

FIRST YEAR EXPERIENCE

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IDS K105
Spring 2014
WMF 10:00-10:50
RM D221

PREREQUISITES

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

COURSE DESCRIPTION

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

COURSE OUTCOMES

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

Understand, articulate, and apply the elements of reasoning

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

Demonstrate informational literacy

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

Understand and apply the fundamentals of quantitative reasoning

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

Demonstrate effective communication skills

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

COURSE OBJECTIVES

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

- A) Make a positive and productive transition to college life.
- B) Develop coping skills and behaviors to meet the challenges of college education.

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

INSTRUCTIONAL MATERIALS

-Cuseo, J., Thompson, A., McLaughling., & Moono, S. (2010). *Thriving in the Community College & Beyond*. Dubuque, IA: Kendall Hunt. 2nd Edition
ISBN: 978-1-4652-1314-3

PLAGIARISM

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

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

DISABILITIES STATEMENT

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

EXPECTATIONS OF YOU

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

EXPECTATIONS OF ME

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

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

STUDENT CONDUCT

(From the Student Handbook) Demonstrate respect for others by: refraining from conduct that constitutes a danger to the personal health or safety of one's self or other members of the College community and guests or licensees of the College, including intentionally causing or attempting to cause injury; refraining from conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair College-sponsored or College-authorized activities; and refraining from harassment, which is defined as conduct that is abusive or which substantially interferes with a person's pursuit of his or her customary or usual affairs.

TECHNOLOGY STATEMENT

Cell phones and beepers are allowed only if they are turned off or turned to silent mode in classrooms, academic support areas, and the Library. Under no circumstances are phones to be used in class. If there are extenuating circumstances, the student is to make specific arrangements with their instructor before the class begins. Texting is not allowed during class unless we are on a break.

GRADING CRITERIA

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

Participation (20%) - Students are expected to come to class prepared and actively participate in discussions and group work each week. The participation rubric will be handed out in class to further detail expectations.

Weekly Quizzes (10%) – At the beginning of each week you are required to complete an online open book quiz via BlackBoard. This means you must complete the readings before we cover the topic in class. Basic Blackboard training will be given in class.

In-Class Reflection Papers (10%) – At the end of each week we will spend some time reflecting on what was covered in and outside of class. The paper will be done in class and will be based on guided questions. While grammar and punctuation will be checked, the paper will be graded based upon content and treated as a rough draft.

Group Project (15%) – In groups of 4-5 you will make a presentation, video, or some other creative project about one of the topics that we covered in FYE this semester. In general, presentations need to be 15-20 minutes long. Video should be at least 10 minutes long. Be creative.

Education Plan (10%) - This assignment will help you map your coursework, design a realistic plan for accomplishing your coursework, and learn to work with your advisor to accomplish your goals. Details of the assignment will be passed out in class.

Career Exploration Paper (15%) – Write a resume. You may want to bring this to the Writing Center for assistance with formatting/tips. Using your resume as a guide, write a 4-5 page paper that will analyze

what skills, traits, college courses, and experience you should probably gain during your time in college in order to make yourself more marketable. Your resume and references are not included in the page requirement.

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

CANCELLATION OF CLASS DUE TO WEATHER OR OTHER REASONS

Sign up for My Commnet Alert!

You can also check the college's web site, phone message or local TV & radio stations. Don't get confused about announcements for the TRCC Middle College or Magnet School.

COLLEGE WITHDRAWAL POLICY

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

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

LATE ASSIGNMENTS

Acceptance of late homework/assignments is done on a case-by-case basis. The penalty assessed is based upon several criteria including: informing me ahead of time, how late, and the reason why the assignment is late. The best thing to do if you find yourself in this scenario is to let me know ahead of time and speak with me before or after class.

UNITS TO BE COVERED

1. Appropriate Online and In-class behavior
2. The Most Powerful Principles of Community College Success
3. Setting Goals Motivation, and Character
4. Time Management and Procrastination
5. Higher Level Thinking
6. Educational Planning and Career Exploration
7. Strategic Learning and Studying
8. Strategic Studying and Test Taking
9. Diversity
10. Social and Emotional Intelligence
11. Financial Literacy
12. Health & Wellness

FYE SCHEDULE

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

Week 1 - Introductions

1/24 – Introduce Class/ Syllabus Overview

Week 2 – Touching All the Bases – Read Chapter 1

1/27 – Why FYE/ Keys to Success

1/29 – How is College Different from High School/ College Expectations

1/31 – Blackboard Overview – hands on – classroom assignment to be announced

Week 3 – Goals and Motivation – Read Chapter 2

2/3– Identifying Motivation/ Intro to Randy Pausch

2/5 – Randy Pausch Last Lecture/ Applying Goals

2/7 – Continue Randy Pausch Last Lecture/ Applying Goals

Week 4 – Time Management – Read Chapter 3 and Complete Time Management Plan

2/10– Time Management

2/12 – Beating Procrastination

2/14 –Library Guest Speaker and Resources - Happy Valentine's Day

Week 5 – Building Relationships and Support Structures – Read TRCC Student Handbook

2/17– College open – Classes not in session

2/19 – Student Program Speaker/ Relationships with Classmates instructors

2/21 – Identifying Support Structures – Scavenger Hunt - TASC and Writing Center

Week 6 – Higher Level Thinking – Read Chapter 4

2/24 – Creative Thinking

2/26 – Critical Thinking

2/28 – Reading Critically/ Information Literacy

Week 7 – Career Exploration – Read Chapter 11

3/03 – Self awareness

3/05 – Career Research Process/ Networking/ Career Center Speaker

3/07 – Resume Strategies

Week 8 - Midterm Week – Study for Exam

3/10 – Midterm Exam

3/12 – Form Groups and begin projects Meet With Instructor

3/14 – Class time to work on Group Projects

Spring Break

3/17 – Classes Not in Session

3/19 – Classes Not In Session

3/21 – Classes Not In Session

Week 9– Educational Planning – Read Chapter 10

3/24 – Choosing a Major

3/26 – Transfer Counselor Speaker/ Planning Beyond Your Major

3/28– Learning Preferences and Educational Planning

Week 10 - Strategic Studying and Test Taking – Read Chapter 5

3/31 –Studying and Calculating Your GPA/ Educational Planning Assignment Due

4/02 –Test Taking Strategies/ Learning From Your Exam Performance

4/04 – Improving Your Memory

Week 11 — Communication – Complete Writing Center Plagiarism Tutorial and Prepare Speech

4/07– Types of Writing/ Writing Expectations

4/09– Effective Speeches Individual Short Presentations on Where you are With Your Career Exploration Paper

4/11 – Financial Aid Speaker

Week 12 — Financial Literacy - Read Chapter 7

4/14 – Personal Finances

4/16 – Scholarships/ Financing Your Education/

4/18 – Holiday – Good Friday – College closed Debt/ Protecting Your Credit

Week 13 — Diversity/ Social and Emotional Intelligence – Read Chapters 6 and 8

4/21 – Diversity

4/23– Social Intelligence

4/25 – Emotional Intelligence/ Career Exploration Paper Due

Week 14- Health and Wellness – Read Chapter 9

4/28 – Physical Wellness/ Reducing Stress

4/30 – FISH Philosophy

5/02 – Group Project Presentations

Week 15 – What Next? – Read Handouts

5/05 – Preparing for Your Next Semester & Revisiting Balance

5/07 – Group Presentations

5/09 – Group Presentations

Week 16 Wrap

5/12– Group Presentations

5/14 – Final Exam Review

5/16 – Class time to study

Final Week

5/19 Final Exam