

Dear Students,

This semester this section of the FYE course is paired with a section of English 094. The purpose for this pairing is to provide us with the opportunity to spend a greater length of time together as a group of learners. The time allows us to build relationships of trust and support; relationships that will work together to promote learning success. The time also allows for more depth of details, more questioning, more application of the learning and additional opportunities for collaboration in the learning process.

The theme for the semester's work is multiculturalism. **Multiculturalism** is sometimes defined as "**the preservation [and understanding] of different cultures or cultural identities within a unified society**"\* Since neither FYE nor ENG 094 has a unifying content, the theme multiculturalism will allow us to bring a common element to the work of both courses.

We all bring our own cultures to the learning and to our relationships with others. **Culture** can be defined as "**the sum total of ways of living built up by a group...and transmitted from one generation to the next...behaviors and beliefs characteristic of a particular social, ethnic or age group...development of the mind through education and training [as well as exposure to the world around us]**"\*

This semester the course work will focus on discovering our own cultures, familiarizing ourselves with the cultures of our peers and examining ways in which we grow and learn within a multicultural environment.

Each culture has particular symbols that have special meaning to the group. A **symbol** is defined as "**something used or regarded as representing something else; a material object representing something immaterial.**"\* For example a wedding ring is not merely a piece of jewelry but represents commitment and partnership between two people. Body piercings and tattoos involve many different materials and inks but beyond that they may represent memories or have special meaning to the people displaying the body art.

The symbol for our group is light. Each of us possesses within us the ability to shine. The lamps represent each of our own ability to illuminate our minds with new learning and skills. Additionally the word LAMP is used as an acronym. An **acronym** may be defined as "a word formed from the initial letters of a word [often used for recall] to represent a series of words."\* **LAMPS** forms the word representing critical concepts for this course, this semester: **Learning, Attitude, Motivation, Persistence and Success.**

As we journey through this semester together the goal is to light each of our lamps. Learning will occur if it is received with an open and positive attitude, if we work together to motivate each other, if, even in the struggle of really hard, or boring, or repetitive tasks we encourage each other to persist in our work. These critical characteristics, along with the support and encouragement from this new community of learners will light the way to success.

**Let's work hard,  
Learn much,  
Join together,**

Welcome to your First Year Experience Class.

Most sincerely,

Tricia Sauter , Professor

\*taken from [www.dictionary/references.com](http://www.dictionary/references.com) retrieved May 5, 2009

30809 First Year Experience  
30167 Reading Writing Discussing  
Fall 2009

**“Education is not the filling of the pail but the lighting of the fire”**

William Butler Yeats

**IDS K105 First Year Experience**

Tuesday & Thursday 2:00 – 3:15

**Room E202**

**Patricia Sauter**

Office: C240

Office Hours: Mon. 2:30-3:30

Thur. 3:30 – 5:30

Phone: 860 892-5739

Email: [psauter@trcc.commnet.edu](mailto:psauter@trcc.commnet.edu)

**Required text: *Pearson Custom***

**Students must have Email and internet accessibility**

## **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 resources and activities within the Three Rivers Community College community. You can expect regular reading writing and research assignments along with classroom discussion as you investigate how to be successful in this environment.

## **Learning Goals with Objectives**

### **Understand, articulate and apply elements of reasoning**

- Formulate appropriate questions and hypothesis
- Recognize assumptions and formulate premises
- Analyze, synthesize and evaluate information
- Formulate logical conclusions

### **Demonstrate information 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 qualitatively 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 Outline:**

| <b>Date</b>  | <b>Class topic</b>  | <b>Assignments Due</b>  |
|--------------|---|---|
| <b>8/27</b>  | <b>Course Orientation/Q&amp;A session</b>   |   |
| <b>9/1</b>   | <b>Community expectations/agreements<br/>Writing based on Q&amp;A</b>                                       | <b>Bring list of behavioral expectations</b>  |
| <b>9/3</b>   | <b>Mapping the component parts of the essay</b>   | <b>In-class writing from handout.</b>   |
| <b>9/8</b>   | <b>Who am I as a learner?<br/>Learning in the college environment<br/>Student /Faculty responsibilities</b> | <b>Bring Learning Style Inventory/Keirsey results<br/>Chapter #1 Student Success Text</b>   |
| <b>9/10</b>  | <b>Developing the learning portfolio<br/>Counselors Focus Group</b>   | <b>Essay describing who you are as a learner<br/>Bring binder/dividers/ materials for portfolio</b>   |
| <b>9/15</b>  | <b>Note taking/ Intellectual Character Traits</b>   |   |
| <b>9/17</b>  | <b>Why questioning is so vital? The components of reasoning</b>   |   |
| <b>9/29</b>  | <b>Quiz#1 to include all learning from 8/27 – 9/29</b>  |   |
| <b>10/1</b>  | <b>Discussion and Questions from reading</b>  | <b>Read Obama's essay from the text.<br/>Come prepared to discuss content.<br/>Create five Questions the essay raised for you.<br/>Read Chapter #2 Student Success Text</b> |
| <b>10/6</b>  | <b>Conferences: TBS</b>   |   |
| <b>10/8</b>  | <b>Conferences:TBA</b>  |   |
| <b>10/13</b> | <b>Information Literacy: Multiculturalism/Culture</b>   | <b>Read Chapter #3 Student Success Text</b>   |
| <b>10/15</b> | <b>Topic continued: REPORT TO COMPUTER LAB</b>  |   |
| <b>10/20</b> | <b>Lecture on Culture &amp; Final Project direction</b>   | <b>Read and outline Social Inequality Essay<br/>Read Chapter #6 Student Success Text</b>  |
| <b>10/22</b> | <b>No Formal Class/ Research final project</b>  |   |
| <b>10/27</b> | <b>Quiz#2 Components of reasoning and Essay</b>   | <b>Have portfolio ready for review.</b>   |
| <b>10/29</b> | <b>Goal setting and strategic planning</b>  | <b>Chapter #5 Student Success Text</b>  |

11/03 Conferences: TBA (Final Project status)

11/05 Conferences

11/10 Discuss relationship between essays in text and final project  
Discuss Goal and planning document

Read Klugman Essay  
Goal setting document

11/12 Design your goal setting document

11/17 Start in class and proceed to Library

Chapter #4 Student Success  
Be prepared to share info for  
Project

11/19 Start in Class and proceed to Library

Chapter #4 Student Success Text

12/01 Oral component of Final project

Have Posters Completed

12/03 Oral component of final Project

12/08 Poster Display

12/10 In-class writing

Submit Goal Setting  
& Strategic Planning work

12/15 Celebrating Cultures: Closure

**Submit Portfolio**

## Assignments:

### Writing:

**Who am I as a Learner?:** Due **9/10** 5%

Utilizing the information from both your learning style inventory and the Keirse inventory as well as the information provided on writing an essay (class **9/3**) describe your strengths and weaknesses as a learner, what methods of study are most effective for that style and what the Keirse says about how you process information.

**Essay on college activity:** Due **12/15** 10%

Students are required to attend one college sponsored activity and address a series of questions in essay form. Specific details about the assignment will be distributed on **9/10**

**Goal Setting Assignment:** Due **12/10** 10%

Follow the directions from the handout you received on **11/12**. Please be sure that your goal has a "green component". Please keep in mind that the process of meeting your goal will culminate in a written piece as well as classroom discussion.

### Reading

**Raising questions from the reading:** Due **10/1** 5%

Each time we engage a reading, questions should come to our minds. Read the Obama essay and develop 5 (five) open ended questions from the essay. We will use the questions to stimulate classroom conversation.

**Outline of the Social Inequality essay:** Due **10/20** 10%

Provide an outline of this reading utilizing the methods described in your Eng 094 class.

### Final Project:

**Research on Ancestry:** Oral component due **12/01** 10%

Poster display due **12/08** 10%

Research Paper due **12/15** 15%

While there will be extensive discussion in class about each component of this project it is important you are aware of this research and its purpose at the onset of this course. You will begin to research your ancestry with the learning around information literacy on 10/13. It is from this class activity on information literacy that you will grow your learning and be able to articulate your learning in three distinctly different modalities.

**Portfolio :** Due **12/05** 15%

Students are expected to maintain a portfolio. Details will be provided 9/10 A completed portfolio will be submitted at the end of the semester.

Quiz #1 **9/29** 5%

Quiz#2 **10/27** 5%

## **Policy Statements**

### **Disabilities Statement**

Students with disabilities are guaranteed reasonable accommodation under the provision of the ADA of 1992. Disclosure of a disability must be voluntary. In instances where students have disabilities that are not discernable, 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.

## **THERE IS A ZERO TOLERANCE POLICY FOR ACADEMIC PLAGERISM**

### **Penalty for Academic Dishonesty or Plagiarism**

Plagiarism is the unacknowledged use of another person's **words** or **ideas** in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course.

### **Academic Integrity Policy (Revised 8 January 2003)**

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

### **Definitions of Academic Dishonesty**

#### *General Definition*

*(Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)*

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Class Attendance Policy ( TRCC )**

Instructional staff assigned to all sections of credit bearing courses at Three Rivers are required to take attendance at each class meeting and retain accurate records of attendance for at least three calendar years. The manner in which attendance is taken is determined at the professional discretion of the instructor. In certain instances, these records are furnished to the Financial Aid Office and the International Student advisor.

### **Course Policy (Instructor's Policy)**

"Regular on-time attendance in the course is expected. There is much that happens during class time that adds to your educational experience beyond what you can learn from just reading and writing in solitude. **To come to college is to join a community of learners.** An athlete who does not attend practice risks losing his/her position on the team. A musician who does not attend rehearsals is usually not allowed to participate in the performance. So, too, it is questionable whether students who develop the habit of missing classes are really part of the class and therefore deserving of credit. Here, then is the attendance policy of the course." (p. 79)

"I will send around an attendance sheet at the beginning of each class. You are responsible for making sure you sign the attendance sheet each day. Save your absence for a legitimate emergency. If you are absent I will assume you have good reason for being gone. Therefore I do not need doctor's notes or other documentation letting me know why you are absent. If a major emergency arises, let me know by email. Excessive absences may necessitate a discussion about possible withdrawal.

If you are absent from class you are still responsible for the work assigned that day as well as the information given out that day. Please attempt to contact fellow classmates to find out what you missed before contacting me." (p. 78)

\* Adopted from O'Brien (et al) (2008) The course syllabus: A learning approach.  
San Francisco, Ca., Jossey-Bass, p. 78 & 79.

### **Withdrawal**

An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the College. The deadline for Withdrawal Fall 09 semester is 12/09/09. Please speak with instructor prior to withdrawal.

### **Cell Phone**

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.

### **Emailing**

I encourage students to email me between classes with questions or comments. **PLEASE indicate FYE in subject area.** Please be advised that your email communication should be appropriate to its audience. Emailing me is not the same as emailing a friend or relative. Please make every attempt to communicate clearly, spell correctly and close your email respectfully. Keep in mind that I do not respond to emails Friday through Sunday.

### Additional Responsibilities

Students are expected to participate in class discussions, role play and material review. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other.

Students are reminded that classroom demeanor is a vital part of participation. Students should behave appropriately at all times and are expected to practice common courtesy, recognizing each person's right to learn in an atmosphere that is respectful and conducive to learning. **Students who violate the rules of courtesy, and/or professional demeanor may be asked to leave.**

### Grading Policy

|       |   |             |
|-------|---|-------------|
| A     | = | 94 - 100    |
| A-    | = | 90 - 93     |
| B+    | = | 87 - 89     |
| B     | = | 83 - 86     |
| B-    | = | 80 - 82     |
| C+    | = | 77 - 79     |
| C     | = | 73 - 76     |
| C-    | = | 70 - 72     |
| D+    | = | 67 - 69     |
| D     | = | 63 - 66     |
| D-    | = | 60 - 62     |
| F     | = | 00 - 59     |
| W     | = | Withdrawal  |
| I     | = | Incomplete  |
| P / F | = | Pass / Fail |
| AU    | = | Audit       |