

First Year Experience

Three River Community College

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IDS K105 First Year Experience
Spring, 2011
Friday: 2:00 – 4:45 PM
Room D 212

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 and successful 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 for you. 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

- Cornerstone, Creating Success through Positive Change. 6th Edition New York, NY: Pearson Education Inc, 2011.
ISBN: 13: 978-0-137-0444804-5
- *TRCC Student Handbook and Catalog
- *Three ring binder; dividers are recommended
- Time management tools of your choosing, pocket folders, note cards, highlighters, post it notes, etc

****Required***

PLAGARISM

Plagiarism is the unacknowledged use of another person's work or ideas in your writing. It is often known as copying word of word. However, even paraphrasing without the acknowledgement of 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 plagiarizes will receive a grade of **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 accommodations 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 accommodations is required and must be submitted to the Student Development offices of Student Services. Please call 860-383-5217 for more information or to schedule a confidential meeting with one of our disability service providers.

PHONES AND BEEPERS

Please note: 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/text messages to be accessed or answered during class. Failure to comply may compromise your class success. If it is observed that you are receiving or sending text messages during the class you may be asked to leave the class and get a zero for that class. To make things easier for everyone, backpacks and purses should be kept on the chair next to you or the floor.

When there are extenuation circumstances that may require a student to be available by phone or beeper, the student should speak to the instructor **PRIOR** to the beginning of the class, so together they can determine how the situation can be addressed to meet the needs of the class and the individual.

EXPECTATIONS OF YOU

1. Class ***attendance and participation*** is critical. Missing class will certainly affect your ability to learn and it will certainly adversely affect your grade. By contrast, ***attending and participating in all classes will enhance your learning experience*** and almost certainly improve your grade. This is a three credit course that meets once a week, therefore ***more than one class absence*** may compromise your final grade. Be aware of your responsibility to attend class.
2. 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 selection read ***before*** that class.
3. This class will consist of lectures, small group work, discussion, oral presentations and personal reflection/writing. Let me assure you that this course is designed for you, the student. Therefore, if you have any questions about the materials please feel free to ask/see me immediately.

Expectations of Me

1. 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 contact me and set up an appointment to meet at any time. Even if you are not having difficulty with the class/material, and you just want to discuss something, don't hesitate. My goal is to assist you/direct you and help you reach your goals. **In fact, each student must sign up for a before or after class meeting with me for a brief introduction within the first month of class. This is your responsibility and will be noted as part of class participation.**
2. FYE is such an interesting subject. It will be different every class with common themes or threads running through the semester. I will work diligently to make it interesting, relevant, and meaningful for you. Participation will enhance your learning experience; read the material as assigned, attend class, participate, work hard, and above all, enjoy the experience!

GRADING CRITERIA

This course demands active involvement in learning experiences accompanied by reading, writing, and speaking activities that capture those experiences. The nature of the course 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 each week and actively participate in discussions each week. Student journal entries are part of the grade for participation as it reflection. These will be done via email. An organized comprehensive notebook that includes handouts and weekly assignments and writings from class and beyond is expected. Your ability to organize and manage materials is important and notebooks will be reviewed the last week of class or during the final exam.

Readings and Chapter Questions (15%): At the beginning of each week you are required to turn in a list of three questions about the reading and complete chapter questions which must be turned in at the beginning of each class. In addition to the chapter questions I create, you must develop three questions on the homework sheet for discussion about the reading. This means you must complete the readings and submit these questions before we cover them in class. The questions you write must be about the topic. Ask questions to clear up any confusion you may have about the reading assignments or to expand on something you are especially interested in. The questions will be consolidated and used as the basis for in-class discussion during the class. The first chapter review and your questions are due Week 2.

One Minute Reflection Papers (5%) – At the beginning, middle, and/or end of each class 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. Complete sentences are necessary and your best work is expected.

Syllabus Test (5%) - 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.

Mid Term Exam: (10%) The mid term exam will be an opportunity for students to review what they have read and learned through class participation, readings, and guest speakers.

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 and how to work around obstacles that might prevent your success?

Peer/Partner Project: (10%) - Choose a famous person of your 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 20 minute presentation, the partners will jointly submit a 1 page reflective paper that addresses the work together and how it benefitted or didn't benefit you.

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 (10%) – 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.

Final Exam (10%) - The cumulative final exam 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.

College Withdrawal Policy

The deadline for students to withdraw is a week before classes end. Before withdrawing from any course, speak to the professor to discuss the positive and negative consequences of that action. Students must withdraw from a class in writing at the Registrar's Office. I encourage you to also speak with financial aid if you are using financial aid). Not attending class is not dropping or withdrawing from a class.

Classroom Policy: I have only one rule, two words: **BE POLITE!**

It is my belief that if you follow this simple rule all things will fall into place. I adhere to this rule in my life and I encourage you to adopt this rule for yourself. It is necessary for this class as it requires two things from you: Respect and Responsibility. Being a mature college student entails both qualities. This means you are responsible for yourself, your education, your assignments, your behavior, your attitude, your timeliness, and your contributions show respect for self and others and help to make our classroom atmosphere positive and conducive to learning.

Respectful and Responsible students are generally:

- | | |
|-------------|--|
| Prompt: | They avoid coming late to class. The class starting time is not a “suggested” start time, therefore it is my expectation that you will be here on time, stragglers distract from the learning for themselves and others and may have their grade compromised. |
| Attentive: | They pay close attention to their classmates while they are speaking. They are objective, open-minded, and tolerant of ideas, especially those that seem opposed to their own point of views. Cell phones distract from the learning environment. |
| Prepared: | They are prepared for active discussions. Reading and homework assignments are essential background for in-class assignments and discussions. We must recognize that a thoughtful question is at least as valuable as a conclusive response. |
| Supportive: | People are sensitive and anxious about oral and written communication. Encouragement and expressions of appreciation play an important role in teamwork. Strive to find the strengths in your classmates' work. Also, suggestions for improvement are always welcome and improve everyone's creativity and critical thinking skills. |

Contributors to a positive classroom atmosphere: Every assignment provides us with an opportunity for discussion. The quality of discussion depends on you. If you listen carefully, find something of value, and respond enthusiastically, you will help to make the class an enjoyable and rewarding experience for every one. Don't talk while classmates are talking or this will negatively affect your class participation/grade.

Attendance Policy

Class participation, in-class writing, speaking, and activities determine part of each student's grade; therefore, each student is urged to attend all classes and to participate in all class discussions. I recognize this might not be easy or comfortable for each of you; however I expect that you will work toward that end. Attendance is taken at the beginning of each class and you are expected to be prompt. Late arrivals will be so noted as will students that leave before the end of the scheduled class time.

“If you could only sense how important you are to the lives of those you meet, how important you can be to the people you may never even dream of. There is something of yourself that you leave at every meeting with another person.” Fred Rogers

Reading

There are many ways to read and there are many purposes for reading. Certainly you do not read the newspaper in the same way and for the same reasons as reading a contract you are about to sign or pick up a novel you have been anxious to read.

There are also many ways and reasons to read your college textbooks. Not all texts should be read in the same way. Also, not all texts are to be read for the same reasons. It is important in your college classes that you understand what the professor means when he or she says, "Read chapter 10 for the next class." Would it be enough for you to glance your eyes across the pages? Should you mark the pages? Outline them? Memorize anything? Know only the biggest points? Know every detail? Does he or she really mean to read every word of the 60 pages in the chapter? Only you and your professor know the answers to those questions. Be sure to have a clear understanding of reading expectations at the start of the semester in each of your classes. Otherwise, you might not be doing enough - or you might be doing too much! In your First Year Experience class, I expect you to read the assigned chapters in your text before class.

I would like you to do so in the following manner:

- ❖ First to look over the pages. Note the general set up, the pictures, graphs, the headings and subheadings. Gauge how long it will take you to read.
- ❖ Make sure you will have enough time to complete the reading in the time you have allotted.
- ❖ Read the questions (if any) at the beginning of the reading and consider how you would answer them without reading anything. This kind of sets in your head what to think about as you read.
- ❖ When you actually begin to read the words, sit back and enjoy the material. The text is not difficult. It is meant to give you ideas. Think about whether the suggestions might be useful to you.
- ❖ Use your pencil or highlighter to make note of ideas that intrigue you. If you're thinking as you read, there should be plenty of these. (When you return to class I would like to hear about the ideas you checked off.)
- ❖ Sit back and let the ideas gel. They will be easier to retrieve from your very busy memory when you return to class.
- ❖ Go back to the questions at the beginning of the reading. Can you answer them? If so, you probably have a good enough understanding of the material to be a significant part of our classroom discussion. If not, go back to review the weak points.
- ❖ Remember: This is not necessarily the way to read in all of your classes. Be sure to know what an instructor means by "read".
- ❖ To get the most out of reading anything, think while you do it

Quotable:

"Reading is to the mind what exercise is to the body." --Richard Steele

"To read without reflecting is like eating without digesting." --Edmund Burke

FIRST YEAR EXPERIENCE SCHEDULE

**Please note that this is a projected schedule. It may change during the semester. We will be having a variety of guest speakers during the semester as well and we will make adjustments according to their schedules and availability.*

January 21, 2011

Week 1 – Introductions

Introduce Class/Expectations/Syllabus Overview

TRCC Handbook/Catalog

How is College different from High School?

Where Am I Now?

January 28, 2011

Week 2 – Success READ CHAPTER 1: CHANGE

Success Presentation

Why College? Developing Your Personal and Academic Motivation

Goal setting

TRCC Syllabus Test

Karen Westerberg Guest Speaker

February 4, 2011

Week 3 – Building Relationships READ CHAPTER 3: COMMUNICATION

Classmates through Study Groups and Student Activities

Professor, Advisor, Counselors, Tutors

Library Tour

Pam Williams Guest Speaker

February 11, 2011

Week 4 – Managing Your Time and Reducing Stress READ CHAPTER 5: PRIORITIZE

Strategies to Reduce Stress/Time Management

February 18, 2011

Week 5 – Thinking READ CHAPTER 4: THINK

Boon's Taxonomy

Thinking Creatively & Analytically

Thinking Critically

Coping with College Paper Due

February 25, 2011 **MID TERM EXAM**

Week 6 - Career Exploration and Creating a Study Plan READ CHAPTER 11: PLAN

Where to Begin/Making Connections/Resume and Cover Letter Strategies

Developing an Educational Plan/Aligning Career with Academic Goals

Randy Pausch *Last Lecture*

March 4, 2011

Week 7 – ACHIEVING: READ CHAPTER 2: ENGAGE also READ Dumb Questions article

Research Writing Time

Motivation, Persistence and Diversity

Professor: Dr. Ed Derr Guest Speaker

March 11, 2011

Week 8 – Listening, Writing, and Speaking: READ CHAPTER 8: RECORD

Impromptu Speeches

Kinds of Writing in College/Resume Writing Techniques

Short Presentation on your Career Exploration Paper

Planning for Peer Presentation Projects

Note Taking

March 18, 2011 SPRING BREAK no class

March 25, 2011

Week 9 - Quantitative Learning READ CHAPTER 7: READ

Math and Science in Everyday Life

Overcoming “Math Anxiety” (Handout)

Reading for understanding/meaning/enjoying words

Career Exploration Paper Due

April 1, 2011

Week 10 – Identifying Your Learning Style READ CHAPTER 6: LEARN

Take the MIS Survey

Use MIS to Enhance Studying and Learning

Take LEAD Survey/Compare and Contrast to MIS

April 8, 2011 class held in computer lab

Week 11 – Calculating your Grades during the semester and your GPA

Getting your schedule and advisor via the computer

Research/ Writing

Karen Aubin Guest Speaker

April 15, 2011

Week 12 – Managing Your Money READ CHAPTER 10: PROSPER

Prioritizing Your Finances and Budgeting

Scholarship, Loans, and Protecting Your Credit

TRCC Function Paper Due

April 22nd College Closed no class

April 29, 2011

Week 13 – Test Taking Skills READ CHAPTER 9: UNDERSTAND

Developing Successful Tactics

Test Taking Tips

Learning from Your Exam Performance

Best Practices/Knowing vs. Memorizing

PEER/PARTNER PRESENTATION/ PROJECTS

May 6, 2011

Week 14 – PEER/PARTNER PRESENTATION/ PROJECTS

Prepare for the final exam

May 13, 2011

Week 15 –Final Exam

Closing comments, make ups

