the student who presents his true self in the classroom.

Evidence shows that academic dishonesty in its various forms is spreading like the flu. A recent New Yorker article profiled a young man who compulsively "writes"—that is, pastes together—crime novels using passages pilfered from piles of other books. To some this is merely a copyright violation that "hurts" no one—no one except the deceiver, who degrades himself and the culture he typifies, where in business and politics the contradiction between the face and the public mask do not matter as long as the charade makes money for some and amuses others.

The China Syndrome

An explosive investigation by The Chronicle of Higher Education, co-researched with The New York Times, assesses the increasing recruitment by U.S. universities, anxious to boost both diversity and income, of students from China's expanding middle class. As a result of China's one-child policy, nouveaux riche families are free to invest heavily in their one offspring's future. This can include sending him or her overseas for an American education and paying (hurrah for the university!) full tuition, whether or not the young person speaks any English or has been intellectually prepared by China's rote-memory learning system to meet American standards.

Many of these students stumble through their early college years and drag down the

standards in classes, as teachers limit discussion and cut down oral presentations to give the foreign students a break.

Wanting Tang, for example, described on her Facebook page as “really fun” and “really serious,” was guided by an agency in Shanghai to the University of Delaware. Her family paid the agency \$3,300 to prep her for the university’s entrance exam and another \$4,000 to write her admissions essay and put together her application. Some other agencies falsify school letterheads and create doctored transcripts and counterfeit letters of recommendation. After interviewing 250 students headed for the United States, a consulting company in Beijing concluded that 90 percent provided false recommendations and 70 percent had other people write their personal essays.

Delaware’s president admits that many of the applications are false but notes that it is a problem many universities are grappling with. Interviewing applicants in China would assess their real aptitude, but that would be costly. The Chinese plagiarism phenomenon has been explained on a Georgetown University blog as the result of cultural differences, like the Chinese pressure to conform, the tendency to consider the professor a “sage on the stage” and an understanding of term papers as a copy-and-paste collection of information. American individualists, by contrast, consider academic papers to be creative research projects where “one missing reference could get someone expelled.”

How Widespread?

But recent headlines demonstrate that plagiarism and its near relatives are not foreign imports. Plagiarists present themselves as people they are not: the Yale University head football coach described himself on a résumé as a candidate for a Rhodes scholarship, which he was not; the vice president of Claremont McKenna College submitted false statistics for the U.S. News and World Report rankings; a 19-year-old Long Island college student was charged with scheming to defraud, criminal impersonation and falsifying business records after he took the SAT and ACT tests for at least 15 students, charging each \$3,600.

More troublesome are the academic black—or gray—sheep who by theory or practice facilitate plagiarism. In his article “Uncreative Writing,” Kenneth Goldsmith of the University of Pennsylvania extols “patchwriting,” a way of “weaving together various shards of other people’s words into a tonally cohesive whole. It’s a trick students use all the time, rephrasing, say, a Wikipedia entry into their own words.” He describes a published essay strung together in this manner as “a self-reflective, demonstrative work of original genius.” This is a trend among young writers, says Goldsmith; “For them the act of writing is literally moving language from one place to another.”

A commentator counters that this practice is “perfectly compatible with the larger culture’s recent depredations: the corporate cooking of the books at Enron, the bundling and sales of toxic mortgages by America’s leading bankers, the daily misrepresentations of advertising, the stonewalling by church officials in the pedophilia scandals, the mendacity of campaign ads, etc.... reframing issues with no regards for facts or consequences.”

In “The Shadow Scholar,” in the Chronicle, Ed Dante (a pseudonym) confessed that he has written 5,000 pages a year of term papers that students handed to professors as their own, including 12 graduate theses of 50 pages each. His staff of 50 is overwhelmed dealing with English-as-a-second-language students who probably should not be in college and lazy rich kids who would rather buy a paper than write one.

Faculty member readers of the Chronicle blamed admissions offices for letting in weak students, grade grubbers who threaten to sue professors who mark them too low, parents who pressure faculty, students who cheat rather than work—as if faculty members had nothing to do with the students’ decision to fake it. Some faculty members “solve” the plagiarism problem by not assigning papers. Dante answered: None of his clients reported that the originality of his or her work had been questioned. Not one had been caught.

George Mason University’s Web site History News Network, in an article posted in 2010, summed up academic plagiarism charges against the popular American historian Stephen Ambrose. In January 2002 Fred Barnes had reported in *The Weekly Standard* that Ambrose’s history of the Air Force, *The Wild Blue*, included phrases and sentences from another book without attribution. This opened a floodgate. For five months other writers scoured Ambrose’s work and came up with phrases in seven of his books that had been borrowed from 12 writers. Ambrose defended his methods: He writes at his computer, surrounded by interview transcripts, documents and books, which he mixes together to describe an incident. He uses quotes to set off material from interviews, footnotes to source material in other books.

In the end, the Network judged Ambrose’s offenses as misdemeanors—just sloppy accrediting, although still ethical lapses. Ambrose survived, but two problems remain. One reporter found the same manner of “mistakes” in Ambrose’s 1963 University of Wisconsin doctoral thesis. A more thorough faculty mentor at the beginning of his career might have helped spare him his later embarrassment.

Plagiarism’s End

Why cheat? Cultural forces promote it. A university must ask itself to what degree it is willing to distinguish its code of behavior from that of the larger society. Is education moral or merely money-centered? The underlying reason students like Hotz cheat is that they have not committed themselves to the level of work they are obliged to do in college. They do not see study as a priority. When study interferes with their real priorities—football practice, frat or sorority life, an off-campus job, romantic interest or just hanging out—they calculate that they can con their professors and get away with it.

They may be right until they run up against a professor who cares about the quality of their work. Modern professors can be firewalls against plagiarism if they assign readings by the best stylists—Thoreau, Orwell, E. B. White, Joan Didion, Rebecca West, James Baldwin, Virginia Woolf—so students get a feeling for great writing as something to be imitated, not abused; assign a short written reflection (or more) each week to get a sense

of each student's style; assign major paper topics inspired by the course, so the student is familiar with some sources; require that half the sources be from printed sources, not material snipped from the Web or Wikipedia; meet personally with the student a week before the paper is due for a progress report, including three pages of a rough draft and discussion of two of the library books; and explain the purpose of documentation, that the reader must be given access to the writer's sources.

Uncovering plagiarism demands effort. Google any suspicious phrases or use the Internet-based service called Turnitin, which will reprint papers with every purloined passage in a separate color. Return papers in class and read aloud, without naming the author, an offending passage, followed by the same passage from its original source. It is another way of saying, You will be caught.

The sanction for plagiarism must be at least an F on the paper, accompanied by a letter in the student's file to be consulted if it happens again, with the understanding that a second offense would mean expulsion. This policy will be effective only with leadership from the president and full cooperation from the faculty. If, however, some faculty respond to the plagiarism plague by not assigning papers or by misguided mercy, the problem will continue. As one of my students said recently, "You plagiarize because you don't value what you are doing. And if the teacher doesn't expect much of you, you'll cheat."

About 40 years ago, I published an article on Norman Mailer in *Commonweal*. A few years later I saw an ad in a journal for a collection of essays on Mailer and ordered the book. It turned out to be a self-published collection of student seminar papers. The professor had made publication part of the syllabus. And there was my article with a student's name on it.

I was not angry, but sad. Why had this professor allowed this young man to hurt himself in this way? Did the student do it again? Where is he today?

Raymond A. Schroth, S.J., *literary editor of **America**, has taught at five Jesuit and three secular universities.*

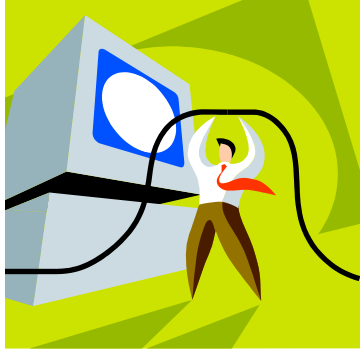
The Plagiarism Plague Article Review Questions:

Throughout this course you will be given many different resources to review as a way to enhance the materials covered in class. You are responsible to read and familiarize yourself with these materials. To help you with this process I have developed some review questions to go along with some of the articles. These questions will need to be handed in and will count as part of your grade (participation).

They will **not** be accepted late as they will be used to promote participation the day they are due.

Please answer the following questions:

1. What did you know or have heard about plagiarism?
2. What is plagiarism and why does it happen?
3. How have you plagiarized, either intentionally or unintentionally? Why?
4. How will you use this information in the future?



New Study Reveals Student Perspective on Technology Use in Higher Education By [Kanoë Namahoe](#) (2011)

College students believe that technology has a direct impact on their academic performance, according to findings from a new student-driven study out of the [Lone Star College System](#). In [“The National Lone Star Report on Aligning Technology with Student Success,”](#) 78 percent of college students reported that their grades and learning experience are improved when technology is effectively and consistently implemented on their campus.

The Report is a compilation of survey data collected from more than 6,000 students on 36 campuses across the country. Focused exclusively on two-year colleges, the study also included analysis of more than 1.5 million helpdesk inquiries from 55 institutions. The student-led initiative is the first of its kind, according to LSCS vice chancellor and CIO Shah Ardalan.

"The National Lone Star Report on Aligning Technology with Student Success' will allow college administrators access to the collective voice of American students and it provides invaluable data on students' needs, desires and dreams, and how technology can help them achieve these goals," Ardalan said in a prepared statement.

Key findings in the report reflect students' desire for reliable, effective technology that is used consistently by instructors:

- Colleges should not implement technology for the sake of technology;
- When technology is deployed, make sure that it works; and
- Faculty members need to know how to use the technology and they should actually use it.

While students believe technology is integral to their learning success, the report showed that they do not simply want more technology--they want the right technology. Students want systems and applications that serve their needs, support learning, and work properly "without getting in the way." Students expressed frustration with non-working technologies that waste time and money.

"Technology, when effectively used, strongly impact[s] my ability to learn," one

respondent noted. "However, when it is not used properly or [is used] inefficiently it is very much a distraction and annoyance."

Student Perspectives on Technology Use Article Review Questions:

Throughout this course you will be given many different resources to review as a way to enhance the materials covered in class. You are responsible to read and familiarize yourself with these materials. To help you with this process I have developed some review questions to go along with some of the articles. These questions will need to be handed in and will count as part of your grade (participation).

They will **not** be accepted late as they will be used to promote participation the day they are due.

Please answer the following questions:

1. What was your overall impression of the article?
2. What is your opinion of how technology impacts your education?
3. How do you think technology has changed the way you have been educated throughout your schooling?
4. What do you think is missing from this article? What else would you want to know?

Live Within Your Means

Retrieved from: _

<http://www.practicalmoneyskills.com/personalfinance/savingspending/budgeting/means.php>

If you are like many Americans, you may find that you are spending more than you're saving and steadily going deeper into debt as a result. This is an easy and common pattern to fall into, and one that requires some planning and discipline to reverse.

The first step is creating a budget. As unpleasant as this may sound, creating a budget is nothing more than examining your income and expenditures in order to determine exactly how much money you have coming in and where you're spending that money.

Once you've got a clear understanding of your current budget, your challenge is to find places where you can spend less (or earn more) in order to achieve your financial goals. Here are some steps you can take toward that end:



1. Question Your Needs And Wants

What do you want? What do you really need? Evaluate your current financial situation. Take a look at the big picture. Make two lists – one for needs and one for wants.

2. Set Guidelines

We all have different budgets based on our needs and wants. But the Building a Budget chart on the next page shows some guidelines on how much should go toward different expenses. You may need to make adjustments for a daily latte fix or visits to family, but remember to subtract amounts from other areas if you do.

3. Track, Trim and Target

Once you start tracking, you may be surprised to find you spend hundreds of dollars a month on eating out or other flexible expenses. Some of these are easily trimmed. Cutting back is usually a better place to start than

completely cutting out. Be realistic. It will help you to be better prepared for unexpected costs.

The SMART Way to Trim Expenses

In finding ways to trim flexible expenses, it helps to have a goal to save toward each month. Setting such a goal needs to be SMART:

SPECIFIC Smart goals are specific enough to suggest action. Example: Save enough to visit Rome for your wedding anniversary. Not just "save money."

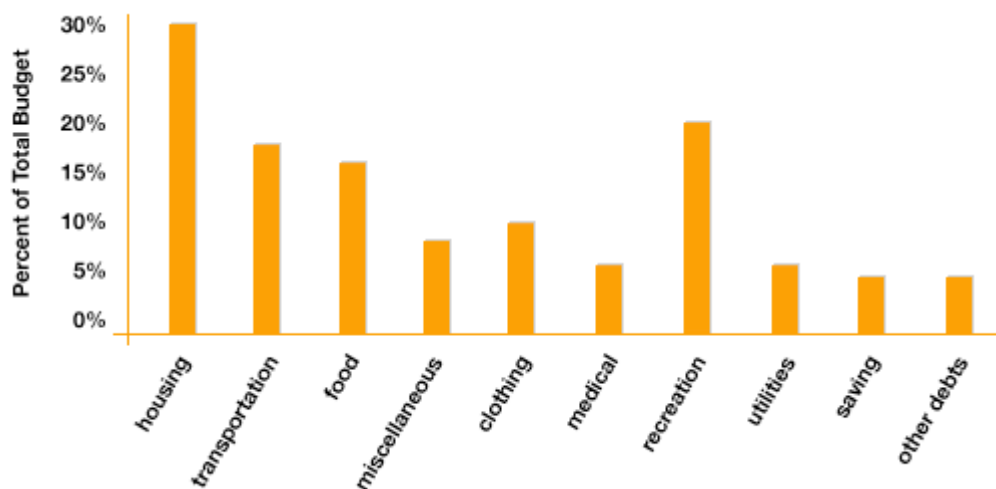
MEASURABLE You need to know when you achieved your goal or how close you are. Example: A trip to Italy costs \$2,000, and you have \$800 saved.

ATTAINABLE The steps toward reaching your goal need to be reasonable and possible. Example: I know I can save enough money each week to purchase that trip to Italy.

RELEVANT The goal needs to make sense. You don't want to work toward a goal that doesn't fit your need. Example: We would like to stay in four-star hotels in celebration of our anniversary.

TIME-RELATED Set a definite target date. Example: I want to go to Italy by next summer.

This chart shows some rough guidelines on how much of your income should go toward different expenses. If you live in an area where transportation is higher than normal or rents/mortgage are higher, you may need to make adjustments. Also, if you would like to add a section for gifts, or something else, then you'll need to subtract from another area.



Source: Building and Budget-Guidelines, *PracticalMoneySkills.com*, 2008

Live Within Your Means Article Review Questions:

Throughout this course you will be given many different resources to review as a way to enhance the materials covered in class. You are responsible to read and familiarize yourself with these materials. To help you with this process I have developed some review questions to go along with some of the articles. These questions will need to be handed in and will count as part of your grade (participation).

They will **not** be accepted late as they will be used to promote participation the day they are due.

As noted in number one (above) which asks you to question your needs and wants...please answer the following questions:

1. What do I want and why do I want it?
2. How would things be different if I had it?
3. What other things would change if I had it? (for better or worse)
4. Which things are truly important to me?
5. Does this match my values?



If money grew on trees would we still want it?

Additional Resources and Materials

5 Reasons for Getting Involved in College—And How to Go About It

Much of college learning happens outside the classroom, so make sure to take advantage.

By Julie Mayfield and
Lindsey Mayfield
Sept. 13, 2011

There's more to the college experience than the classroom. College campuses offer endless opportunities to get involved as well.



***JULIE:** Lindsey will tell you that her dad and I encourage involvement. Here are five reasons why we encourage it:*

- 1. It allows students to become connected to their school:** Colleges are full of resources, but the responsibility is on the student to seek them out. Being involved helps them to do that.
- 2. It helps them build community:** Since they're leaving their family and sometimes their friends behind, getting involved helps them discover new friends with similar interests.
- 3. It allows them to discover their passions and strengths:** These will follow them all through life. It allows them to discover what they don't like, too.
- 4. It's a résumé builder:** Freshman year is not too soon to begin thinking about positioning yourself for future employment.
- 5. Sometimes, busier kids do better in all areas:** This will vary a lot by the student, of course, but more free time does not always equal better grades. Being involved will require some organization and time management on the part of the student—and that's a good thing.

***LINDSEY:** Ever since the eighth grade, I've heard from teachers, counselors, and my parents about the importance of getting involved. My activities in high school helped me to meet like-minded people, made me more responsible, and earned me some great college scholarships as well.*

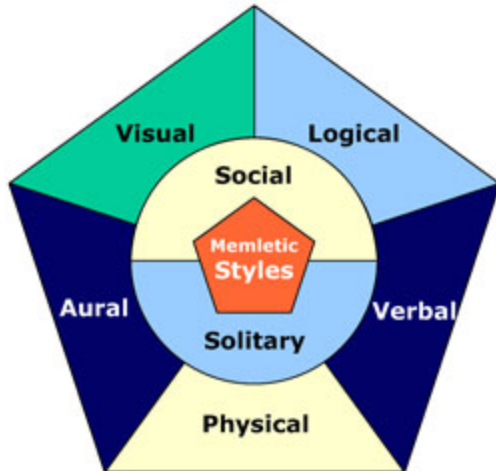
Finding activities that you're passionate about is just as important in college as it was in high school. Since starting college a year ago, I've become involved with my sorority, a campus tour organization called Student Ambassadors, and the campus television station. These have been some of my most rewarding experiences since coming to college and have allowed me to meet some amazing people.

Finding your niche on campus, however, can be much easier said than done. Here's what I've learned so far about some of the best ways to get involved:

- 1. Utilize your school's resources:** Whether it is housed in an office or online, most universities have some sort of involvement center that lists every campus organization and gives information on how to get involved. Some even offer quizzes to help determine which activities fit your areas of interest.
- 2. Try everything at least once:** You may not like every organization that you consider, so keep an open mind! Go outside of your comfort zone when looking for groups to join; oftentimes these are the most rewarding experiences. You may not think you'll enjoy the ballroom dance club or the engineering society, but one of the best things about college is having the opportunity to try new things.
- 3. Realize that being involved is an ongoing process:** Involvement on campus shouldn't be solely restricted to permanent positions or groups. Be on the lookout for temporary activities too, like service projects or campus event planning. Find out if there is an involvement or community service newsletter that you can subscribe to in order to stay up to date on the latest opportunities.

Retrieved from: <http://www.usnews.com/education/blogs/twice-the-college-advice/2011/09/13/5-reasons-for-getting-involved-in-college-and-how-to-go-about-it>

Overview of Learning Styles



Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

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Using multiple learning styles and multiple intelligences for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. A result is that we often label those who use these learning styles and techniques as 'bright'. Those who use less favored learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce the belief that one is "smart" or "dumb".

By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

The Seven Learning Styles

- **Visual (spatial)**: You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical)**: You prefer using sound and music.
- **Verbal (linguistic)**: You prefer using words, both in speech and writing.
- **Physical (kinesthetic)**: You prefer using your body, hands and sense of touch.
- **Logical (mathematical)**: You prefer using logic, reasoning and systems.
- **Social (interpersonal)**: You prefer to learn in groups or with other people.
- **Solitary (intrapersonal)**: You prefer to work alone and use self-study.

Why Learning Styles? Understand the basis of learning styles

Your learning styles have more influence than you may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. We explore more of these features in this chapter.

Research shows us that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style.

For example:

- **Visual:** The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation.
- **Aural:** The temporal lobes handle aural content. The right temporal lobe is especially important for music.
- **Verbal:** The temporal and frontal lobes, especially two specialized areas called Broca's and Wernicke's areas (in the left hemisphere of these two lobes).
- **Physical:** The cerebellum and the motor cortex (at the back of the frontal lobe) handle much of our physical movement.
- **Logical:** The parietal lobes, especially the left side, drive our logical thinking.
- **Social:** The frontal and temporal lobes handle much of our social activities. The limbic system (not shown apart from the hippocampus) also influences both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression.
- **Solitary:** The frontal and parietal lobes, and the limbic system, are also active with this style.

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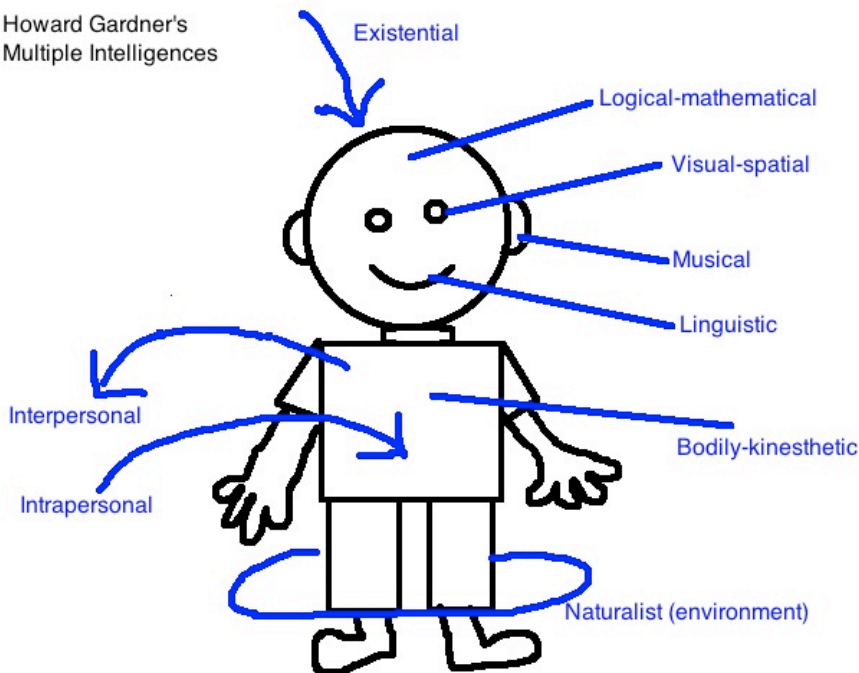
<http://www.learning-styles-online.com/overview/>



Multiple Intelligences

Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Howard Gardner's
Multiple Intelligences



Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat

lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means." The learning styles are as follows:

Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps,

daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Musical - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Interpersonal - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical -Mathematical - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

At first, it may seem impossible to teach to all learning styles. However, as we move into using a mix of media or multimedia, it becomes easier. As we understand learning styles, it becomes apparent why multimedia appeals to learners and why a mix of media is more effective. It satisfies the many types of learning preferences that one person may embody or that a class embodies. A review of the literature shows that a variety of decisions must be made when choosing media that is appropriate to learning style.

Visuals: Visual media help students acquire concrete concepts, such as object identification, spatial relationship, or motor skills where words alone are inefficient.

Printed words: There is disagreement about audio's superiority to print for affective objectives; several models do not recommend verbal sound if it is not part of the task to be learned.

Sound: A distinction is drawn between verbal sound and non-verbal sound such as music. Sound media are necessary to present a stimulus for recall or sound recognition. Audio narration is recommended for poor readers.

Motion: Models force decisions among still, limited movement, and full movement visuals. Motion is used to depict human performance so that learners can copy the movement. Several models assert that motion may be unnecessary and provides decision aid questions based upon objectives. Visual media which portray motion are best to show psychomotor or cognitive domain expectations by showing the skill as a model against which students can measure their performance.

Color: Decisions on color display are required if an object's color is relevant to what is being learned.

Realia: Realia are tangible, real objects which are not models and are useful to teach motor and cognitive skills involving unfamiliar objects. Realia are appropriate for use with individuals or groups and may be situation based. Realia may be used to present information realistically but it may be equally important that the presentation corresponds with the way learner's represent information internally.

Instructional Setting: Design should cover whether the materials are to be used in a home or instructional setting and consider the size what is to be learned. Print instruction should be delivered in an individualized mode which allows the learner to set the learning pace. The ability to provide corrective feedback for individual learners is important but any medium can provide corrective feedback by stating the correct answer to allow comparison of the two answers.

Learner Characteristics: Most models consider learner characteristics as media may be differentially effective for different learners. Although research has had limited success in identifying the media most suitable for types of learners several models are based on this method.

Reading ability: Pictures facilitate learning for poor readers who benefit more from speaking than from writing because they understand spoken words; self-directed good readers can control the pace; and print allows easier review.

Categories of Learning Outcomes: Categories ranged from three to eleven and most include some or all of Gagne's (1977) learning categories; intellectual skills, verbal information, motor skills, attitudes, and cognitive strategies. Several models suggest a procedure which categorizes learning outcomes, plans instructional events to teach objectives, identifies the type of stimuli to present events, and media capable of presenting the stimuli.

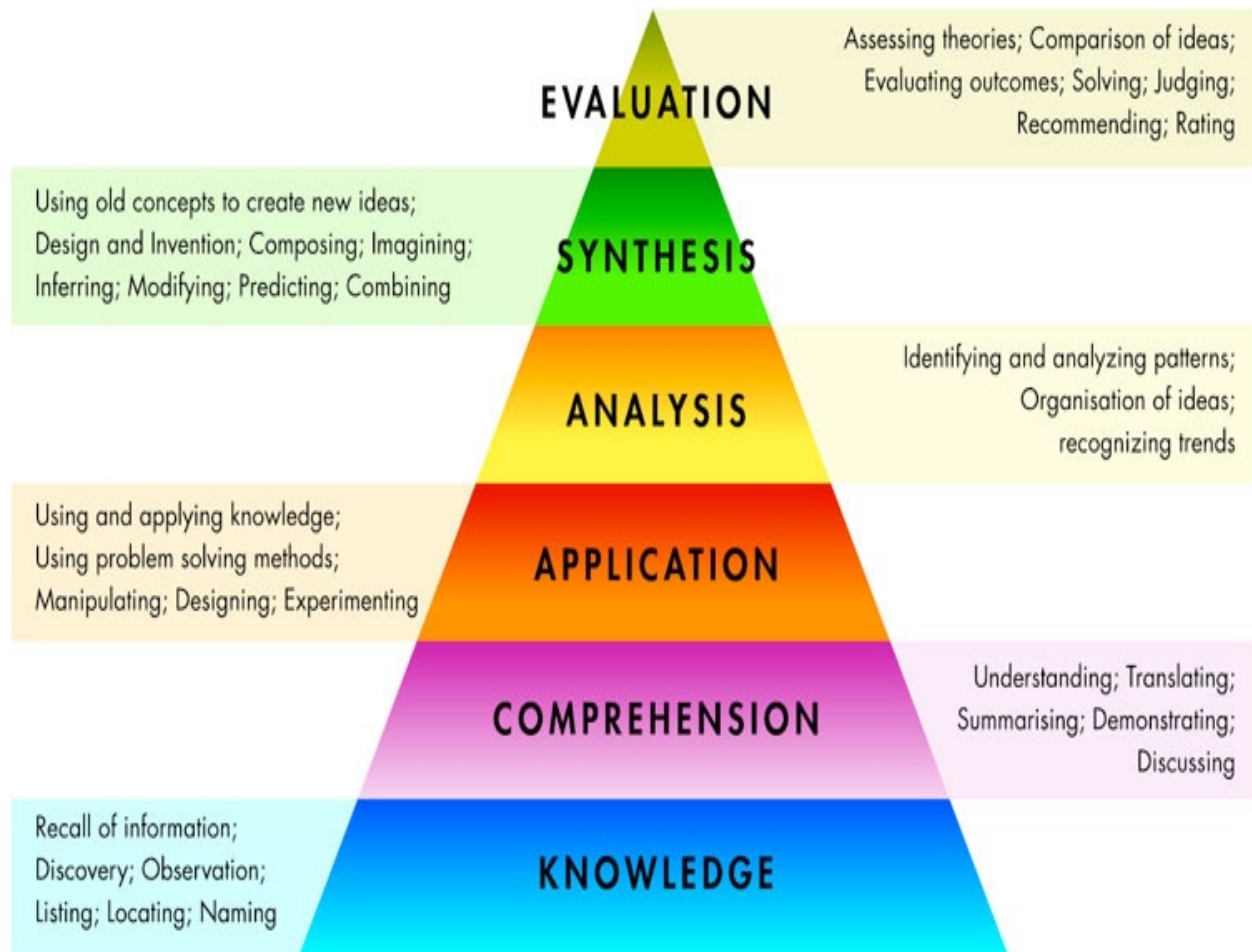
Events of Instruction: The external events which support internal learning processes are called events of instruction. The events of instruction are planned before selecting the media to present it.

Performance: Many models discuss eliciting performance where the student practices the task which sets the stage for reinforcement. Several models indicate that the elicited performance should be categorized by type; overt, covert, motor, verbal, constructed, and select. Media should be selected which is best able to elicit these responses and the response frequency. One model advocates a behavioral approach so that media is chosen to elicit responses for practice. To provide feedback about the student's response, an interactive medium might be chosen, but any medium can provide feedback. Learner characteristics such as error proneness and anxiety should influence media selection.

Testing which traditionally is accomplished through print, may be handled by electronic media. Media are better able to assess learners' visual skills than are print media and can be used to assess learner performance in realistic situations.

from "The Distance Learning Technology Resource Guide," by Carla Lane

BLOOMS TAXONOMY



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