

IDS K105
First Year Experience
12019

Three Rivers Community College
Spring 2013

Tuesdays and Thursdays 11:00am – 12:15pm
Room D211

Instructor: Jason Sheldon
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Office Hours: Thursdays 4:00pm – 5:00pm (Room D205) and by appointment

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*. 2010. Kendall Hunt. ISBN 9780757572838.

TRCC Student Handbook 2012-2013.

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

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) 383-5240 for physical, sensory, medical, and mental health disabilities.

Contact Chris Scarborough (860) 892-5751 for learning disabilities, ADD/ADHD, and autism spectrum.

Attendance

Your attendance is mandatory. Be on time. I will allow for two absences, however, subsequent absences will drop your final grade. Additionally, lateness will not be tolerated and will also negatively affect your final grade.

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.
- All assignments that are done outside of class are expected to be typed, printed, and stapled. I will not accept work sent via e-mail; only hard copies of assignments will be accepted. Work that does not meet this criteria will not be graded and you will not receive credit on the assignment.

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 is 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.

Method of Evaluation

Participation/ Discussion – 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. Participation in discussions 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. These papers will compose 15% of your final grade.

Syllabus Test – 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. This will compose 5% of your final grade.

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 Portfolio will compose 10% of your final grade.

Group Project – In groups of 4-5 you will make a presentation giving advice to next year's entering students. A presentation will need to be 20 minutes long and accompanied by a handout the group created. Be creative. 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, 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 and references are not included in the 5-7 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 assigned readings. If, for any reason, you are absent from class on the day of a test, please contact me in advance to reschedule. 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, 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 by email and on Blackboard. Be sure to have accurate contact information in Banner.

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

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 Work

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. In some cases, late work may not be accepted. 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.

N.B.

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 these responsibilities (homework, tests, projects, attendance, etc.).

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.

1/24 – Class Overview; Introduction to First Year Experience

READING: None

TOPIC: Syllabus / Using Blackboard

1/29 – Touching All the Bases

READING: Chapter 1

TOPIC: How is College Different from High School / College Expectations

1/31 – Touching All the Bases, continued

Syllabus Test

READING: Review Chapter 1

TOPIC: Why First Year Experience? / Keys to Community College Success / Language Registers

2/5 – Time Management

READING: Chapter 3

TOPIC: Time Management and Beating Procrastination

2/7 – No Class (Professional Day)

2/12 – Goals and Motivation

READING: Chapter 2

TOPIC: Screening – *Randy Pausch: Last Lecture* / Identifying Motivation

2/14 – Goals and Motivation

READING: Review Chapter 2

TOPIC: Screening – *Randy Pausch: Last Lecture*, continued / Applying Goals

2/19 – College Resources

READING: None

TOPIC: Building Relationships / Support Structures
Guest Speaker – Student Programs / Suicide Prevention

2/21 – College Resources

READING: TRCC Handbook

TOPIC: Building Relationships / Support Structures
Guest Speaker – TASC Center

2/26 – Higher Level Thinking

READING: Chapter 4

TOPIC: Creative Thinking / Critical Thinking / Information Literacy
Guest Speaker – Library Resources

2/28 – Research and Writing

First Draft of Portfolio Due

READING: Handouts

TOPIC: Writing and Researching in College

3/5 – Career Exploration

READING: Chapter 11

TOPIC: Career Research Process

Guest Speaker – Career Center

3/7 – Career Exploration

READING: None

TOPIC: Networking / Resume Strategies

3/12 – Review – Midterm Exam

3/14 – Midterm Exam

3/19 – No Class (Spring Break)

3/21 – No Class (Spring Break)

3/26 – Educational Planning

READING: Chapter 10

TOPIC: Choosing a Major / Learning Preferences

Guest Speaker – Transfer Counselor

3/28 – Educational Planning

READING: Review Chapter 10

TOPIC: Planning Beyond Your Major

4/2 – Strategic Studying and Test Taking

READING: Chapter 5

TOPIC: Test Taking Strategies / Learning from Your Exam Performance / Improving Memory

4/4 – Strategic Studying and Test Taking

READING: Chapter 5

TOPIC: Calculating Your G.P.A.

4/9 – Financial Literacy

READING: Chapter 7

TOPIC: Personal Finances

4/11 – Financial Literacy

READING: Chapter 7

TOPIC: Educational Finances

4/16 – Diversity

READING: Chapter 6

TOPIC: Screening – *Entre les murs* [The Class] (France, 2008), Dir. Laurent Cantet

4/18 – Social and Emotional Intelligence

Career Exploration Paper Due

READING: Chapter 8

TOPIC: Screening – *Entre les murs* [The Class] (France, 2008), Dir. Laurent Cantet, continued

4/23 – Health and Wellness

READING: Chapter 9

TOPIC: Wellness

4/25 – Health and Wellness

Educational Plan Due

READING: Review Chapter 9

TOPIC: Nutrition / Exercise

4/30 – Group Project Presentations

5/2 – Group Project Presentations

Final Draft of Portfolio Due

5/7 – Review – Final Exam

5/9 – Final Exam