

# FIRST YEAR EXPERIENCE

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Office Hours: MW: 3:30-5:00  
TR 12:30- 2:30 p.m.

IDS K105 (31684)  
Fall 2010  
MW 2:00 – 3:15 PM  
RM D107

## **PREREQUISITES**

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

## **COURSE DESCRIPTION**

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

## **COURSE OUTCOMES**

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

### **Understand, articulate, and apply the elements of reasoning**

- Formulate appropriate questions and hypotheses
- Recognize assumptions and formulate premises
- Analyze, synthesize and evaluate information
- Formulate logical conclusions

### **Demonstrate informational literacy**

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

### **Understand and apply the fundamentals of quantitative reasoning**

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

### **Demonstrate effective communication skills**

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

## **COURSE OBJECTIVES**

Information covered and assigned work is intended to increase the likelihood that this transition is successful and rewarding for the student. Emphasis is placed on interdisciplinary learning strategies, life management skills, active participation in the college community, classroom discussion/public speaking, and critical thinking skills necessary for any college student. Students should seek to achieve/learn the following objectives:

- A) Make a positive and productive transition to college life.

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

### **INSTRUCTIONAL MATERIALS**

- Thriving in the Community College & Beyond: Strategies for Academic Success & Personal Development* 2<sup>nd</sup> Edition. Dubuque, IA; Kendal Hunt Publishing, 2013
- ISBN: 9781465213143
- TRCC College Catalog
- TRCC Student Handbook
- Assigned Readings

### **PLAGIARISM**

Plagiarism is the unacknowledged use of another person's work or ideas in your writing. It is often known as copying word for word. However, even paraphrasing without acknowledgement or using the ideas of peers garnered from class discussion or study groups is considered plagiarism. Whether it is conscious or unconscious, plagiarism is a serious academic offense. Your writing for this course, and any other course at TRCC is expected to be original, the product of your own thinking.

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

### **DISABILITIES STATEMENT**

Students with disabilities are guaranteed reasonable accommodation under the provisions of the Americans with Disabilities Act of 1992. Disclosure of a disability must be voluntary. In instances where students have disabilities that are not discernible, valid and reliable documentation to verify eligibility for accommodation is required and must be submitted to the Student Development offices of Student Services. Please call 383-5217 for more information or to schedule a confidential meeting with one of our disability service providers.

### **EXPECTATIONS OF YOU**

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

## **EXPECTATIONS OF ME**

a. While I expect you to prepare on a daily basis, let me assure you that I will be there to help you. Please feel free to come and see me in my office. Even if you are not having any difficulty with the material, please come and see me. My door is always open.

b. I will make sure that you enjoy this learning experience as long as you read the material before class, attend class, participate, and work hard.

## **TECHNOLOGY STATEMENT**

The use of cell phones, laptops, texting instruments and/or any other technological device is not permitted. **Please do not answer or make a call during class time.** If you wish to use a laptop for note taking, please see me.

## **GRADING CRITERIA**

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

**Participation (15%)** - Students are expected to come to class prepared and actively participate in discussions each week.

**Chapter Questions (15%)** – At the beginning of each week you are required to turn in a list of three questions about the readings. This means you must complete the readings and submit the questions before we cover them in class. The questions must be about the topic. Ask questions to clear up any confusion you may have about the reading assignments or to expand on something you are especially interested in. The questions will be consolidated and used as the basis for in-class discussion during the class. The first questions are due Week 2. Students will also have questions to answer about the readings and will be submitted each week. Please make sure the assigned questions are separate from the discussion questions.

**Syllabus Test (5%)** - The syllabus test will be composed of the following: multiple choice, true-false, short answer, matching, and essay questions. If for any reason your absent from class on the day of a test, please contact me in advance to reschedule.

**Coping with College (10%)** – After reading about the difference between high school and college, write a 2 page reflective paper. Include in your essay: Why is going to or returning to college important for you? What is going to be your greatest challenge? How will you overcome it? How do you think college will change your roles, routines, and relationships? We all have a different sense of what the word support means. We can seek support from family, friends, relatives, religious institutions, neighbors, co-workers or even strangers. What are some of your supports?

**Group Project (15%)** - Choose a famous person of the group's choice (e.g. athlete, author, actor, actress, etc). Explore their background and qualities that have led to their success. Apply those qualities to how they may help you in the college setting and beyond. After your presentation, each of you will submit a 1 page reflective paper that covers what roles/responsibilities each person played and how do you think the group worked together.

**TRCC Function Paper (10%)** - Each student will participate in at least one TRCC sponsored event or function and write a reaction paper on it. **In advance, for approval**, the student must submit in writing the event/function that will be attended.

**Career Exploration Paper (20%)** – Write a resume and then bring it into the Writing Center for assistance with formatting/tips. Using your resume as a guide, write a 5-7 page paper that will analyze what skills, traits, college courses, and experience you should probably gain during your time in college in order to make yourself more marketable. Your resume does not count towards the 5-7 page requirement.

**Final Exam (10%)** - The cumulative final exam will be composed of the following: multiple choice, true-false, short answer, matching, and essay questions. Questions will cover all topics discussed in class and assigned readings. If for any reason your absent from class on the day of a test, please contact me in advance to reschedule.

### **COLLEGE WITHDRAWAL POLICY**

The deadline for students to withdraw from a class is May 10, 2010. Before withdrawing from any course please speak with me and be aware of the positive and negative consequences of that action.

Not attending class is not dropping or withdrawing from a class.

### **FYE SCHEDULE**

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

#### **Week 1 - Introductions**

Introduce Class/ Syllabus Overview

#### **Week 2 - Success**

How is College Different from High School  
How to Get Good Grades/ Blackboard Overview  
*TRCC Syllabus Test*

#### **Week 3 – Building Relationships**

Student Clubs and Activities  
Classmates, Study Groups, Tutors  
Professor, Advisors, Counselors

#### **Week 4 – Thinking**

Thinking Creatively  
Thinking Analytically  
Thinking Critically  
*Coping with College Paper Due*

#### **Week 5 – Managing Your Time and Reducing Stress**

Library Information Resource Tour  
Strategies to Reduce Stress; Time Management Survey

#### **Week 6 – Career Exploration and Creating a Study Plan**

Where to Begin/ Making Connections  
Resume and Cover Letter Strategies  
Aligning Career with Academic Goals

#### **Week 7 – Information Literacy and Research Writing**

Career Research Time, class held in computer lab  
Research Writing/Plagiarism  
Asking Dumb Questions/ Start Group Project

**Week 8 – Identifying Your Learning Style**

Take the MIS Survey

Using MIS to Enhance Studying and Learning

Take the LEAD Survey/ Compare and contrast to MIS

**Week 9 – Quantitative Learning and Reading Skills**

Math and Science in Your Life

Overcoming “Math Anxiety” and Quantitative Mastery Strategies

Reading Effectively and Increasing Your Reading Speed

**Week 10 – Goal Setting**

Randy Pausch Last Lecture

**Week 11 – Writing and Speaking**

Randy Pausch Last Lecture

Kinds of Writing in College and Expectations

Speaking/Short Presentations

**Week 12 – Managing Your Money**

Prioritizing Your Finances and Budgeting

Economic Benefits of College

*TRCC Function Paper Due*

Scholarships, Loans, and Protecting Your Credit

**Week 13 - Test Taking Skills**

Developing Successful Tactics

Test Taking Tips

Learning from Your Exam Performance/ Calculating Your GPA

**Week 14 – Empowering Your Memory**

Best Practices/ Knowing vs. Memorizing

*Career Exploration Paper Due*

Group Project Time

**Week 15 – Group Project Presentations**

Group 1

Group 2

**Final Exam Week**

*Final Exam*