

**Casper College**  
**On Course (HMDV 1300-02) Syllabus**

**Term:** Fall 2015

**Credit Hours:** 2

**Class Time:** MW/9:00-9:50

**Room:** UU 318

**Instructor:** Jennie Miller

**Instructor's Contact:** (phone) 307 277-3853 (email) [jennie.miller@caspercollege.edu](mailto:jennie.miller@caspercollege.edu)

**Office Hours:** Contact Instructor for appointments

**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*).

**Course Supplies:** 3 ring binder or folder to hold journal entries, quizzes, handouts and paperwork.

**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 Coordinator (Leanne Sims), the Dean of Social & Behavior Sciences (Brandon Kosine), and lastly the Vice President for Academic Affairs (Shawn Powell).

**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:**

**1. Cell Phones:** *No cell phone use in class.* Please turn your phones to silent during our class meetings. Cell phone use is a disrespectful distraction in class.

**2. Audit/Withdraw:** The last day to change to an audit or withdraw for this course is consistent with the institutional withdraw deadline. This deadline is on **November 12<sup>th</sup> by 5:00 pm**. After this date, a “W” will only be approved for students who have extenuating circumstances.

**3. Keep all assignments:** It is important that you keep all graded work. We occasionally make mistakes when recording grades. If this happens, you will need your graded work to prove any discrepancies in your grade.

**4. Attendance & Participation:** It is mandatory and necessary for a passing grade! There are daily quizzes, participation activities, etc.; if you are absent, you will not receive points for the day. Regardless of your reasons for missing, an absence cannot be made up. So please choose your absences wisely! If you are not able to be in class, please contact me through phone or email. 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 ahead of time will be considered “late work” and will not be accepted. You are more than welcome to email your homework in the event of an absence.

**5. 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.

**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.

300 points = Daily Quizzes or Assigned Class Activities

160 points = Weekly Journal Entries

100 points = Personal Educational Plan/Map

100 points = Final Reflection Exam

660 points= Total Points Possible

A= 660-594 points

B= 593-527 points

C= 526-460 points

D= 459-393 points

F= 392-0 points

**\*\*Late work:** All work is due by the due date listed in the class calendar. Late work is not accepted. However, you may use the NQA coupon at the end of this syllabus in exchange for 1 late assignment this semester. *This cannot be used on the Personal Educational Plan/Map.*

### **Daily Quizzes or Assigned Class Activities (300 Points)**

**Attendance is Critical!!!!** Various types of quizzes and assigned activities in class will be evaluated based on the specific assignment. Remember 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.

### **Weekly Journals (160 Points)**

Your Journal provides an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in On Course. Although I will be reading your journal entries, write your journal for yourself, not for me.

- Method: All journals must be typed. They can be handed to me or emailed to me BEFORE class begins.
- Evaluation: The due dates for each journal are clearly outlined in the class syllabus. 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. These journals will not be graded on grammar and spelling, rather your attempt to “dive deep”.
- Journal Points: Journal entries have varying points depending on their length and complexity. To earn the maximum number of points possible, complete all steps in the journal and make an obvious attempt to dive deep! When evaluating your attempt to dive deep, I will look for evidence supporting your response (ex: why you believe your statements and where they come from).

<i>Score</i>	<i>Grading Criteria</i>
<b>8-10</b>	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 <i>dive deep</i> )
<b>5-7</b>	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> .
<b>0-4</b>	Journals that have had very little effort put into them; they are not complete and there is no sign of <i>diving deep</i> .

### **Personal Educational Plan/Map (100 points)**

You will create a Personal Education Plan/Graduation Map this semester. P.E.P.s help students organize and plan a path to graduation. This concept will be introduced and started in class, but you will need to complete your P.E.P. on your own.

### **Final Reflection Exam (100 points)**

The Final Exam will consist of essays, multiple choice questions, and true/false questions.

#### **Week 1**

8-24 Introductions/Review Course Syllabus

8-26 Chpt. 1/Getting On Course to Your Success

#### **Week 2**

8-31 Chpt. 1/Success

**Weekly Journal Due (1)**

9-2 Chpt. 1/Success

#### **Week 3**

9-7 (No School)

9-9 Chpt. 2/Accepting Personal Responsibility

**Weekly Journal Due (2)**

#### **Week 4**

9-14 Chpt. 2/Personal Responsibility

**Weekly Journal Due (3)**

9-16 Chpt. 2/ Personal Responsibility

#### **Week 5**

9-21 Chpt. 3/Discovering Self-Motivation

**Weekly Journal Due (4)**

9-23 Chpt. 3/Self-Motivation

#### **Week 6**

9-28 Chpt. 3/Self-Motivation

**Weekly Journal Due (5)**

9-30 Chpt. 4/Mastering Self-Management

#### **Week 7**

10-5 Chpt. 4/Self-Management

**Weekly Journal Due (6)**

10-7 Chpt. 4/Self-Management

### **Week 8/Mid-Term Week**

10-12 Chpt. 5/Employing Interdependence

**Weekly Journal Due (7)**

10-14 Chpt. 5/Interdependence

**\*\*Personal Educational Plan/Map Rough Draft Due**

### **Week 9**

10-19 Chpt. 5/Interdependence

**Weekly Journal Due (8)**

10-21 Chpt. 6/Gaining Self-Awareness

### **Week 10**

10-26 Chpt. 6/Self-Awareness

**Weekly Journal Due (9)**

10-28 Chpt. 6/Self-Motivation

### **Week 11**

11-2 Chpt. 7/Adopting Lifelong Learning

**Weekly Journal Due (10)**

11-4 Chpt. 7/ Lifelong Learning

### **Week 12 (Last Day to withdraw a from a class/11-12-15)**

11-9 Chpt. 7/ Lifelong Learning

**Weekly Journal Due (11)**

11-11 Chpt. 8/Developing Emotional Intelligence

### **Week 13**

11-16 Chpt. 8/Emotional Intelligence

**Weekly Journal Due (12)**

11-18 Chpt. 8/Emotional Intelligence

### **Week 14**

11-23 Chpt. 9/Staying on Course to Your Success

**Weekly Journal Due (13)**

11-25 (NO CLASS/Thanksgiving Break)

**Week 15**

11-30 Chpt. 9/ Your Success

**Weekly Journal Due (14)**

12-2 Chpt. 9/ Your Success

**Week 16**

12-7 Assigned Handout/Activity

**Weekly Journal Due (15)****Personal Educational Plan/Map Due**

12-9 Assigned Handout/Activity

**Final Exams/12-14 to 12-17****\*\*\*Weekly Journal Due (16) at Final Exam.**

Name:

Assignment:

Date:

**NQA Coupon****“No Questions Asked”**

At any point in time, this coupon may be filled out and attached to a late assignment with "No Questions Asked."

This coupon is the only time late work will be accepted and it is your choice to decide when/whether to use the coupon.

Only 1 coupon per student may be redeemed - so choose wisely!