

FIRST YEAR EXPERIENCE

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IDS K105
Spring 2010
M, W, F 9AM – 9:50 AM
RM E221

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 and 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) The development of proactive coping skills and behavior.

- C) Understanding and improving the teaching/learning process.
- D) Development of 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) To 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) Participation in activities/community functions on the Three Rivers Community College (TRCC) campus.

INSTRUCTIONAL MATERIALS

-*Cornerstone: Discovering Your Potential, Learning Actively, and Living Well*. 5th Edition. New York, NY: Prentice Hall, 2008.

ISBN: 10: 0-13-242811-3

-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 can 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. FYE is such an interesting subject. 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.

Readings (10%) – Weekly reading assignments will be completed each week. Students will have questions to go along with the readings and will be submitted each week.

Syllabus Test and Final Exam (20%) - During the semester there will be one (1) syllabus test and one (1) cumulative final exam (10% each) all scheduled in advance. The syllabus test and final exam 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.

COLLEGE WITHDRAWAL POLICY

The deadline for students to withdraw from a class is December 9, 2009. 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.

Final Grades will be posted by May 19, 2010.

FYE SCHEDULE

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

Week 1 - Introductions

1/22 – Introduce Class/ Syllabus Overview

Week 2 - Success

1/25 – How is College Different from High School/ Blackboard Overview

1/27 – How to Get Good Grades

1/29 – *TRCC Syllabus Test*

Week 3 – Building Relationships

2/1 – Student Clubs and Activities; Blackboard Overview

2/3 – Classmates, Study Groups, Tutors

2/5 – Professor, Advisors, Counselors

Week 4 – Thinking

2/8 – Thinking Creatively

2/10 – Thinking Analytically

2/12 – Thinking Critically

Coping with College Paper Due

Week 5 – Managing Your Time and Reducing Stress

2/15 – *President's Day *No Class**

2/17 – Library Information Resource Tour

2/19 – Strategies to Reduce Stress; Time Management Survey

Week 6 – Career Exploration and Creating a Study Plan

2/22 – Where to Begin/ Making Connections

2/24 – Resume and Cover Letter Strategies

2/26 – Aligning Career with Academic Goals

Week 7 – Information Literacy and Research Writing

3/1 – Career Research Time

3/3 – Research Writing

3/5 – Asking Dumb Questions/ Start Group Project

No Classes the week of March 7-13. ENJOY YOUR SPRING BREAK!

Week 8 – Identifying Your Learning Style

3/15 – Take the MIS Survey

3/17 – Using MIS to Enhance Studying and Learning

3/19 – Take the LEAD Survey/ Compare and contrast to MIS

Week 9 – Quantitative Learning and Reading Skills

3/22 – Math and Science in Your Life

3/24 – Overcoming “Math Anxiety” and Quantitative Mastery Strategies

3/26 – Reading Effectively and Increasing Your Reading Speed

Week 10 – Goal Setting

3/29 – No Class

3/31 – Randy Pausch Last Lecture

4/2 – *Spring Recess *No Class**

Week 11 – Writing and Speaking

4/5 – Randy Pausch Last Lecture

4/7 – Kinds of Writing in College and Expectations

4/9 – Speaking/Short Presentations

Week 12 – Managing Your Money

4/12 – Prioritizing Your Finances and Budgeting

4/14 – Economic Benefits of College

TRCC Function Paper Due

4/16 – Scholarships, Loans, and Protecting Your Credit

Week 13 - Test Taking Skills

4/19 – Developing Successful Tactics

4/21 – Test Taking Tips

4/23 – Learning from Your Exam Performance/ Calculating Your GPA

Week 14 – Empowering Your Memory

4/26 – Best Practices/ Knowing vs. Memorizing

Career Exploration Paper Due

4/28 – Thanksgiving Break (No Class)

4/30 – Thanksgiving Break (No Class)

Week 15 – Group Project Presentations

5/3 – Last Minute Group Preparation

5/5– Group 1

5/7 – Group 2

Final Exam Week

5/10 – Final Exam Review

5/12 – *Final Exam*