

CASPER COLLEGE COURSE SYLLABUS
On Course, HMDV 1300 80

Semester/Year: Fall 2015

Lecture Hours: 2

Lab Hours: n/a

Credit Hours: 2

Class Time: 5-10pm/8am-6pm

Days: Friday & Saturday,
11/6-7/15 & 11/20-21/15

Room: BU128

Instructor's Name: Pam Jones

Instructor's Contact: 258-
4998

Office Phone: 268-2639

Email:
pjones@caspercollege.edu

Contact Preferences & Information: It is usually easiest to reach me via email. Either way, please allow me at least 24 hours to respond.

Office Hours: By appointment if you want a guarantee that I will be available during a certain day/time. Otherwise, you are welcome to stop by my office at any time.

Course Description: This course focuses on introducing and facilitating the growth of characteristics typical of successful college students. Students will learn how to take charge of their life, increase self-motivation, improve personal self-management, develop interdependence, increase self-awareness, maximize learning through effective study skills and raise their self-esteem.

Statement of Prerequisites: None

Required Text, Readings, and Materials: *On Course, Study Skills Plus Edition* by Skip Downing (*Bring to every class*), 3 Ring binder or folder, Composition sized notebook

Goal: To provide students with academic and personal strategies for a successful transition to college

Course Outcomes: Upon completion of this course, students will be able to:

1. Demonstrate effective oral and written communication
2. Solve problems using critical thinking and creativity
3. Demonstrate knowledge of diverse cultures and historical perspectives
4. Appreciate aesthetic and creative activities
5. Use appropriate technology and information to conduct research
6. Describe the value of personal, civic, and social responsibilities

Course Objectives: Upon completion of this course, students will be able to:

1. Describe personal responsibility and identify how it relates to success in college
2. Describe past & present personal choices that impact goal attainment
3. Summarize relevant research through active discussion and collaboration with peers
4. Recognize cultural differences and demonstrate respect for multiple perspectives
5. Identify where and how to access campus support services

6. Demonstrate interpersonal skills through creative group discussion and activities
7. Demonstrate effective written communication

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Methodology: Instructional methods used for HMDV 1300 are aimed at providing an active learning environment in which each student gains from the input and experience of others. Multiple methods will be used including lecture, visual aids, experiential activities, and peer collaboration. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible for checking their account regularly. This is also where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Class Policies:

- **Last Date to Change to Audit Status or to Withdraw with a W Grade:** November 12th, 2015 by 5:00. After this date, a W will only be approved for students with extenuating circumstances.

Class Policies:

- **Cell Phones:** *No cell phone use in class.* Please turn your phones to silent during our class meetings and refrain from texting, browsing or other use. Cell phone use is a disrespectful distraction to the rest of class.

- **Keep all assignments:** It is important that you keep all graded work. I occasionally make mistakes when recording grades. If this happens, you will need your graded work to prove any discrepancies in your grade.
- **Electronic Cigarettes:** Out of respect for everyone, electronic cigarettes are not allowed in building on the campus.
- **Civility:** Civil behavior enhances the academic setting and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discord and debate within a civil environment. There may be times that a discussion might be discontinued if a hostile or inappropriate behavior is displayed.
- **Attendance & Participation:** Mandatory and necessary for a passing grade. Therefore, it is the largest portion of your grade. If you are absent, you will not receive attendance & participation points for the day. Regardless of your reasons for missing, an absence cannot be made up- So please choose your absences wisely!
 - If you will not be in class *please notify the instructor **in advance*** via email or phone (please leave a message).
 - If you miss a class and there is an assignment due that day, you are expected to turn in the homework, regardless of your absence. Failure to turn in the homework will not be accepted. You are more than welcome to email your homework in the event of an absence.
- **Late work:** All work is due by the due date listed in the class calendar. Late work is not accepted.

Evaluation Criteria: The grading system in this course is point-based. Following is an explanation of graded activities in the course followed by the point breakdown, maximum points possible and letter grade calculation.

Graded Activity	Point Breakdown	Total points possible	Percentage of Grade
Attendance (2 Friday classes & 2 Saturday classes)	100 points for each Friday 150 points for each Saturday	250	30%
Participation (2 Friday classes & 2 Saturday classes)	100 points for each Friday 150 points for each Saturday	250	30%
Journal/Reading Responses	100 points	100	10%
Campus Resource Group Presentation	100 points	100	10%
Student Lingo/Library Assignments	50 points each	100	10%
Final Essay	100 points	100	10%

<p style="text-align: center;">Total Course points = 1000 <i>Point/Grade Breakdown:</i> A = 1000 – 900 B = 899 – 800 C = 799 – 700 D = 699 – 600 F = 599 or below</p>			

Assignment Descriptions:

- **Participation**

This is an active learning classroom. We will be doing a number of activities throughout the class that require you to communicate with other classmates, try new things and offer your thoughts and opinions. You will receive full points in this area if you are making an effort to participate in most class activities. If you appear to be distracted, either by your cell phone, other devices or just not putting in any effort, points will be deducted and potentially all lost.

- **Journal/Reading Responses**

You will need to complete a reading response for four of the book chapters. It is your responsibility to read the entire book, choose the chapter you wish to write about and pick one of the following ways to write up a response about what you have read:

- **Connecting to the text**— In this response, you will first annotate your text. This means while reading you underline key ideas and either summarize in your own words or write questions in the margins of your book. When you have finished reading the chapter, go back through the reading and write five “big” questions on key concepts in the chapter. After creating your questions, choose two question to answer OR write a commentary on why you think these are the core issues in the reading.
- **Summarizing the readings and visualizing the key ideas**— In this response, you will make a visual or graphic organizer for content in the reading. You can also choose to make a chart or several lists that organize and categorize ideas from the book chapter.
- **Studying as a group**— In this response, you will create a study group of two or three students. While meeting as a group, your task is to discuss the readings, focusing on key concepts and the overall meaning of the chapter. You will need to provide a written transcript of your conversation. It is not important that you include every detail of the conversation but you need to include the main points of your conversation, focusing on the details of the chapter.
- **Create a song, rap or poem**— In this response, you can tap into your creative side. You will create a song, rap or poem about the assignment. You have two choices for submitting the assignment for credit. You can either record your creation or submit your lyrics.
- **Journals** -You will be given directions or questions directly out of the book to journal about. You may use any of the methods mentioned above to complete this.

<i>Score</i>	<i>Grading Criteria</i>
Max points	Reading responses demonstrate a thorough understanding of the chapter and its key concepts. Critical thinking is demonstrated in the response by making connections between the text and self. If you are completing the journal response: all parts of the question have been answered and an obvious attempt has been made to <i>dive deep</i> .
Partial points	Reading responses demonstrate a general understanding of the chapter and its key concepts. Although some ideas have been missed, the core points of the chapter have been addressed and the student has demonstrated effort in his/her response. If you are completing the journal response: Journals that are mostly complete and an attempt has been made to dive deep or Journals that are complete; however there is no sign of <i>diving deep</i> .
Minimal points	Reading response demonstrates little to no effort. The response is missing several key ideas from the chapter. Understanding or critical thinking on the chapter is not demonstrated. If you are completing the journal response: Journals that have had very little effort put into them; they are not complete and there is no sign of <i>diving deep</i> .

- **Campus Resource Presentation**

Each group will do a 5 minute presentation on a Casper College campus resource. Groups be assigned. All presentations will be given on the second weekend of classes. The order and time of the presentation will be randomly chosen so you need to come prepared to present at the beginning of class. You will be graded in two ways- 50% of your grade will be awarded by me and 50% will be awarded based off group feedback. Each presentation should cover the following:

Research & Resource Information

- Name, Location, hours, contact info
- What are the names and titles of the individuals who work at this resource and who did you speak with?
- Describe in detail the services offered
- Identify whether or not there are certain qualifications to obtain services
- While gathering information, what was your experience like at this resource?

Presentation

- You are required to use a visual aid of some kind. This can be a Power Point, Prezi, poster board, etc.
- Spoke clearly & was easy to understand
- Appeared knowledgeable about the services
- Appeared well organized & prepared

Outline: 1 page- typed

Turn in a **typed** outline or notes that include all of the information you gathered and presented on. This can be in any form (paragraph, bullets, roman numerals, etc.).

Group Member Feedback

Your group members will be given an opportunity to evaluate you on your participation and effort with this group project.

- **Final Essay**

You final essay will be due by 5:00pm on the Tuesday following our last class (November 24th). You are encouraged to be familiar with the expectations of this assignment and keep notes throughout the class to help you address these questions. In your final essay you are expected to write a 2-3 page summary of your On Course experience. This is a formal paper and needs to meet the format expectations listed below:

- 2-3 pages double spaced & typed.
- The paper should clearly demonstrate that proof-reading and editing has been completed before turning the paper in. I will take off for misspellings and simple grammar errors.
- You do not need a title page but you should title your paper and show correct organization by having an introduction, body and conclusion.
- All papers are due to me by 5:00 pm on Tuesday, November 24th. I will not accept late papers unless you have arranged this with me ahead of time.
- Papers can be turned in by emailing me at pjones@caspercollege.edu. If you do not get a confirmation email from me, I have not received your paper! Make sure you follow up with me via phone if you do not receive a confirmation email. You may also bring them to my office, BU 126.

In this paper you are expected to address the following:

- What is your overall opinion of the On Course class and how has it impacted you?
- What have you learned about yourself and how does that impact your success as a student or in life?
- What On Course strategy/s, if any, do you plan to implement and why? If you don't plan to implement any On Course strategies, please explain.
- What is the least useful tool you learned and why?
- Anything additional you would like to add

Class Calendar

Friday 11/6: Introductions, Syllabus, Chapters 1 & 2, Learning Styles, Journal HW

Saturday 11/7: Chapter 3 & 4

- a. Library Scavenger Hunt
- b. HW -Read chapters 5, 6, 7 & 8
- c. Group project teams

Student Lingo on test anxiety & test taking tips

Friday 11/20: Chapter 5 & 6

Saturday 11/21: Chapters 7 & 8

Group Presentations

Wrap Up & Celebration

