

**IDS K105**  
**First Year Experience**  
**12340**

**Three Rivers Community College**  
**Spring 2014**

Monday, Wednesday, and Friday 1:00pm – 1:50pm  
Room D-224

Instructor: Jason M. Sheldon  
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Office Hours: Wednesday 3:30pm – 5:00pm  
Room D-205E

**Prerequisites**

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

**Course Description**

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 (TRCC) community. You can expect regular reading, writing, and research assignments along with classroom discussion as you investigate how to be successful in this environment.

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.

**Learning Goals**

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.

### **Learning 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:

- 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 what are the obstructions to 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.

### **Texts**

Cuseo, Joseph. *Thriving in the Community College & Beyond*. 2<sup>nd</sup> edition. 2013. Kendall Hunt. ISBN 9781465213143.

TRCC Student Handbook 2013-2014.

There may be additional readings assigned which will be announced and available on Blackboard.

## **Blackboard**

This course uses Blackboard which is accessible through your MyCommNet account. I will use Blackboard for general announcements. Additionally, you can find copies of the syllabus, all handouts, and all homework assignments on the site. Please check Blackboard before e-mailing me questions about the class.

## **Digication Portfolios**

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

More information, including tutorials, may be found at:

[http://www.trcc.commnet.edu/Div\\_IT/EducationalTechnology/Digication.shtml](http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/Digication.shtml)

## **Responsibilities**

- 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.
- 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.
- 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.

## **Attendance**

Your attendance is mandatory. I will allow for three absences, however, subsequent absences will drop your final grade by a full letter grade for each additional absence.

Be on time. Lateness will not be tolerated and will also negatively affect your final grade. If you are tardy more than three times your final grade will drop by a full letter grade for each additional tardy.

## **Student Conduct**

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**

Any student using a cell phone, laptop, or other portable device for a purpose not related to the class in progress will be asked to turn it off or leave the class.

## **Academic Dishonesty**

Any form of cheating or plagiarism will be reported to the Academic Dean and Student Services Dean and may result in the failure of an assignment or the entire course.

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 are considered plagiarism. Whether it is conscious or unconscious, plagiarism is a serious academic offense. Your writing for this course, and any other course, is expected to be original; the product of your own thinking.

## **Disabilities Statement**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disability Service Providers  
Counseling & Advising Office  
Room A-119

Contact Matt Liscum at (860) 215-9265 for physical, sensory, medical, and mental health disabilities.

Contact Chris Scarborough (860) 215-9289 for learning disabilities, ADD/ADHD, and autism spectrum.

## Method of Evaluation

*Participation/Discussion* – Students are expected to come to class prepared and actively participate in discussions and group work each week. A participation rubric will be handed out in class to further detail expectations. Participation in discussions and in-class work will compose 5% of your final grade.

*Weekly Quizzes* – There will be weekly quizzes on Blackboard covering material in the assigned readings and in-class. They will be available on Friday and must be completed no later than Wednesday by 5:00pm. The quizzes will be comprised of multiple choice, true/false, matching, and short answer questions. These quizzes will be timed and must be completed when started. There will be no make-ups allowed. Plan accordingly. I will drop your two lowest quiz grades. Weekly Quizzes will compose 10% of your final grade.

*Homework/Assignments* – You are expected to complete any assigned work. Homework assignments will compose 10% of your final grade.

*Reflection Papers* – At specific points in the semester we will spend some time reflecting on what was covered in and outside of class. These papers will be based on guided questions. These papers must conform to specific guidelines. Spelling, grammar, and punctuation will be checked. The papers will be graded on those factors as well as content. The Reflection Papers will compose 15% of your final grade.

*Personal Portfolio* – You will put together a PowerPoint presentation that will detail your goals and motivation for coming to college. The first draft will cover basic questions and the final draft will cover information learned during the semester. Details of this assignment will be distributed in class. The Personal Portfolio will compose 10% of your final grade (5% for the first draft and 5% for the final draft).

*Group Project* – In groups of 4-6 you will make a presentation giving advice to next year's entering students. The presentation will need to be 20 minutes long if given in class or 10 minutes long if you are making a video recording. Presentations must be accompanied by a handout the group designed. Be creative. I will give groups class time to meet at a location of their choosing. These are designated on the syllabus as "Group Meeting Day." The Group Project will compose 10% of your final grade.

*Education Plan* – This four part assignment will help you map your coursework, design a realistic plan for accomplishing your coursework, and learn to work with your advisor to accomplish your goals. Details of the assignment will be passed out in class. The Education Plan will compose 10% of your final grade.

*Career Exploration Paper* – Write a resume and then bring it into the Writing Center for assistance with formatting and tips for improvement. Using your resume as a guide, you will research a career using multiple sources and write a 4-6 page paper that will analyze what skills, traits, college courses, and experience you should gain during your time in college in order to make yourself more marketable. Your resume and references are not included in the 4-6 page requirement. The Career Exploration Paper will compose 15% of your final grade.

*Midterm and Final Exams* – The Midterm and 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 through assigned readings. There will be no make-ups for these exams. The Midterm and Final Exam will compose 15% of your final grade (7.5% each).

### **Grading**

A /94-100  
A-/90-93  
B+/89-90  
B / 84-88  
B-/80-83  
C+/78-79  
C/74-77  
C-/70-73  
D+/68-69  
D/64-67  
D-/60-63  
F/Below 60

### **Cancellation of Class**

If the college is closed due to inclement weather, or for any other reason, you can find out by going to the TRCC webpage at <http://www.trcc.commnet.edu> or calling the main phone number to the college, 860-886-0177. If I need to cancel class for other reasons, I will inform you via e-mail and on Blackboard. Be sure to have accurate contact information in MyCommNet.

### **MyCommNet Alert**

MyCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. Please visit this link for more details: [http://www.trcc.commnet.edu/Div\\_IT/EducationalTechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/Tutorials/myCommNetAlert/MIR3.html)

### **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.

## **Submitting Work**

All assignments are due by the beginning of class. Please leave them on the corner of my desk BEFORE the start of class. In the event an assignment is late, your grade will be reduced by two full letter grades. No assignments will be accepted that are turned in more than two days after their due date. For example, if an assignment is due Monday and would have received a 'B' then I will still accept it on Wednesday, but it will receive a 'D.' If an assignment is due on a Friday, I will accept it on the following Monday and it will be penalized following this criteria.

If you find yourself in a situation where you anticipate that an assignment will be late then you need to inform me at least 3 days prior to the due date, explain the reasons why, and when you plan to hand the assignment in. The decision to allow extensions is done on a case-by-case basis. Simply telling me will not guarantee that I will accept your work late or not penalize it.

All assignments that are done outside of class are expected to be typed, printed, and stapled. Your grade will be reduced by a full letter grade for each transgression committed. Repeated offenses may result in failure of an assignment.

I will not accept work sent via e-mail; only hard copies of assignments will be accepted. There may be times when I require an electronic and a hard copy to be submitted.

Microsoft Office 365, which includes helpful programs such as Word, Excel, and PowerPoint is available free to all students.

For more information on Microsoft Office 365:

[http://www.trcc.commnet.edu/Div\\_StudentServices/admissions/Student\\_email.shtml](http://www.trcc.commnet.edu/Div_StudentServices/admissions/Student_email.shtml)

## **Communication**

For this course you will need to use your TRCC student e-mail account. I will not read or respond to e-mails sent from your personal e-mail accounts. All my communications and announcements regarding the course will be sent to your TRCC student e-mail accounts and posted on Blackboard.

For more information on student e-mail accounts:

[http://www.trcc.commnet.edu/Div\\_StudentServices/admissions/Student\\_email.shtml](http://www.trcc.commnet.edu/Div_StudentServices/admissions/Student_email.shtml)

## **Nota Bene**

I understand other obligations (work, family, etc.) may infringe upon your ability to be present in class and to turn in assignments on time. Please contact me in advance if you anticipate problems or issues with your responsibilities (homework, tests, projects, attendance, etc.) for this course.

## **Schedule**

This schedule is tentative. The readings, assignments, and test dates are subject to change. Any amendments will be announced in class and posted on Blackboard.

### WEEK 1

#### **1/24 – Introduction to First Year Experience / Class Overview**

READING: None

TOPIC: Syllabus / MyCommNet / Student E-Mail / Blackboard / Digication

### WEEK 2

#### **1/27 – Transitioning from High School to College**

READING: None

TOPIC: How is College Different from High School?

#### **1/29 – The Game Plan**

READING: Introduction & Chapter 1

TOPIC: College Expectations / Language Registers / Netiquette

#### **1/31 – The Game Plan, continued / Resources for Research & Citations**

READING: Review Chapter 1 / Handouts / Links

TOPIC: Plagiarism / Proper Research Techniques / Citing Sources

### WEEK 2

+Guest Speaker: Student Programs

+Guest Speaker: TASC Center

+Guest Speaker: Library Resources

#### **2/3 – Touching All the Bases**

READING: Chapter 2 & TRCC Handbook

TOPIC: Active Involvement

#### **2/5 – Touching All the Bases, continued**

READING: Review Chapter 2 & TRCC Handbook

TOPIC: College Resources – Building Relationships / Support Structures



**2/7 – Touching All the Bases, continued**

READING: Review Chapter 2 & TRCC Handbook

TOPIC: Interpersonal Interaction / Personal Reflection

WEEK 3

**2/10 – Goals, Motivation, and Character**

READING: Chapter 3

TOPIC: Identifying Motivation / Applying Goals / Screening – *Randy Pausch: Last Lecture – Achieving Your Childhood Dreams*

**2/12 – Goals, Motivation, and Character, continued**

READING: Review Chapter 3

TOPIC: Screening – *Randy Pausch's Last Lecture – Achieving Your Childhood Dreams*, continued

**2/14 – Goals, Motivation, and Character, continued**

READING: Review Chapter 3

TOPIC: Screening – *Randy Pausch's Last Lecture – Achieving Your Childhood Dreams*, continued / Discussion

WEEK 4

**2/17 – No Class (President's Day)**

**2/19 – Time Management**

READING: Chapter 4

TOPIC: Time Management Plans

**2/21 – Preventing Procrastination**

READING: Review Chapter 4

TOPIC: Dealing with Procrastination

WEEK 5

\*First Draft of Personal Portfolio Due on 2/28\*

**2/24 – Higher-Level Thinking**

READING: Chapter 5

TOPIC: Thinking and Reasoning / Creative Thinking / Critical Thinking

**2/26 – Writing and Research in College**

READING: <http://writingcommons.org/open-text>

TOPIC: Writing and Researching in College

**2/28 – Education Planning**

READING: Chapter 12

TOPIC: Choosing a Major / Learning Preferences

\*First Draft of Personal Portfolio Due\*

WEEK 6

+Guest Speaker: Transfer Counselor

+Guest Speaker: Career Center

**3/3 – Educational Planning**

READING: Review Chapter 12

TOPIC: Planning Beyond Your Major

**3/5 – Career Exploration and Development**

READING: Review Chapter 12

TOPIC: Career Research Process

**3/7 – Career Exploration and Development**

READING: Review Chapter 12

TOPIC: Networking / Resume Strategies

WEEK 7

**3/10 – Review: Midterm**

**3/12 – Midterm, Part I**

**3/14 – Midterm, Part II**

WEEK 8

**3/17 – No Class (Spring Break)**

**3/19 – No Class (Spring Break)**

**3/21 – No Class (Spring Break)**

WEEK 9

**3/24 – Strategic Learning and Studying**

READING: Chapter 6

TOPIC: Lecture, Reading, and Study Strategies

**3/26 – Test-Taking Skills and Strategies**

READING: Chapter 7

TOPIC: Handling Specific Types of Tests and Test Questions / Post-Test Strategies

**3/28 – Group Meeting Day**

WEEK 10

**3/31 – Diversity / Social and Emotional Intelligence**

READING: Chapters 8 & 10

TOPIC: Diversity and the College Experience / Communication and Conflict / *ENTRE LES MURS* [THE CLASS] (France, 2008), Dir. Laurent Cantet, 128 min.

**4/2 – Diversity / Social and Emotional Intelligence**

READING: Links / Review Chapters 8 & 10

TOPIC: Screening – *ENTRE LES MURS* [THE CLASS] (France, 2008), Dir. Laurent Cantet, 128 min.

**4/4 – Diversity / Social and Emotional Intelligence**

READING: Review Chapters 8 & 10

TOPIC: Screening – *ENTRE LES MURS* [THE CLASS] (France, 2008), Dir. Laurent Cantet, 128 min.

WEEK 11

**4/7 – Diversity / Social and Emotional Intelligence, continued**

READING: Review Chapters 8 & 10 and Handouts

TOPIC: Screening – *ENTRE LES MURS* [THE CLASS] (France, 2008), Dir. Laurent Cantet,

128 min.

**4/9 – Diversity / Social and Emotional Intelligence, continued**

READING: Review Chapters 8 & 10 and Handouts

TOPIC: Screening – *ENTRE LES MURS* [THE CLASS] (France, 2008), Dir. Laurent Cantet, 128 min.

**4/11 – Diversity / Social and Emotional Intelligence, continued**

READING: Review Chapters 8 & 10 and Handouts

TOPIC: Discussion of *ENTRE LES MURS* [THE CLASS] (France, 2008), Dir. Laurent Cantet

WEEK 12

\*Career Exploration Paper Due on 4/16\*

**4/14 – Financial Literacy**

READING: Chapter 9

TOPIC: Personal Finances / Educational Finances

**4/16 – Financial Literacy, continued**

READING: Review Chapter 9

TOPIC: Saving and Planning

\*Career Exploration Paper Due\*

**4/18 – No Class (Spring Recess)**

WEEK 13

\*Final Draft of Personal Portfolio Due on 4/23\*

**4/21 – Health and Wellness**

READING: Chapter 11 & Handouts

TOPIC: Wellness / Nutrition

**4/23 – Health and Wellness**

READING: Review Chapter 11

TOPIC: Exercise and Fitness

\*Final Draft of Personal Portfolio Due\*

**4/25 – Group Meeting Day**

WEEK 14

**4/28 – Group Project Presentations**

**4/30 – Group Project Presentations**

**5/2 – Group Project Presentations**

WEEK 15

\*Education Plan Due on 5/5\*

**5/5 – Review: Final Exam**

\*Education Plan Due\*

**5/7 – Final Exam, Part I**

**5/9 – Final Exam, Part II**