

# FIRST YEAR EXPERIENCE

Three Rivers Community College  
IDS K105  
Fall, 2019

**Instructor:** Rosemarie (Rosie) Payne  
**Office:** Room D215  
**Email:** rpayne@trcc.commnet.edu  
**Telephone:** 860-917-2310  
**Class Hours:** 11:00 am – 1:45 pm  
**Office Hours:** By appointment before or after class  
**Required Text:** Cuseo, J., Thompson, A., McLaughlin J., Moono, S. (2010, 2013). *Thriving in the Community College & Beyond*. Dubuque, IA: Kendall Hunt Publishing (ISBN 978-1-4652-6013-0)

## **Course Description:**

*Prerequisites:* ENG096 placement or completion of ESL 063 with a C or higher The content of this course is designed to help you make a smooth and successful transition to college as active participants within the college environment. Student will have the opportunity to acquire academic skills, attributes, awareness of self as a learner, and to engage with the resources and activities within the Three Rivers Community College community. You can expect regular reading and writing assignments along with classroom discussion as you investigate how to be successful in this new environment. It is an opportunity to take an introspective look at yourself and your personal growth as a student and individual.

## **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.

## **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.

## **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. For further assistance, please contact Matt Liscum in the Office of Disability Services at 860.215.9265 or [mliscum@threeivers.edu](mailto:mliscum@threeivers.edu). Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability.

## **Academic Integrity:**

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present on your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

## **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, current, and 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.

### **Technology Statement:**

The **use of cell phones** or other technological devices is **not permitted during class time**, unless deemed appropriate by the instructor.

### **Electronic Learning Portfolios:**

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

### **Email:**

Correspondence by email is considered a method of communication. Emailing an instructor is not the same as emailing or texting a friend. Please use proper salutation, complete sentences, punctuation, proper spelling, and identify yourself by name in the body of the email. **Students must use their college issued email account. College issued email is the official mode of communication used by the college to contact students. Always send email to my college email and cc to [Mrstpavne@aol.com](mailto:Mrstpavne@aol.com) to alert me if immediate action is needed.**

### **STUDENT CONDUCT**

*(From the Student Handbook)* Demonstrate respect for others by: refraining from conduct that constitutes a danger to the personal health or safety of one's self or other members of the College community and guests or licensees of the College, including intentionally causing or attempting to cause injury; refraining from conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair College-sponsored or College-authorized activities; and refraining from harassment, which is defined as conduct that is abusive or which substantially interferes with a person's pursuit of his or her customary or usual affairs.

### **BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY**

**Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:** "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."

**UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:**

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Maria Krug, the Diversity Officer and Title IX Coordinator:

Maria Krug, Title IX Coordinator and Office of Workforce Development  
Admissions Welcome Center \* Office C131  
574 New London Turnpike, Norwich CT 06360  
860.215.9208 \*

**Class Cancellation:**

To determine if the college is closed, please visit the TRCC webpage at <http://www.trcc.commnet.edu> and or sign-up for notification through My CommNet ALERT.

**College Withdrawal Policy**

College withdrawals are accepted up until the week before classes end. Withdrawal forms are available on line or at the Registrar’s office. The withdrawal does not need to be signed by the instructor but is strongly advised that you speak with the instructor before withdrawing. If necessary, you can withdraw over the phone by calling 860. 215.9064. Emails and faxes are also accepted. Withdrawal may affect your financial aid for current and or future semester(s). It is your responsibility to confirm that the withdrawal has been received. *Not attending class is not dropping or withdrawing from a class.*

**November 5 is the last day to withdraw from class this semester.**

**Class Attendance and Homework:**

Class Attendance is expected and vital (see Classroom Participation below). Missing class and tardiness will negatively impact your grade. *You are expected to arrive on time, ready to take notes at the beginning of each class. Choose a class buddy to pick up papers and handouts in the event you are absent, then you will have the information from the class. You should exchange contact information today. This is your responsibility, to insure you have the handouts and material from the class you miss.*

**\*\*Late work in this class will not be accepted unless arrangements have been made prior to the due date of such assignment and at the discretion of the professor. Late work submitted may be accepted with penalty, after consultation with the professor. \*\***

If you know you are going to miss a class, please speak with me **in advance** to make appropriate accommodations. Your missed work will need to be turned in on the day you return to class after your excused absence.

**I do not accept emailed assignments.**

#### **Evaluation Criteria:**

This course demands active involvement in the learning experience accompanied by reading and writing activities as well as public speaking and projects that capture those experiences. The nature of the course content requires incorporation of technology and critical thinking skills that will be introduced, developed, and applied.

#### **GRADING CRITERIA**

This course requires active involvement in learning experiences accompanied by reading, writing, and speaking activities that capture those experiences. The nature of the course content requires critical thinking skills to be learned, developed and applied.

- a. **Participation and Homework:** Students are expected to come to class prepared each week and actively participate in discussions. You can earn 5 points weekly for prompt attendance and participation. **An introductory meeting with the Professor is part of the participation grade.** (5 minutes to be completed by October 4, 2019). Homework, as well as an organized comprehensive notebook (3-ring-binder) that includes the handouts, assignments and other information gathered is important to maintain and bring to class each week. Your notebook is subject to formal and informal review at any time during the semester. Discussion questions, group activities and additional assignments will be part of the participation grade. Each student will be responsible to outline a chapter from the book and give a 8 - 10 minute presentation using technology and provide a handout for the class of important information from the chapter.

**“80% of success is showing up...” ~ Woody Allen**

- b. **In-Class Reflection Papers/Quizzes:** At the beginning or end of some classes you will spend some time reflecting on what was covered in class and from the readings. Reflection papers and quizzes will be done in class and will be based on guided questions and material from the chapter reading. While grammar and punctuation will be checked, the paper will be evaluated upon content and treated as a rough draft. Complete sentences and legible handwriting is expected. You will NOT be able to make up reflections/quizzes if you are absent as they will relate to the topics covered in the class/readings/guest speakers. There will be a minimum of five quizzes from the readings during the semester. So do the assigned work as directed on the syllabi.
- c. **TRCC Event:** Each student must attend a **TRCC event** before November 8 and presented before November 15 for full credit. **Notify the professor beforehand of the event you will attend.** You will write a two page essay about the event you attended, introducing it and commenting on it. You should include information that describes the event, identifies the sponsor, time of the event, where the event was held, a critical analysis of the event, and why you chose to attend. A 2 – 3 minute overview will be given in class. **RUBRIC/MORE INFORMATION TO FOLLOW.**

- d. **\*Coping with College:** Write a 2-3 page reflective paper that addresses issues about you: 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? What and who are some of your supports and what are obstacles you think you will face? How will you work around obstacles that might prevent your success? What are some things you will do this semester to ensure your own success? What will be easy and what will challenge you? What are two things you must do as you build your plan for success? Why is a plan for success important? What help will you be seeking from me as your FYE instructor.
- e. **Syllabus Test:** The syllabus test will be composed of the following: multiple choice, true-false, short answer, matching, and essay questions. **This is given on the second week of class.**
- f. **Mid Term Exam and Final Exam:** There will be a midterm and final exam. Exams will consist of (but will not be limited to) multiple choice, short answer, true/false, matching, and essay questions. Exams cannot be made up unless arrangements have been made with the instructor *prior* to the day/time of the exam. Of course penalties apply to those not taking the test as planned for the class.
- g. **Educational Plan and Career Exploration:** This multi-step assignment will help you map your coursework (requires you to meet your advisor and obtain a signed plan of study), provide an oral report of information reviewed, design a realistic plan for accomplishing your coursework, and learn to work with your advisor to accomplish your goals, and explore your career choice through research. \*Additional information will be given out during a future class.
- h. **Non academic goal (NAG):** Students will be required to set a non-academic goal to be obtained by semester-end. The project requires the student to set short, mid, and long-term goals; manage his/her time; and present a 3-5 minute oral presentation at the end of the semester. More information will be provided for this project throughout the semester.

**The following criteria will be considered in evaluating student performance:**

- a. **Participation and Homework**
- b. **In Class Reflection Papers/Quizzes**
- c. **TRCC Event**
- d. **Coping with College**
- e. **Syllabus Test**
- f. **Midterm and final exams**
- g. **Educational Plan and Career Exploration Assignment**
- h. **Non academic goal**

**Grade Computation:**

The following is an approximate breakdown of the final grade (point values subject to change at the discretion of the instructor):

a.	n-class participation and homework assignments	300 pts.
b.	Reflections/Quizzes	50 pts.
c.	TRCC Event	50 pts.
d.	Coping with College Paper	50 pts.
e.	Syllabus Test	50 pts.
f.	Midterm and final exam (100 point each)	200 pts.
g.	Educational Plan and Career Exploration Assignment	125 pts.
h.	Non-academic goal (NAG)	175 pts.
<b>TOTAL</b>		<b>1000 pts.</b>

**Grading Distribution:**

A	940-1000	C	730-769
A-	900-939	C-	700-729
B+	870-899	D+	670-699
B	830-869	D	630-669
B-	800-829	D-	600-629
C+	770-799	F	0-599

“The only place where success comes before work is in the dictionary.”

~Attributed to both Vidal Sassoon and Donald Kendall

research proves  
it--one of the **BEST**  
college-success  
tips **EVER**  
is very simple.

**GO TO  
CLASS!**

another real-world tip from Making A's in College  
[www.worldbookpress.com](http://www.worldbookpress.com)



## **FYE SCHEDULE**

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

### ***August 30: Week 1***

#### **Introduction Chapter 1: The Game Plan**

Introduction/ Classmates and Instructor/Getting to Know You  
Class Syllabus Overview/College and Class Expectations  
Discussion: How is College Different from High School?  
Why FYE/ Keys to Community College Success/Pet Peeves of students and teachers  
Tour of Facilities if time allows

### ***September 6: Week 2***

#### **Read Chapters 2 and 3 Student Presentation: Chapter 2**

#### **Touching All the Bases and Goal Setting, Motivation, and Character**

Goal Setting: Why are goals important to your success/motivation

Rubric: Coping with College

MLA format for all written work/Thank you letter format

Expectations for a guest speaker/ BLOCK Letters

Commented [R1]: otivatio

## **\*\*SYLLABUS TEST\*\***

**Homework: Watch YouTube: Randy Pausch video: The Last Lecture before class on September 13 (QUIZ next week)**

Commented [R2]:

### ***September 13: Week 3***

Review/reread Chapters 2 and 3; Student Presentation: Chapter 3

#### **Last Lecture Quiz**

Writing SMART Goals and Motivation

Coping with College/NAG: What is it?

Jodi Calvert: Guest Speaker FYE 101

### ***September 20: Week 4***

Read Chapter 3 Goals and motivation and 4 Time Management and Preventing Procrastination

Ideas for NAG: What would you like to do? Sharing

**Homework: \*Write an email cc to my TRCC address to your advisor introducing yourself and asking to make an appointment to meet and discuss your future plans at TRCC.\* \*\*Bring a copy of that email to next class.\*\***

Matt Burbine (TUTORING CENTER)

Survey of Entering Student Engagement (SENSE) 12:30 PM

***\*COPING WITH COLLEGE PAPER DUE\****

**September 27: Week 5**

Review: chapter 4 Time management and Preventing Procrastination (student presentation)  
Identifying helpful strategies for Time Management  
Scavenger Hunt  
NAG ideas submitted in writing for review  
Guest Speaker: Alycia Ziegler Student Programs

**October 4: Week 6** Read Chapter 7 Test Taking Skills and Strategies  
Communication: Writing/Body Language/Nonverbal communication  
How to study, why studying is important, learning from past exams

Tentative: Maria Krug: Title IX and sexual misconduct

**October 11: Week 7**

Read Chapter 6 Strategic Learning and Studying  
Critical, Analytical, and Creative Thinking  
Relationships with Classmates and Instructors  
Identifying Support Structure

MID TERM EXAM

**October 18: Week 8**

Educational Plan and Career Planning: Update from students  
\*Explain Vision Board Assignment\*  
Kathleen Gray Transfer Counselor

**Find your plan of study:** Karen Aubin Guest speaker  
GPA: What is it? How do you figure it? Why is it important?

Homework: Develop a resume using a free site on the web or use a model you are familiar with from our textbook

**October 25: Week 9**

Read Chapter 12 Educational and Career Planning and Decision Making  
**\*Career/Vision Board Due\***                      **\*Academic Plan of Study Due\***  
Networking/Developing a Resume Hints and Ideas  
Ideas for successful resumes/cover letters  
Tentative: Kathleen Gray: transfer counselor

**\*Four research articles due next week: highlighted, notes and with bibliography\***

**November 1: Week 10**

**Read Chapter 9 Financial Literacy**

Sources of income, debt, good debt, bad debt

**UPDATE: NAG oral presentation by each student**

**Research packets are due:** see assignment for Career Exploration for a guide

Claudia LaRocque: Financial Information

**November 8: Week 11 Read Chapter 8 Diversity**

**Tentative Guest Speaker: Mr. Tim Flanagan**

Interpersonal Relationships/Conflicts/Stress/Anxiety

Impromptu Speeches and why public speaking, a necessary skill

**Research Essay due:** See Career Exploration Assignment

Introduction to Digiication: tentative Kem Barfield

**November 15: Week 12 Chapter 11 Health and Wellness**

**Prepare for NAG presentations**

Steven Fields, Lt Col CSP (Retired) Leadership and living your best life

**November 22: Week 13**

**NAG and Digiication presentation**

**November 29 No School: Thanksgiving break**

**December 6: Week 14**

**Prepare for Final Exam**

**NAG and Digiication presentations**

**December 13: Week 15**

**NAG and Digiication presentations if needed**

**Final Exam**

**Wrap Up and Diversity/Ethnic Luncheon**