

FIRST YEAR EXPERIENCE

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IDS K105

Fall 2010

Tuesday 6 - 8:45 PM

RM A216

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 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: Discovering Your Potential, Learning Actively, and Living Well. 6th Edition.* New York, NY: Prentice Hall, 2011.
ISBN: 10: 0137007620
- **TRCC Student Handbook and College Catalog*
- **Three ring binder; dividers are recommended*
- **Personal Journal*
- *Time management tools or your choosing, pocket folders, note cards, highlighters, post it notes, etc.*

*** Required**

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 may 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 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. To make things easier for everyone, backpacks and purses should be kept on the chair next to you or on the floor.

When there are extenuating 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. 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 classes 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 see/ask 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 any 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 with the first month of class. This is your responsibility and will be noted in the class participation of class.**
2. FYE is such an interesting subject. It will be different every lass 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!

COLLEGE WITHDRAWAL POLICY

The deadline for students to withdraw is a week before classes end. Before withdrawing from any course please speak with 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 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.

Gratuitous cutting is strongly discouraged. Attendance is taken at the beginning of each class and you are expected to be prompt.

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/Notebook/Portfolio (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 a reflection. An organized comprehensive notebook includes handouts, weekly assignments, and writings from class and beyond. Your ability to organize and manage materials is important.

Readings and Chapter Questions (15%) - At the beginning of each week you are required to turn in a list of three questions about the readings on a 4" x 6" index card with your name. This means you must complete the readings and submit the questions before we cover them in class. The questions 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 questions are due Week 2. Students will also have questions to answer about the readings and will be submitted each week. Please make sure the assigned questions are separate from the discussion questions.

One Minute Reflection Papers (10%) - 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.

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? How to work around obstacles that might prevent your success?

Group Project (10%) - 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 (15%) - 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.

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

"When we read too fast or too slowly, we understand nothing." --Blaise Pascal

FYE SCHEDULE

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

August 31, 2010

Week 1 - Introductions

Introduce Class/ Syllabus Overview

TRCC Handbook/Catalog

How is College Different from High School/ College Culture

Where Am I Now?

JOURNAL ENTRY #1 Due by Friday, September 3, 2010

September 7, 2010

Week 2 - Success READ CHAPTER 1

Success Presentation

Why College? Developing your Personal and Academic Motivation

Goal Setting

TRCC Syllabus Test

September 14, 2010

Week 3 - Building Relationships READ CHAPTER 3

Classmates Through Study Groups and Student Activities

Professor, Advisor, Counselors, Tutors

September 21, 2010

Week 4 - Thinking READ CHAPTER 4

Thinking Creatively & Analytically

Thinking Critically

Coping with College Paper Due

September 28, 2010

Week 5 - Managing Your Time and Reducing Stress READ CHAPTER 5

Library Resource Tour

Strategies to Reduce Stress/Time Management

October 5, 2010

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

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

Developing an Educational Plan

Aligning Career with Academic Goals

October 12, 2010

Week 7 - Identifying Your Learning Style - READ CHAPTER 6

Take MIS Survey

Use MIS to Enhance Learning Style

October 19, 2010

Week 8 - Quantitative Learning and Reading Skills - READ CHAPTER 7

Math and Science in Everyday Life

Overcoming "Math Anxiety" and Quantitative Mastery Strategies

Reading Effectively / Reading Critically / Increasing Your Reading Speed

October 26, 2010

Week 9 - Goal Setting READ CHAPTER 2

Randy Pausch Last Lecture/ What is your Legacy?

November 2, 2010

Week 10 - Writing and Speaking READ Dumb Questions article and Speech Components Article

Asking Dumb Questions/Kinds of Writing in College/Resume Writing Techniques

Short Presentations on "Where you are with your Career Exploration"

November 9, 2010

Week 11 - Managing Your Money READ CHAPTER 10

Prioritizing Your Finances and Budgeting

Scholarships, Loans, and Protecting Your Credit

November 16, 2010

Week 12 - Test Taking Skills READ CHAPTER 8 and handouts on TEST TAKING

Developing Successful Tactics

Test Taking Tips

Learning from your Exam Performance/Calculating your GPA

Group Project

November 23, 2010 TBA

November 30,

Week 14 - GROUP PROJECT/PRESENTATIONS

Career Exploration Paper Due

December 7, 2010

Week 15 - Empowering Your Memory READ CHAPTER 9

Best Practices/Knowing vs. Memorizing

December 14, 2010

Week 16 - Final Exam