

**CASPER COLLEGE COURSE SYLLABUS**  
**On Course, HMDV 1300**

**Semester/Year:** Fall 2015

**Lecture Hours:** 2

**Lab Hours:** n/a

**Credit Hours:** 2

**Class Time:** 8 - 8:50 am

**Days:** Monday and Wednesday

**Room:** BU 218

**Instructor's Name:** Kelsee Miller

**Instructor's Contact**  
Werner Tech, Room 109

**Office Phone:**  
268-2895

**Email:**  
kmiller@caspercollege.edu

**Contact Preferences & Information:** email

**Office Hours:** by appointment

**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)

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

**General Education 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. 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](mailto: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:**

- **Cell Phones:** *No cell phone use in class.* Please turn your phones to silent during our class meeting. Ringing cell phones is a disrespectful distraction to the rest of class.
- **Audit/Withdraw:** To change to an audit or withdraw from this course please seek permission of the instructor. **Last Date to Change to Audit Status or to Withdraw with a W Grade:** November 12, 2015.
- **Casper College Email:** Your Casper College email will be my primary way of communicating with you outside of class. In addition, it is now the “Official” method of communication for Casper College. You are expected to activate your account and check it regularly. I may send you assignment reminders, extra credit opportunities or other various communications via this method. Please see me if you do not know how to access and/or use your account.

**Course Rules for Success:** To create the very best environment for supporting your success and the success of your classmates, this course has three important rules. The more challenging these rules are for you, the more value you will experience by adopting them. By choosing to follow these three rules, you are choosing to be successful not only in this course but in your life.

These rules will support your success in every goal you pursue!

**Show up!** To support my success, I choose to attend every scheduled class period in its entirety.

**Do the work!** To support my success, I choose to do my very best work in preparing all of my assignments and hand them in on time.

**Participate actively!** To support my success, I choose to stay focused and involved in every class session, offering my best comments, questions, and answers when appropriate.

**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.

**Course Points:**

**Attendance:** 28 Classes (5 points each) - total 140 points

= *31% of your grade*

**22 Journal Entries** (10 points each)- total 220 points

= *49% of your grade*

**Academic Degree Plan or Embracing Change Project (30 points) = 7% of your grade**

**1 Final Essay (60 points) = 13% of your grade**

**Total Possible Points = 450**

*Point/Grade Breakdown:*

**A** = 450 - 405 = 90%

**D** = 314 - 270 = 60%

**B** = 404 - 360 = 80%

**F** = 269 or below

**C** = 359 - 315 = 70%

**Attendance and Participation (140 Possible points)** Active engagement and case study discussions are a large part of this course therefore attendance and participation are necessary for a passing grade. You will be assessed daily on your participation in class based on the following criteria:

The goal of participation in class and specifically the case studies is to get students actively engaged in thinking about the topic and the impact on real-life situations. The collateral benefit of this active engagement is the development of critical thinking skills as students express/defend their own positions and analyze/dispute the position of others. Other opportunities for student engagement will occur in this class. Those opportunities could include partner discussions, small group discussions, and silent socratic writing exercises.

A score of **5** for participation in discussions will be granted for those students who: participate actively, put forth great effort, and provide good insight.

A score of **4** will be awarded for students who participate fairly frequently, and have good insight as to why they support/dispute a topic.

A score of **3** will be awarded for students who participate infrequently, and have little reasoning behind their answers.

A score of **2** will be awarded to students who only respond when asked by the instructor.

A score of **1** will be awarded to students who show up to class, but do not participate at all.

If you are not planning on attending class, *please notify the instructor in advance* via email or phone (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.

## **Success Journals (220 Possible Points)**

Your Success Journal provides an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in ***On Course***. By carefully examining each strategy in your journal, you will discover which ones will assist you to create a rich, personally fulfilling life. Although I will be collecting your journals and looking through them, write your journals for yourself, not for me. Your journal entries will be written inside and outside of class. **THEREFORE, PLEASE BRING YOUR TEXTBOOK AND JOURNAL TO EVERY CLASS.**

**Evaluations:** The due dates for each journal are clearly outlined in the class calendar of the syllabus but will be collected approximately every class after we have covered the concepts in class. It is your responsibility to check the syllabus frequently and make sure each journal is completed and turned in on time. I will read each entry to evaluate understanding of the course material, verify the completion of each assignment and to give credit for a job well done (see evaluation criteria below). I will occasionally make comments on your journals. These are just “wonderments” or thoughts I have, not criticisms of your work. I encourage you to “dive deep” with your journal entries and reflect on how you see the assigned readings playing out in your own life. *\*If you explored very personal things in your journal and you would prefer I not read it, please fold it in half. I will check to see that it is completed but honor your privacy.*

**Journal Points:** Journals provide students with the opportunity to explore their thoughts and feelings as they experiment with the success strategies presented in ***On Course***. By carefully examining each strategy in journal writings, students will discover which ones will assist them in creating a rich, personally fulfilling life. Each journal entry will be awarded up to 10 points. Journal entries will be scored on the following criteria:

A score of **9 -10** will be awarded for journals that are complete (all steps in the directions have been responded to, and the entry is written with high standards (an obvious attempt has been made to dive deep)

A score of **7 - 8** will be awarded for journals that are mostly complete and an attempt has been made to dive deep

A score of **5 - 6** will be awarded for journals that are complete; however there is no sign of diving deep.

A score of **3 - 4** will be awarded for journals that are not complete; and there is no sign of diving deep.

A score of **1 - 2** will be awarded for journals that have had very little effort put into them.

**\*\*Grammar, spelling, and punctuation will NOT be factors in awarding points in this journal. You are free to express yourself without concern for Standard English conventions.**

## **Academic Degree Plan *OR* Embracing Change (30 Possible Points)**

Decision Option DUE September 28. Papers DUE October 26.

**Academic Degree Plans:** If you choose this option, you will create an academic degree plan this semester. Academic degree plans are like a long term map to your overall goal of graduation. I will introduce this concept in class and give you the tools to create your plan but you will complete it outside of class. You will also schedule an individual meeting with me to review your academic degree plan.

**Embracing Change:** You will have the opportunity to experiment in depth with at least 1 new study strategy covered in class. If you choose this option, you will pick one out of the possible six study skills discussed in our book (blue pages at the end of chapters 2-7) and complete its corresponding Academic Skills Plan and then experiment with that plan while putting it into practice during a 7 day experiment.

## **Final Essay (60 Possible Points) Due November 30**

As your final project, you will choose one of the two topics below and write an essay.

**Option 1: Personal Philosophy of Success Essay:** In this essay, you will present your own Personal Philosophy of Success, identifying the *On Course* success strategies that you will use for years to come. In addition, you will present your opinion on what was helpful/un-helpful about this course as well as what you have learned.

A “passing grade” paper will . . .

Offer the writer’s personal definition of success and provide evidence to support it by explaining how he/she came to believe in this definition of success. (10 points)

Demonstrate the writer’s careful consideration of three or more *On Course* success strategies that he or she will use to achieve success. (15 points)

Contain extensive support (examples, experiences, evidence, and/or explanation) for each strategy. (30 points)

Show a commitment to excellence in preparation, including professional appearance (typed, edited, well organized, etc.) and a command of Standard English. (5 points)

**Option 2: One Student’s Story:** In this essay, you will relate the story of how you used a specific *On Course* strategy to overcome an obstacle to your success in college or in life. You may use the “One Student’s Story” essays in our textbook as models of how to write your story. A “passing grade” paper will...

- Explain a specific obstacle the writer faced, the specific ***On Course*** strategy used to overcome the obstacle and the outcome.
- Show a commitment to excellence in preparation, including professional appearance (typed, edited, well organized, etc.) and a command of Standard English.

**Calendar or schedule indicating course content:**

## ***Tentative Calendar Fall 2015***

<i><b>Monday</b></i>	<i><b>Wednesday</b></i>
August 24 - Introduction	August 26 - Chapter 1
August 31 - Chapter 1	September 2– Chapter 1, Start Chapter 2
September 7 - Labor Day Holiday	September 9 - Chapter 2
September 14 - Chapter 2	September 16 - Chapter 2
September 21– Chapter 3	September 23- Chapter 3
September 28- Chapter 3, <i>What's your choice?</i>	September 30 - Chapter 4
October 5 - Chapter 4	October 7 - Chapter 4
October 12 -Chapter 5	October 14 – Chapter 5
<i><b>October 19 - 20 is Fall Break!</b></i>	October 21 – Chapter 5
October 26 - Chapter 6, <b>Project DUE</b>	October 28 - Chapter 6
November 2 - Chapter 6	November 4 - Chapter 7
November 9 - Chapter 7	November 11 - Chapter 7
November 16 - Chapter 8	November 18 - Chapter 8
November 23 - Chapter 8	November 25 - Thanksgiving Holiday
November 30 – Chapter 8, <b>Final Essay DUE</b>	December 2 - Chapter 9
December 7 - Chapter 9	December 9 - Wrap up and celebrate! Last day of class!!!
<i><b>December 14 - 17- FINALS</b></i>	

## ***Tentative Assignment Deadlines for 2015***

<b>Journal # / assignment</b>	<b>page</b>	<b>chapter</b>	<b>due by</b>	<b>turned in?</b>	<b>points</b>
1	11 /12?	1	August 31		
4	35	1	September 2		
5	47	2	September 9		
6	53	2	September 14		
7	53-54	2	September 16		
10	103	3	September 21		
Special Journal	~handout~	3	September 23		
Academic Degree Plan or Embracing Change = <i>OPTION</i> <i>deadline</i>			September 28		
12	134	3	September 28		
13	140	4	September 30		
14	151	4	October 5		
16	167	4	October 7		
18	204	5	October 12		
20	216	5	October 14		
21	239	6	October 21		
Academic Degree Plan or Embracing Change			October 26		
22	245	6	October 28		
26	296	7	November 2		
25	257	7	November 4		
28	309	7	November 9		
29	336	8	November 16		
30	346	8	November 18		
32	356	8	November 23		
Final Essay	-----	-----	November 30		
33	375	9	December 2		