**Three Rivers Community College**

**IDS 105 First Year Experience**

**Course Materials**

**Fall 2018**

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**Course Description:**

Prerequisite: Completion of ESL\* K060 and ESL\* K061 if appropriate.

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 community. You can expect regular reading, writing and research assignments along with classroom discussion as you investigate how to be successful in this environment.

**Required Text(s):**

Cuseo, J., Thompson, A., McLaughlin J., Moono, S. (2016).*Thriving in the*

*Community College & Beyond.* Dubuque, IA: Kendall Hunt Publishing

ISBN: 978-1-4652-9097-7

**Course Objectives:**

Information covered and assigned work is intended to increase the likelihood that college 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 and other public speaking, and critical thinking skills necessary for any college student.

Students should seek to:

* 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 potential obstructions to obtaining 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.

**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

**Policies:**

If you have problems with the course or material, please see me or call to arrange for an appointment. Students who are not able to complete the course need to speak to me immediately as **we will work together** to have you finish the class successfully.

Active participation in class discussions and activities is required. Students are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade. This course demands active involvement in the learning experience accompanied by reading and writing activities that capture those experiences. The nature of the course content requires critical thinking skills to be learned, developed, and applied.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities, guest presenters and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Frequent absences, lateness and / or early departures will count against your attendance grade.

Students are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour ‘work expectation’ equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. So for this three credit course you should expect to spend a **minimum** of three in class and six out of class hours (total of nine hours) per week on this course.

Tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests are not allowed, unless arrangements **are made with the instructor in advance**. Make-ups must be done in a timely manner.

It is assumed that all assignments will be completed and turned in on time. Points will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted for the possibility to increase your grade.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A students’ written work is expected to be originaland done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid 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 a study group 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, and the product of your own thinking. Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a student’s ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past, students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

With prior permission lap top computers and tape recorders may be used during class for the purpose of note taking only. Computers and other forms of technology are prohibited during tests unless prior approval is obtained.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The student is responsible for all materials covered in class as well as the out of class assignments. If a student misses a class, it is the student’s responsibility to get the notes from another student. **Do not contact the Instructor and ask for a review of the class**. Learn to rely on your syllabus and / or another student. You may want to share your contact information with other students to help facilitate this process.

Students with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify students using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

**Points given for requirements are as follows:**

Please use this as a tool to keep a record of your progress in this course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Points** | **Due Date** | **Grade Received** |
| Career Exploration Presentation | 75 |  |  |
| Final Exam | 75 |  |  |
| College Activity Poster Board Presentation | 50 |  |  |
| Group Activity Assignment | 50 |  |  |
| Midterm Exam | 50 |  |  |
| Test One | 25 |  |  |
| Advisor Assignment | 25 |  |  |
| Reflection Papers | 25 |  |  |
| Attendance and Participation | 25 |  |  |
| **Total** | **400** |  |  |

**Final Grade:**

To determine your final grade take the total number of points awarded and review the following breakdown.

A 351 – 400 points

A- 331 – 350 points

B+ 301 – 330 points

B 276 – 300 points

B- 251 – 275 points

C+ 226 – 250 points

C 201 – 225 points

C- 176 – 200 points

D 100 – 175 points

F anything below 99 points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date(s)** | **Activities / Assignments** | **Reading** | **Key Concepts** |
| **1** | 8/29 | Orientation / Introductions  Review Course Syllabus  Review mycommnet and Assignment(s) |  | Welcome to class  TRCC Website  Blackboard |
| **2** | 9/5 | **No class on Monday**  Review instructor & student expectations |  | course objectives & policies  Email and alerts |
| **3** | 9/10  9/12 | First Year Expectations Presentation | Chapter 1 | classroom behaviors  learning styles |
| **4** | 9/17  9/19 | **Advisor Assignment due**  Student Programs | Chapter 8 | diversity  individuality |
| **5** | 9/24  9/26 | **Article Review**: *Student Success in College*  Library Resources | Chapter 2 | success  career and scholarly sources |
| **6** | 10/1  10/3 | **Journal Entry** 3.8  TASC | Chapter 3 and 4 | goal setting and motivation  managing time |
| **7** | 10/8  10/10 | **Article Review**: *The Plagiarism Plague*  Test Anxiety  **Test One** |  | test taking skills |
| **8** | 10/15  10/17 | **Journal Entry** 6.1 and 6.4  Counseling and Accommodations | Chapter 6 and 7 | meaningful associations  studying |
| **9** | 10/22  10/24 | **Midterm Exam**  Math and the Brain | Chapter 12 | career planning  student supports |
| **10** | 10/29  10/31 | **Career Exploration Presentations** |  |  |
| **11** | 11/5  11/7 | **Monday – Advising Day**  **Career Exploration Presentations** |  |  |
| **12** | 11/12  11/14 | **Group Work Assignment Work** |  |  |
| **13** | 11/19 | **Journal Entry** 5.5  Digication  **Article Review:** *Technology Use in College*  **No Class Wednesday** | Chapter 5 | higher-level thinking  internet-based resources  Digication / E-Portfolio |
| **14** | 11/26  11/28 | **College Activity Poster Board Presentations** |  |  |
| **15** | 12/3  12/5 | **Article Review:** *Live Within Your Means*  Banking and Sexual Misconduct  **Digication Submission Due** | Chapter 9 and 11 | financial literacy  fiscal planning  wellness and campus safety |
| **16** | 12/10  12/12 | **Final Exam** |  |  |

**Fall 2018 Course Calendar**

**IDS 105 First Year Experience Resource List**

*ACEI Exchange.* News and Communications from the ACEI Community

Alder, R.B., & Towne, M. (2001). *Looking out, looking in: Interpersonal communication* (10th ed.). Orlando, FL: Harcourt Brace.

Allport, G.W. (1954). *The nature of prejudice.* Cambridge, MA: Addison-Wesley.

Anderson, C.J. (2003). The psychology of doing nothing: forms of decision avoidance result from reason and emotion. *Psychological Bulletin, 129,* 139-167.

Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A review of Bloom’s taxonomy of educational objectives.* New York, NY: Addison Wesley Longman.

Appleby, D.C. (2008, June). *Diagnosing and treating the deadly 13th grade syndrome.* Paper presented at the Association of Psychological Science Convention, Chicago, IL.

Astin, A.W. (1993). *What matters in college?* San Francisco, CA: Jossey-Bass.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice Hall.

Bartlett, T. (2002). Freshman pay, mentally and physically, as they adjust to college life. *Chronicle of Higher Education, 48,* 35-37.

Bates, G.A. (1994). *The next step: College.* Bloomington, IN: Phi Delta Kappa.

Benedict, M.E., & Hoag, J. (2004). Seating location in large lectures: Are seating preferences or location related to course performance? *Journal of Economics Education, 35,* 215-231.

Biglan, A. (1973). The characteristics of subject matter in different academic areas. *Journal of Applied Psychology, 57,* 195-203.

Bok, D. (2006). *Our underachieving colleges.* Princeton, NJ: Princeton University Press.

Boyer, E.L. (1987). *College: The undergraduate experience in America.* New York, NY: Harper & Row.

Bransford, J.D., Brown, A.L., & Cocking, R.R. (1999). *How people learn: Brain, mind, experience and school.* Washington, DC: National Academy Press.

Burka, J.B., Yuen, L.M. (1983). *Procrastination: Why you do it, what to do about it.* Reading, MA: Addison-Wesley.

Catlett, C. (March, 2012). *Evidence-based resources at your fingertips*. FPG Child Development Institute. Chapel Hill, NC.

Claxton, C.S., & Murrell, P.H. (1988). *Learning styles: Implications for improving practice.* ASHE-ERIC Education Report No. 4. Washington, DC: Association for the Study of Higher Education.

Covey, S.R. (1990). *Seven habits of highly effective people* (2nd ed.). New York, NY: Fireside.

Crain, W. (2005). *Theories of development: Concepts and applications* (5th ed). Pearson Education, Inc .

Cuseo, J.B. (2005). “Decided,” “undecided,” and “in transition”: Implications for academic advisement, career counseling, and student retention. In R.S. Feldman (Ed.), *Improving the first year of college: Research and practice* (pp. 27-50). Mahwah, NJ: Lawrence Erlbaum.

Damrad-Frye, R., & Laird, J. (1989). The experience of boredom: The role of self-perception of attention. *Journal of Personality & Social Psychology, 57,* 315-320.

DeFrance, J. (2011). *Student interactivity in distance learning: Using discussion boards*

*in the blackboard learning system.* Johnsons and Wales University Ed.D.

dissertation.

Devadoss, S., & Foltz, J. (1996). Evaluation of factors influencing student class attendance and performance. *American Journal of Agriculture Economics, vol. 78,* pp. 499-507.

Diaz, P. (1992). Effects of transfer on academic performance of community college students at the four-year institution. *Community Junior College Quarterly of Research and Practice, 16*(3), 279-291.

Dryden, G., & Vos, J. (1999). *The learning revolution: To change the way the world learns.* Torrance, CA: Learning Web.

Dunn, R., Dunn, K., & Price, G. (1990). *Learning style inventory.* Lawrence, KS: Price Systems.

Einstein, G.O., Morris, J., & Smith, S. (1985). Note-taking, individual differences, and memory for lecture information. *Journal of Educational Psychology, 77*(5), 522-532.

Erickson, B.L., Peters, C.B., & Strommer, D.W. (2006). *Teaching first-year college students.* San Francisco, CA: Jossey-Bass.

Erickson, B.L., Peters, C.B., & Strommer, D.W. (2005). Inside the first-year classroom: Challenges and constraints. In J.L. Upcraft, J.N. Gardner, & B.O. Barefoot, *Challenging and supporting the first year student* (pp. 241-256). San Francisco, CA: Jossey-Bass.

Feldman, K.A., & Newcomb, T.M. (1994). *The impact of college on students.* New Brunswick, NJ: Transaction Publishers. (Original work published 1969).

Foreman, J. (2009, March 2). Students, don’t blame college for your misery. *Los Angeles Times,* p. F3.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences* (2ND Ed.). New York, NY: Basic Books.

Glass, J., & Garrett, M. (1995). Student participation in a college orientation course: Retention, and grade point average. *Community College Journal of Research and Practice, 19,* 117-132.

Gonzalez-Mena, J. (1996). *Diversity and communication*. Crystal Lake, IL. Magna Systems.

Hartley, J., & Marshall, S. (1974). On notes and note taking. *Universities Quarterly, 28,* 225-235.

Herman, R.E. (2000, November). Liberal arts: The key to the future. *USA Today Magazine, 129,* 34.

Higbee, K.L. (2001). *Your memory: How it works and how to improve it.* New York, NY: Marlowe.

Howe, M.J. (1970). Note-taking strategy, review, and long-term retention of verbal information. Journal of Educational Psychology, 63, 285.

Hunter, M.A., & Linder, C.W. (2005). First-year seminars. In E.L. Upcraft, J.N. Gardner, B.O. Barefoot, et al. (Eds.), Challenging and supporting the first-year student: A handbook for improving the first year of college (pp. 275-291). San Francisco, CA: Jossey-Bass.

Indiana University. (2004). *Selling your liberal arts degree to employers.* Retrieved July 7, 2004, from <http://www.indiana.edu/~career/fulltime/selling_liberal_arts.html>

Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. ASCD Publications.

Kadison, R.D., & DiGeronimo, T.e. (2004). *College of the overwhelmed: The campus mental health crisis and what to do about it.* San Francisco, CA: Jossey-Bass.

Kiewra, K.A. (1985). Students’ note-taking behaviors and the efficacy of providing the instructor’s notes for review. *Contemporary Educational Psychology, 10,* 378-386.

Kiewra, K.A., & Fletcher, H.J. (1984). The relationship between notetaking variables and achievement measures. *Human Learning, 3,* 273-280.

King, J.E. (2002). *Crucial choices: How students’ financial decisions affect their academic success.* Washington, DC: American Council on Education.

Kintsch, W. (1970). *Learning, memory, and conceptual processes.* Hoboken, NJ: John Wiley & Sons.

Kolb, D.A. (1985). *Learning styles inventory.* Boston, MA: McBer.

Kuh, G.D. (1993). In their own words: What students learning outside the classroom. *American Educational Research Journal, 30,* 277-304.

Lancaster, L., & Stilman, D. (2002). *When generations collide: Who they are. Why they clash.* New York, NY: HarperCollins.

Launius, M.H. (1997). College student attendance: Attitudes and academic performance. *College Student Journal, 31*(1) 86-93.

*Live Within Your Means* Retrieved from: <http://www.practicalmoneyskills.com/personalfinance/savingspending/budgeting/means.php>

Lock, R.D. (2000). *Taking charge of your career direction* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Locke, E.A., & Latham, G.P. (1990). *A theory of goal setting and task performance.* Englewood Cliffs, NJ: Prentice Hall.

# Mayfield, J. and Mayfield, L. (2011). *5 Reasons for Getting Involved in College—And*

# *How to Go About It: Much of college learning happens outside the classroom, so*

# *make sure to take advantage*. US News.

Maslow, A.H. (1954). *Motivation and personality.* New York, NY: Harper & Row.

Miller, L. Characteristics and Strategies for Different Learning Styles (Intelligences) from

*The Smart Profile* Retrieved from:

<http://www.csus.edu/indiv/p/pfeiferj/edte305/LearningStyle.html>

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Milton, O. (1982). *Will that be on the final?* Springfield, IL: Charles C. Thomas.

Moor, R. (2003). Attendance and performance. *Journal of College Science Teaching,32*(6), 367-371.

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Namahoe, K. (2011). *New Study Reveals Student Perspective on Technology Use in*

*Higher Education*

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Pennsylvania State University. (2005). *How to avoid plagiarism.* Retrieved October 15, 2005, from <http://tlt.its.psu/suggestions/cyberplag/cyberplagexamples.html>

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Rakesh. (2010). *College Student Success Stories - College Student Success Strategies*

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