

CASPER COLLEGE COURSE SYLLABUS
HMDV 1300 N3

Semester/Year: Fall 2015

Lecture Hours: 2

Credit Hours: 2

Class Time: On Line

Instructor's Name: Tracy Suhr, MSN, RNC

**Instructor's Contact
Information:**

**Office Phone:
307-268-2413**

Email: tsuhr@caspercollege.edu

Office Hours: Monday 1:00pm – 4:00pm, Tuesday 9:15am – 10:15am, Thursday 9:15am – 10:15am. (Monday mornings and Friday morning by appointment only.)

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

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.

Required Text, Readings, and Materials: *On Course, Study Skills Plus Edition* by Skip Downing

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:

7. Demonstrate effective oral and written communication
8. Solve problems using critical thinking and creativity
9. Demonstrate knowledge of diverse cultures and historical perspectives
10. Appreciate aesthetic and creative activities
11. Use appropriate technology and information to conduct research
12. Describe the value of personal, civic, and social responsibilities

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

8. Describe personal responsibility and identify how it relates to success in college
9. Describe past & present personal choices that impact goal attainment
10. Summarize relevant research through active discussion and collaboration with peers
11. Recognize cultural differences and demonstrate respect for multiple perspectives
12. Identify where and how to access campus support services
13. Demonstrate interpersonal skills through creative group discussion and activities
14. 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: This course is designed for the self-directed learner. It is delivered by internet through Moodle and Aplia. In order to participate, the student must have access to the internet and to a compatible internet browser such as Microsoft Internet Explorer, Netscape Navigator or Firefox (Moodle works best in the latter one, 3.6 or higher). It is also helpful for the student to have a basic working knowledge of computer operations and to be familiar with internet navigation and the use of email. For more information regarding course technical requirements, see the Casper College Distance Education website, or contact the HelpDesk at 268-3648.

Students need to work independently through reading and learning exercises in order to understand the material, finish assignments within the prescribed timeframes, and complete quizzes during the scheduled dates. Contrary to popular thinking, internet courses are not “easier” than campus-based courses. The student is expected to exhibit a high level of responsibility, dedication, and self-discipline in order to succeed in this course. The student should expect to spend at least as much time studying and preparing for this course as s/he would for a traditional class presented in the classroom.

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
Discussions and Activities and Participation sets (10)	Various points	334
Guided Journal Entries (20 entries)	Various points per journal	188
Pre and Post Assignment Sets	64/ assessment	128
Final Essay	100 points	100
<p style="text-align: center;">Total Course points = 750 <i>Point/Grade Breakdown:</i> A = 750-675 B = 674-600 C = 599-525 D = 525-450 F = 450-below</p>		

Assignment Descriptions:

- **Participation Sets:** One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation in our online class, you will see “participation sets” for each of the 6 chapters covered in the class. These interactive problem sets will provide you an opportunity to apply what you are reading and learning about in the text. Additionally, they will give you a chance to interact with the course material. If you have read the chapters, you should have no trouble earning the maximum points for each.
- **Activities/ Assignments:** In Aplia, these have the word “activity” in front of them. These assignments are meant to offer an opportunity for you to put theory in to practice. Some include watching videos, taking assessments, playing games or putting together a short assignment. Several will also be tied to your discussions where you will comment on your experience. Points will vary depending on the difficulty level of the assignment.
- **Discussions:** You will be given several opportunities to share your thoughts with your classmates about the things we will be doing in class. You are expected to complete one discussion comment and one reply to a classmate’s discussion comment. DO NOT rush through these; take the time to put some thought and effort in to them. I realize that grading of discussions can be difficult to understand so below you will see the grading criteria for online discussions.

Grading Criteria for Online Discussions

- 90-100% = Provided clear, full answer to the question(s) posed; answered all parts of multi-part questions; provided at least two supportive/explanatory sentences with your answer; provided a clear, thoughtful, and relevant response to a classmate’s post **OR**

- provided a clear, thoughtful, relevant response to a classmate's question/comment on your original post.
- 80-90% = Provided majority of the information outlined in the description above; provided slightly unclear, or less thorough information than requested; neglected to answer one of the parts of multi-part questions, etc.
 - 70-80% = Provided half of the information requested (offered only one supportive/explanatory sentence, neglected to answer half of the parts of multi-part questions), etc.
 - 60-70% = Provided less than half of the information requested.
 - Less than 60% = Neglected to respond to the question

EXAMPLES:

“Please introduce yourself to the rest of the class by providing the following information:

- your name
- your major at Casper College
- your semester (first, fourth, etc.)
- one reason you took this course
- one hobby or interest you enjoy when you're not studying”

- **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: All journals will be completed and submitted in the Aplia program
- *Evaluations:* The due dates for each journal are clearly outlined in the class calendar of the syllabus as well as on the Aplia course outline page. 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.
- *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 ask myself if you have not only commented on your thoughts but explained why you believe this and where it comes from. Imagine me over your shoulder asking “why?” or “Where does this come from?” after your statements and continue writing until you believe you have answered those questions.

- **Final Essay**

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

Things to keep in mind to receive a passing grade on either paper you choose:

- This is a professional paper. It should be typed and edited. Do not turn in papers that you have not taken the time to proofread!

- I will be grading you on the quality of content, not the length; therefore there is no minimum or maximum page length. However, it has been my experience that other students are able to achieve an A/B paper in 2-3 pages length.
- DO NOT regurgitate information from the book or lecture. For example, do not give me definitions of concepts to demonstrate your knowledge. I will be looking for examples of how you see the On Course concepts playing out in your own life. Talk about yourself in this paper; what you have learned about yourself and if you intend to make changes because of this new knowledge.
- **Option 1: Personal Philosophy of Success Essay**
In this essay, you will need to address the following:
 - What is your own Personal Philosophy of Success and how have you come to have this definition?
 - Are there things you learned in the On Course class that have helped you establish this definition or validated a definition you have always had?
 - Identify the *On Course* success strategies that have been impactful and how you have used them or how you plan to use them in the future.
 - Identify new things you have learned about yourself. Talk about some of your “aha” moments in class.
- **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. This paper should include the following:
 - What you used to think, feel and do in relation to your On Course strategy (Using “self-awareness” as an example- “before taking On Course, I didn't put much thought in to my behaviors or feelings... I was wandering in and out of my academics, letting my feelings get the best of me and direct my behaviors. An example of this is when I noticed I was off course....)
 - What On Course strategy you learned about (While learning about self-awareness in our On Course class, I realized that I have a core belief that I am... and this comes out in some of my habitual behavior patterns...such as...)
 - How you have changed since learning this (Now that I understand where some of my habitual patterns are coming from... I am able to....)
 - You may use the “One Student’s Story” essays in our textbook as models of how to write your story. If done well, I may submit your story to the On Course Essay Contest. Winning entries will be published in the next edition of the On Course test to inspire future students. Winning entries will also be awarded a \$100 prize. Full directions for writing this essay can be found at <http://oncourseworkshop.com/Contest.htm>

Required Text, Readings, and Materials:

On Course, Study Skills Plus 2nd Edition by Skip Downing bundled with Aplia (online homework component). Aplia has an electronic book so if you do not want a regular book, Aplia is also available for stand-alone purchase.

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: November 12, 2015.

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 to check their account regularly.

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.

Calendar or schedule indicating course content: On separate document.