

10441

IDS K105: First Year Experience

Tuesday/Thursday 2:00 -3:20

Room 301

Professor Tricia Sauter

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(860) 892-5739

Office Hours:

Instructional Materials

Required: Nosich, Gerald M., (2005) **Learning to Think Things Through**

Required: A three ring binder.

Required: Student ID card –

Required: Three Rivers CC Catalog and Student Handbook (Student Development

Office)

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 understanding the process of learning, 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 environment.

Course Objectives

Students should seek to achieve the following objectives:

Achieve understanding of the learning process

Students will be asked to identify their learning styles and participate in an online personality inventory. They will study the physiology of the brain and be able to explain how the learning process occurs. Students will be exposed to learning differences, identify their own personal academic strengths and weaknesses. They will explore ways in which to compensate for their weaknesses. This learning will occur through lecture, completion of homework assignments, and text reading.

Evaluation of learning will occur in written work, submission of college level writing on the topic and portfolio development.

Achieve understanding of the role of teachers and learners involved in the learning process.

Through out the semester students will be reminded of their responsibility in the learning process. Initial review of the roles of the teacher and the student will take place in class lecture and discussion.

Evaluation of learning will take place through student demonstration of attendance, submission of assignments, documented meeting and completion of worksheet with academic advisor, participation in college function.

Learn and practice skills that enhance studying, coping, planning, and critical thinking.

Through out the semester students will be provided the opportunity to learn and practice the aforementioned skills. Through lecture, speakers, text and additional reading students will be exposed to methods which will develop and enhance these skills.

Evaluation will be completed through testing and demonstrated completion of work completed on time and at the college level. Critical thinking will be measured in writing assignments, class debates and worksheet completion.

Practice writing, reading and speaking in an academic setting

Weekly reading/writing assignments as well as oral presentations and group activities will serve to provide practice.

College level reading/writing and presentation skill will be evaluated through tests, portfolio development and oral presentations.

Identify and use the resources of the institution such as the library, the student services area, the computer labs, writing lab and tutoring center.

Students will be required to access the library for research, student services to complete the student services worksheet and they will be encouraged to be familiar with the computer availability at the college

Students will demonstrate success in this objective by providing documentation which proves their exposure and use of the Library, writing lab and tutoring center. Completion of the Student Services worksheet will demonstrate proof of exposure to that resource.

Engage in discussions of tolerance and acceptance of diverse communities as reflected in the microcosm of the Three Rivers' community.

This objective will be integrated across all learning and hold the highest priority and closest degree of scrutiny as students learn to engage in academic dialogues. Students will practice self advocacy, expression of ideas and beliefs in a manner which promotes mutual respect and courtesy. Students will be taught through lecture and role plays, how to self advocate, ask questions and engage respectfully with faculty, staff and peers.

Role-play will be analyzed and critiqued by teacher and peers.

Develop academic goals and identify/problem solve the factors of life that obstruct the attainment of these goals.

Students will be asked to identify their goals and learn to map out pathways to achieving these goals.

A written assignment is designed to facilitate and measure this process. It will be evaluated using the standards delineated in the text and for college level writing.

Develop a support network

Through lecture on learning processes and brain physiology students will be exposed to the value of developing support networks and their usefulness during the college experience.

Student will be placed in teams and groups with structured assignments that measure their participation and evaluate their contribution to the learning of the team member or the group.

COURSE OUTLINE

Tuesday/Thursday

- 1/24 meet/greet/review of syllabus
1/29 Essay
1/31 who am I as a learner
2/5 Brain Project
2/7 Brain Project
2/12 Brain Project
2/14 **Quiz #1 Brain Project/Character Traits** submit portfolio
2/19 why think critically?
2/21 How to think critically
2/26 Meet in LRC
2/28 **Quiz #2 Chapter 1** In-Class Outline LRC article
3/4 Reading for Writing
3/6 Reading and Writing
3/11 The elements of reasoning
3/13 **QUIZ #3 Chapter 2**
3/25 Academic Strategic Plan...What is my Goal?
3/27 Develop planning Instrument
4/1 Pick topic for Oral Presentation/Discuss Oral Presentation
4/3 **Quiz #4 Chapter 4** then LRC for research.
4/8 Meet in class for questions/clarity....LRC research
4/10 Time Management Discussion
4/15 Review of Goal Strategic Planning Document BE SURE TO BRING IT TO CLASS
4/17 Oral Presentation
4/22 Oral Presentations
4/24 Oral Presentations
4/29 Time Management Check up BE SURE TO BRING IT TO CLASS
5/1 In-class reading/outlining
5/6 In-class writing essay

5/13 Submit portfolios. Portfolio must be complete: Be sure it includes a GRADING SHEET, as well as all completed course work.

Handout directions for accessing informational instruments

Bring Keirse/learning style inventory to class

READ pp. 38, 77, 127, 201 (Character Traits)

Essay #1 Due....Topic: The Character Trait I possess most strongly...

READ Chapter 1

CHAPTER OUTLINE DUE

Locate article: DIVERSITY

READ Chapter 2

CHAPTER OUTLINE DUE

Essay #2 Due....Topic: Journal Article (in full or part)

READ Chapter 4

CHAPTER OUTLINE DUE

Essay#3 Due....Topic: Assess your Time Management

Goal Statement Due

Time Management Packet Due

Evaluation Criteria

The First Year Experience course demands **active** involvement in learning experiences accompanied by reading and writing activities that promote those experiences. The nature of its content requires critical thinking skills to be learned, developed, and applied. Therefore the following criteria will be considered in evaluating your performance:

- a. Essay writing
- b. Four examinations
- c. Chapter Outlines
- d. Goal Statement and Strategic Plan
- e. portfolio development
- f. Time Management Packet

Explanation of Criteria

b. Writing assignments and other assignments

Writing assignments are designed to provide opportunities for exploration of ideas or for confirmation of understanding. It is to your benefit to complete all assignments. No late assignments will be accepted.

Writing Help from the Tutoring Center

Live and electronic assistance are available through the Writing Center. While the Center closes at 5:00 daily, students can get help from the Center after hours by sending their draft papers either as MS Word attachments or by cutting and pasting them into regular e-mails and submitting to:

TRWritingCenter@trcc.commnet.edu

Students should type "WC draft submission" in the topic line and include name, Banner ID number, a description of the assignment, and specific concerns about the paper. A tutor will respond usually within 24 hours!

Also, Jon Brammer, Writing Center Coordinator, can be reached at **860-892-5769** or **Jbrammer@trcc.commnet.edu**

c. FOUR examinations

One exam will be composed of multiple choice, short answers, true false, and essay questions. The others may be in a different format. They are designed to monitor students' progress and understanding of the underlying principles of college success. **They are also intended to be opportunities for practice in test taking.** Exams cannot be made up unless arrangements have been made with the instructor prior to the time of the exam.

d. **Three Chapter Outlines:**

Chapter outlines provide opportunities for the instructor to know that students are reading their text. Additionally it gives students the chance to appreciate the value and practice this essential skill. Outlining is effective for reading, writing and test taking.

e. **Goal Statement and Strategic Plan:** To be discussed in class

f. **Time Management Packet:** To be discussed in class

g. **Portfolio**

Students should plan to keep all materials and assignments in a three-ring binder. Organization and specific requirements will be discussed in class.

Grade Computation

The following is a general breakdown of the final grade:

Essays	30%
Quizzes	30%
Outlines	10%
Portfolio/Goal Statement/TMP	30%

Students may earn the following grades:

A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Numerical Components

A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Classroom and Institutional Policies.

Disabilities Statement

If you have a hidden or visible disability, which may require classroom or test-taking modification, please see your instructor as soon as possible. If you have not already done so, please be sure to notify Chris Scarborough, Learning Disabilities Specialist (892-5791).

Attendance Policy

Students are urged to attend all classes and to participate in class discussions. Attendance is taken at the beginning of each class. You are expected to be prompt.

College Withdrawal Policy

Students may withdraw from a class, in writing at the Registrar's Office, for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor. Check the college catalog for specific dates. Formal withdrawal eliminates receiving an F for the course.

Plagiarism

Plagiarism is the unacknowledged use of another person's works or ideas in your writing. It is often known as copying word for word. However, even paraphrasing without acknowledgement or using the ideas of your 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, the product of your own thinking. A student who is determined to have plagiarized will receive an F on the assignment and may fail the course.

Cell Phone Policy

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

*** Students should be advised that anyone who disrupts the learning process of others, or exhibits behaviors that violate college policy, the rules of common courtesy or age appropriate behavior may be asked to leave the classroom. Students who are asked to leave will only be allowed back into the classroom after a conference which will include the instructor, and may include a third person including but not limited to the Dean of Students/Instruction, security or another faculty or staff member.

