

**Three Rivers Community College  
IDS 105 First Year Experience Course Materials**

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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 use the variety of advising opportunities available to you. In addition to regular email and the face to face advising opportunities built into this class we can also use video conferencing or if you are able to come to the campus you can call me 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 discussions and activities is required. Students are expected to complete assigned readings and review the additional materials and incorporate these learning experiences into their weekly discussions, assignments and other activities.

This class is **not self paced** and as such you are required to have regular interaction with the instructor and other students using the discussion forum. All correspondence should be done through the Blackboard course, either through the Ask the Instructor link which is used for general questions or the Message system when inquiring about a more individualized question.

**Please use the course calendar.** This course utilizes a Thursday night due date for major assignments and tests. This allows for a quick response from the instructor (before the weekend and the family obligations) so you get immediate feedback on your course progress.

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.

It is assumed that all assignments will be completed and turned in on time. Ten percent of the grade (10%) will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and 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.).

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 and other important information can be found at [www.trcc.commnet.edu/wp-content/uploads/2017/06/trccstudenthandbook.pdf](http://www.trcc.commnet.edu/wp-content/uploads/2017/06/trccstudenthandbook.pdf)

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. Information can be found at [www.trcc.commnet.edu/learning-resources/learning-disability-resources/](http://www.trcc.commnet.edu/learning-resources/learning-disability-resources/)

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. Information can be found at [www.trcc.commnet.edu/student-services/sexual-misconduct-resources-and-education/](http://www.trcc.commnet.edu/student-services/sexual-misconduct-resources-and-education/)

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. Please be sure the college has your updated contact information.

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.

| <b>Assignment</b>                    | <b>Points</b> | <b>Due Date</b> | <b>Grade Received</b> |
|--------------------------------------|---------------|-----------------|-----------------------|
| Career Exploration Paper             | 70            |                 |                       |
| Connections to Learning Assignment   | 50            |                 |                       |
| Quiz One (Chapters 1 & 4)            | 30            |                 |                       |
| Quiz Two (Chapters 2, 3 & 7)         | 30            |                 |                       |
| Quiz Three (Chapters 5, 6 & 12)      | 30            |                 |                       |
| Quiz Four (Chapters 8, 9 & 10)       | 30            |                 |                       |
| Advisor Assignment                   | 25            |                 |                       |
| Journal Entries (5 @ 5 points)       | 25            |                 |                       |
| Weekly Discussions and Participation | 45            |                 |                       |
| <b>Total</b>                         | <b>335</b>    |                 |                       |

**Final Grade:**

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

- A 300 – 335 points
- A- 270 – 299 points
- B+ 236 – 271 points
- B 221 – 235 points
- B- 200 – 220 points
- C+ 175 – 199 points
- C 146 – 176 points
- C- 120 – 145 points
- D 75 – 119 points
- F anything below 74 points



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

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