

CASPER COLLEGE COURSE SYLLABUS
On Course, HMDV 1300 07

Semester/Year: Fall 2015

Lecture Hours: 2

Lab Hours: n/a

Credit Hours: 2

Class Time: 5:30-7:30pm

Days: Wednesday

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 for materials & a 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.
- **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 any building on campus per college policy.
- **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 result in a 0. 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. However, circumstances do occur, please speak with me if you believe your circumstance can be a defense of late assignments or absences.

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
Attendance & Participation (16 classes)	25 points per class	400
Reading Response (4)	25 per 2response	100
Guided Journal Entries (10 entries)	10 points per journal	100
Library Activity & Reflection in Journal	25 points each	50
Study Skill Group Project Graded Items for this project are: <ul style="list-style-type: none"> • Notes • Handout • Presentation • Group Evaluation 	25 points each	100
Team Building & Assessment	25 points each	50
Life/Graduation Map	50 points	50
Midterm & Final Essay	50/100 points each	150
Total Course Points = 1000 A = 900 – 1000 B = 800 – 899 C = 700 – 799 D = 600 – 699		

Total 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.

• Reading Response

You will need to complete a reading response for 2 book chapters at a time. It is your responsibility to read the entire book (8 chapters) and write 4 papers 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.
- Grading for these responses will be as follows:

Score	Grading Criteria
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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.
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.
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.

• Success Journals

Your Success 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: You can choose to complete your journals by writing and/or pictures with captions and expression of meaning.
- *Evaluations:* The due dates for each journal are the next class period, no exceptions. 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).
- Your weekly journal assignments may be questions posted in the book, my own questions or I may direct you to reflect on something that occurred in class. I will assign these weekly.

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

- **Library Activity and Reflection**

Once during the semester you will meet in the library to participate in learning from their staff about the resources and services they have available for students. Participation points will be given for students who attend and actively participate in this activity. A reflection paper will be assigned after the activity to be completed as homework and handed in the following class meeting.

- **Study Skills Group Projects**

You will be grouped with other students to be a learner/teacher of a study skill. You will be given a resource site to visit where you will gather information and take notes about your assigned skill. These notes are a portion of your grade. You will then collaborate with other students to combine these notes into a useable handout. You will be graded on your notes, presentation, the handout created by your group, and your group's evaluation of your participation.

- **Graduation/Life Mapping**

You will create a graduation/life map this semester. Graduation maps help students organize and plan a path to graduation and beyond. This concept will be introduced and started in class but you will need to complete the plan on your own.

- **Midterm/Final Essays**

You will hand in these papers at the determined college calendar time. You may begin working on it at any time and it is suggested that you show your draft to the instructor during the semester to ensure that you are on the right path. More discussion in regard to the midterm/final will be held in class.

Class Calendar

Agendas will be given in class. The instructor reserves the right to modify the course schedule depending on progress.

8/26/15 Week 1	Chapter 1 Introduction, Syllabus, Expectations.
9/2/15 Week 2	Learning Styles & How the Brain Learns
9/9/15 Week 3	Chapter 2 Personal Responsibility, Language and Choices
9/16/15 Week 4	True Colors
9/23/15 Week 5	Library Instruction/Class to be held at Library
9/30/15 Week 6	Chapter 3 Goal Setting & Motivation, Dreams & Life Plan

10/7/15 Week 7	Chapter 4 Study Skills Expert Groups
10/14/15 Week 8	Midterm Paper Due in Classroom
10/21/15 Week 9	Time Management & Planning
10/28/15 Week 10	Chapter 5 Life/Graduation Maps & Interdependence
11/4/15 Week 11	Chapter 6 Self-Awareness & Scripts
11/11/15 Week 12	Critical Thinking
11/18/15 Week 13	Chapter 7 After College: Plans & Dreams, Dealing with Real World Issues, Finances & Life Long Learning
11/25/15 Week 14	Thanksgiving Break No Class
12/2/15 Week 15	Chapter 8 Emotional Intelligence
12/9/15 Week 16	Wrap Up Celebration (Journal Posting must be Complete)
12/16/15 Finals Week	Final paper due to instructor by email or drop off at BU126 by 5:00 pm. (NO LATE PAPERS ACCEPTED!)