CASPER COLLEGE COURSE SYLLABUS
On Course, HMDV 1300

Semester/Year: Spring 2016

Lecture Hours: 2  Lab Hours: n/a  Credit Hours: 2

Class Time: 11:00a – 12:15p  Days: T, TH; 1/19 – 3/24  Room: GW 222

Instructor’s Name: Kayla Armstrong

Instructor's Contact: GW 347  Office Phone: 307-268-2604  Email: kaylaarmstrong@caspercollege.edu

Contact Preferences & Information: Email. Emails are answered within 18-24 hours during the week (M-F), if I am in the office.

Office Hours: By appointment Monday – Friday, 8am – 5pm; feel free to stop in to see if I’m available also!

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). No Apulia or Cengage login needed.

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, Brent Heuer, 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:** (college deadline or yours, if different) (Your attendance policy, exam, homework, assignment make-up policy, anything particular to your class)

- **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.

- **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 12th by 5:00 pm. After this date, a “W” will only be approved for students who have extenuating circumstances.
• **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.

• **Electronic Cigarettes:** Out of respect for everyone in the classroom, electronic cigarettes are not allowed in this class.

• **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.

• **Attendance & Participation:** Mandatory and necessary for a passing grade. Therefore, it is the largest portion of your grade. If you are absent or need to leave class early, you will not receive full attendance & participation points for the day.
  - You are allowed 2 absences with no penalty – USE THEM WISELY. After 2 absences, you will not receive attendance/participation points for those days.
  - If you miss a class and there is an assignment due that day, you are expected to turn in the homework beforehand, 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 or drop it off in advance to my office.

• **Late work:** All work is due by the due date listed in the class calendar. Late work is not accepted. Emergencies happen – plan for them. 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 midterm or final exam.*

### Assignments

#### Regarding Assignments:
All assignments are due at the beginning of the designated class session. I will not accept any late work. Let me say this again, I will not accept any late work. No one homework assignment will make or break your grade. For your final paper, I recommend that you have a contingency plan for unexpected illness etc. Please make arrangements with other students to get your work to class, in my mailbox, or in my e-mail by the beginning of the class period when the assignment is due. In-class assignments cannot be made up. All homework and journals must be typed.

I reserve the right to grant extensions on the due date of assignments on a case by case basis. You must make your case to me *in person and in advance of the due date.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (20, 10 pts each)</td>
<td>200</td>
<td>A</td>
</tr>
<tr>
<td>Journals (5, 10 pts each)</td>
<td>50</td>
<td>100% - 89.5%</td>
</tr>
<tr>
<td>Embracing Change (3, 20 pts each)</td>
<td>60</td>
<td>B</td>
</tr>
<tr>
<td>Quizzes (6, 10 pts each)</td>
<td>60</td>
<td>89.4% - 79.5%</td>
</tr>
<tr>
<td>Midterm</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Graduation Map</td>
<td>50</td>
<td>C</td>
</tr>
<tr>
<td>Career Project</td>
<td>100</td>
<td>79.4% - 69.5%</td>
</tr>
<tr>
<td>Final</td>
<td>50</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>69.4% - 59.5%</strong></td>
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</table>
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.

- **Journal Entries**
  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 must be typed and handed in via the dropbox in Moodle.

  - **Evaluations:** The due dates for each journal are clearly outlined in the class calendar on the 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). Expect me to ask “Why” a lot – not because I do not believe you but rather I want you to understand the “why” in your actions and reactions.

  - **Grading for these responses will be as follows:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grading Criteria</th>
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</thead>
<tbody>
<tr>
<td>Max points</td>
<td>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.</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Partial points</td>
<td>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.</td>
</tr>
<tr>
<td>6-9</td>
<td></td>
</tr>
<tr>
<td>Minimal points</td>
<td>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.</td>
</tr>
<tr>
<td>1-5</td>
<td></td>
</tr>
</tbody>
</table>
• **Graduation Mapping**
  You will create a graduation map this semester. Graduation maps help students organize and plan a path to graduation. This concept will be introduced and started in class but you will need to complete the plan on your own.

• **Study Skill Improvement Group Handout**
  In this assignment you will become part of an “expert group” and pick a study skill or other academically related skill to learn about and become the expert on. As a group you will create a handout that will highlight that particular study skill and what one can do to improve. Each expert group will choose a different study skill to focus on. You will be given additional information on this assignment in class.

• **Career Project**
  In this assignment you will see how your own personal interests relate to careers. You will have a chance to explore a variety of career options and also learn what types of education are needed to work in your field of interest. Additionally, you are given job descriptions, information on what kind of knowledge, skills, abilities, personality and technology is needed for various jobs.

• **Quizzes, Midterm & Final Exam**
  Part of the goal of this class is to help you learn how to study for exams and quizzes in college. To that end, there will be several unannounced quizzes over the course of the semester on the chapters we read. At the middle and the end of the semester, there will be an exam over the content from the book during your final exam time. The midterm and the final exam will consist of essay and multiple choice questions that ask you to apply the knowledge we’ve gained over the semester.
Class Calendar

Class calendar due dates are subject to change at the discretion of the instructor.

Week One: Jan. 19th & 21st
  Tuesday: Syllabus and Introductions
  Thursday: What is this class about?!

Week Two: Jan. 26th & 28th
  Tuesday: Read Ch. 1. Bring results to class: Ch. 1 Self-Assessment (p. 6-9)
  Thursday: Ch. 1 - Journal Entry #1 due.

Week Three: Feb. 2nd & 4th
  Tuesday: Read Ch. 2 - Victim/Creator Mindset
  Thursday: Ch. 2 - Language of Responsibility & Wise Choices. Embracing Change #1 assigned.

Week Four: Feb. 9th & 11th
  Tuesday: Ch. 4. Planning for the Future. Journal Entry #7 due.
  Thursday: Ch. 4.

Week Five: Feb. 16th & 18th
  Tuesday: Read Ch. 3. DAPPS. Embracing Change #1 due.

Week Six: Feb. 23rd & 25th
  Tuesday: Ch. 8.

Week Seven: March 1st & 3rd
  Tuesday: Graduation Map. Embracing Change #2 due.
  Thursday: Read Ch. 6. The Puzzle (in class)  Embracing Change #3 assigned.

Week Eight: March 8th & 10th
  Tuesday: Journal Entry #21 due.
  Thursday: Graduation Map due.

Week Nine: March 15th & 17th
  Tuesday: Spring Break - No classes
  Thursday: Spring Break - No classes

Week Ten: March 22nd & 24th
  Tuesday: Read Ch. 5. Embracing Change #3 due.
  Thursday: Final TBA. Journal Entry #18 due.
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!