

30082

IDSK105 First Year Experience

Monday & Wednesday 2:00 – 3:20

Room m 302

Instructor: Tricia Sauter

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(860) 892-5739

Office Hours: Monday 11:00 – 12:00

Wednesday 11:00 – 1:00

Instructional Materials:

Nosich, Gerald,. *Learning to think things through*

2" three ring binder

Student Id card/ Students must access their Three Rivers computer account.

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 external demands on your time with new college demands, planning for the future and just knowing the ropes will be provided. You can expect regular reading, writing and research assignments along with classroom discussion as you investigate how to be successful in this environment.

Course Objectives:

Students will:

- Achieve an understanding of the learning process
- Achieve an understanding of the role of teachers and learners in the learning process
- Learn and practice skills that enhance studying, coping, planning and critical thinking
- Practice writing, reading and speaking in an academic setting
- Identify and use the resources of the institution such as the library, lab and TASC
- Develop academic goals and identify and problem solve the factors that may obstruct the attainment of these goals.
- Develop a support network

Evaluation Criteria:

The FYE course demands active involvement in learning experiences accompanied by reading and writing activities that promotes 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:

- Portfolio Development 10%
- Essay writing 30%
- Examinations 20%
- Chapter Outlines 20%
- Goal development Packet 10%
- Time Management Packet 10%

Course Outline:

8/10 Review Syllabus: Name Game: The Essay.

15/17 Who am I as a learner:

Students are required to go to the **learning resources** tab on the **TRCC Homepage**. Click onto **Tutoring and Academic Services**...click onto **Online Resources**...scroll down to **Learning Styles Inventories**.

Take the following: Abiator's Active Classroom

Learning Styles Test #1

Hemispheric Dominance Test

Print out results; Search the web site information to understand your results and

Be prepared to discuss the results with your colleagues.

Reading: Due the 15th** Read and comprehend the Critical Thinker Character Traits described on pages 41-42; 80; 130; 207; 212-213; of **your text**. *Outline of Traits due**

22/24 Classroom activity: Begin the Brain Project. Students will divide into groups. Specific Instructions will be given

Essay #1 Due the 22, Topic: Character Traits

Utilizing the Essay writing model described during the week 8/10, students will Write an essay in which you describe for your reader the single critical thinking Character trait and how it relates to you as a learner.

29/1 Continue the Brain Project:

Present findings on the 1st: **Quiz # 1** on the 1st to cover all material from 9/8 through 9/29

*****Portfolio Check**

6/8 Classroom activity: Critical Thinking Identified and Discussed.

Reading: Due the 6th Chapter 1** *Outline due the 6th Chapter 1**

15 Critical Thinking Continued: The elements of reasoning

Quiz# 2 on Chapter 1 ***Reading Due 15th Chapter 2**

****Outline due the 15th Chapter 2**

20/22 Classroom activity (20) critical thinking discussion continues

Quiz #3 on chapter 2 (22) then **article distribution** and discussion.

27/29 Classroom Activity: Active Reading/ Outlining and Writing

***Read and outline **Chapter 3 of text for the 27th**

- 3/5** Classroom activity: Information Literacy/ Oral Presentation discussion
- Students will meet in computer lab (location TBA) for presentation on Information literacy. Topics for Oral presentations will be selected and research will begin.
- 10/12** Classroom Activity: Oral presentation discussion continues...
- Essay #2** due 12th on article. Specific directions will be discussed
- 17/19** Classroom activity: Goal Planning/ Problem Solving
- *Reading:** Chapter 4 ****Outline** Chapter 4 due 19th
- 24** **Quiz # 3 Chapter 4 Happy Thanksgiving!!!!**
- 1/3** Classroom Activity: Time Management Assignment Discussed
- 8/10** **Oral Presentations and Mapping assignment due**
- 15/17** **No Formal Class: Individual Conferences and submission of Packets**
- 22** **In-class writing assignment.**

Instructor reserves the right to modify the course outline

Policy Statements

Disabilities Statement

If you have a hidden or visible disability, which may require classroom or test-taking modifications, please see one of your instructors as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough.

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.

Academic Dishonesty in a Service Learning, Practicum, Internship, Co-operative, or Fieldwork Environment

Conduct in community settings entered by a student as part of coursework must be equally characterized by integrity and honesty. Dishonest conduct proscribed under this policy includes but is not limited to (a) making false statements to community partners about the student's skills, credentials and accomplishments, (b) making false statements to community partners or the instructor about progress in the work the student has agreed to do in the community, including supplying false documentation of work, (c) failing to abide by the rules and policies of the community partners that the student agreed to accept as a condition of entrance into the community setting, (d) failing to return materials belonging to the community partner or instructor, (e) violating the ethical principles common to professional researchers, including violation of confidentiality or anonymity agreements with research subjects, deceiving or harming research subjects, or coercing participation in research.

Class Attendance Policy

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

"Regular on-time attendance in this 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)

Attendance Policy

" 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. You may miss one class without penalty. Beginning with your second absence you will lose one percentage point from your final cumulative grade. Save your absence for a legitimate emergency. If you are absent I will assume you have a 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 – three or more- will result in failure for the course.

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 (etal)(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. Students may withdraw in writing or verbally at the Registrar's Office, for any reason until the end of the 13th week of classes. Financial Aid students and International students withdrawing from all courses must notify respectively the Financial Aid Office and the International Student advisor through the end of the semester

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- = 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

Cell Phone

Students are notified that cellular phones and other electronic devices 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, the student should speak to the instructor prior to class so that together they can arrive at an agreement.