On Course
(HMDV 1300, sec. N4)
Spring 2016
1/19 - 5/12

Instructor: Terry Rogers
Office: KT 144
Phone: 307-268-2648
Email: trogers@caspercollege.edu

Office Hours: By appointment if you want a guarantee. Otherwise, you are welcome to stop by my office at any time. You can also contact me via email or Moodle mail.


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

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

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

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data
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: This course is designed for the self-directed learner. It is delivered by internet through Moodle. 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 Firefox). 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.

Students need to work independently through reading and learning exercises in order to understand the material, finish assignments within the prescribed time frames by 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.

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 Loya), the Dean of Social & Behavior Sciences (Dr. Brandon Kosine), and lastly the Vice President for Academic Affairs (Dr. 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. 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.

**Tips for student success include:**

- This course is divided into weeks. Each week, you will complete a reading response, a success journal and a discussion or lesson. All assignments will be due at Midnight on Sunday each week.

- I would encourage you to read through the module assignments at the start of a new module. Some of the discussions and activities will require your attention for several days before being able to accurately respond or finish the assignment. If you look through these assignments at the beginning, you can accurately plan and organize when to complete things.

• Participating in all online course activities, including responding to threaded discussions and submitting all assignments on time.

• Keep a copy of all submitted work done in Moodle. This is a NOT an error free program. Additionally, because of the poor bandwidth in Wyoming the internet/Moodle can go down.

• The student is responsible for solving his/her own technical problems. I will certainly provide help when I can but know that I am not an IT Expert. If you are having problems with Moodle the following places can provide assistance: CC Digital Learning Center (307-268-2486, LH 298) and CC HelpDesk (268-3648, Lower level of Library)

• Heavy internet use occurs during the evening hours of 8-10 p.m. The student may wish to consider logging into the class during other times (if possible).

• Taking responsibility for problem-solving course issues: Computers DO crash. This is NOT a legitimate excuse to miss an assignment or exam. In the event of hardware/software problems, it is the student’s responsibility to access the course from another computer. This can be done from any of the computer labs on the Casper College campus, using the public library, or requesting to use a friend’s computer, etc. Please plan ahead, giving yourself additional time in case technical issues arise!

• Calling, emailing, or making an appointment with the instructor to seek additional assistance (if needed).

**Available Computer Labs at Casper College:**

• Casper College Goodstein Library
• Thorson Business Building
• Liesinger Building
• Saunders Health Science Center, Multimedia Center
Class Policies:

- **Professionalism**: You will be invited to share personal opinions and personal stories throughout the class. I expect all students in my class to act with professionalism in responding to discussion questions and/or comments recognizing all students the dignity to which they are entitled. This means that I expect each of you will treat one another with the same respect which you expect. Simply put, this class is not a place to judge others or convert them to your beliefs, attitudes, and values; it is a place to explore your own personal, thoughts, feelings and behaviors and be exposed to other points of view.

- **Audit/Withdraw**: The last day to change to an audit or withdraw for this course is consistent with the institutional withdraw deadline.

- **Participation**: Mandatory and necessary for a passing grade. Participation will be graded based off your completion of assignments and your involvement in the discussions. You will have 2 discussion questions per chapter. As a part of your grade, you are expected to answer the discussion questions as well as comment on 1-2 other posts in a respectful manner. If you complete both of these things before the start of the next week, you will earn full points.

- **Late work**: I do not accept late work.

- **Keep all assignments**: It is important that you keep all graded work.
  - **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.

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Point Breakdown</th>
<th>Total points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Responses (14)</td>
<td>15 points per response</td>
<td>210</td>
</tr>
<tr>
<td>Discussions &amp; Lessons (14)</td>
<td>15 points per discussion or lesson</td>
<td>210</td>
</tr>
</tbody>
</table>
Guided Journal Entries (14 entries)  15 points per journal  210
Final Essay  70 points  70

Total Course Points Possible  700

Point Breakdown:

700 Possible
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = less than 60%

Reading Responses: You will need to complete a reading response each week as assigned. In each response, you will identify 3 main points of the reading section, answer a series of questions about the section and write a brief reflective summary about your thoughts.

Grading for these responses will be as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grading Criteria</th>
</tr>
</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>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>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</td>
</tr>
</tbody>
</table>
Discussions: You will be given several opportunities to share your thoughts with your classmates about the things we will be doing in class. To earn full points, you must complete one discussion comment and replies to 1-2 classmate’s discussion comments. Pay attention to the instructions for each discussion for the specific number of replies you must complete. DO NOT rush through these; take the time to put some thought and effort into them. I realize that grading of discussions can be difficult to understand so below you will see the grading criteria for online discussions. For examples of appropriate responses and how they would be graded, refer to the “Discussion Guidelines” posted in Moodle.

- **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

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 Moodle
- *Evaluations:* 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.
- Each journal will be worth 15 points and will be graded from the following criteria:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max points</td>
<td>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 <em>dive deep</em>)</td>
</tr>
<tr>
<td>Partial points</td>
<td>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 <em>diving deep.</em></td>
</tr>
<tr>
<td>Minimal points</td>
<td>Journals that have had very little effort put into them; they are not complete and there is no sign of <em>diving deep.</em></td>
</tr>
</tbody>
</table>

- I will give you feedback and make comments on your journals. These are usually 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.

**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.
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
<table>
<thead>
<tr>
<th>#</th>
<th>Focus</th>
<th>Task Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Introductions</td>
<td>Review syllabus, intro video, and post in introductions forum</td>
<td>Sunday, January 24 at 11:55 pm</td>
</tr>
<tr>
<td>#2</td>
<td>Chapter 1</td>
<td>Reading response, self-assessment, discussion, and journal</td>
<td>Sunday, January 31 at 11:55 pm</td>
</tr>
<tr>
<td>#3</td>
<td>Chapter 2</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, February 7 at 11:55 pm</td>
</tr>
<tr>
<td>#4</td>
<td>Chapter 2</td>
<td>Reading response, lesson, and journal</td>
<td>Sunday, February 14 at 11:55 pm</td>
</tr>
<tr>
<td>#5</td>
<td>Chapter 3</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, February 21 at 11:55 pm</td>
</tr>
<tr>
<td>#6</td>
<td>Chapter 3</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, February 28 at 11:55 pm</td>
</tr>
<tr>
<td>#7</td>
<td>Chapter 4</td>
<td>Reading response, lesson, and journal</td>
<td>Sunday, March 6 at 11:55 pm</td>
</tr>
<tr>
<td>#8</td>
<td>Chapter 4</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, March 13 at 11:55 pm</td>
</tr>
<tr>
<td>#9</td>
<td>Section Break</td>
<td>Spring Break</td>
<td>March 14-18</td>
</tr>
<tr>
<td>#10</td>
<td>Chapter 5</td>
<td>Reading response and lesson</td>
<td>Sunday, March 27 at 11:55 pm</td>
</tr>
<tr>
<td>#11</td>
<td>Chapter 5</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, April 3 at 11:55 pm</td>
</tr>
<tr>
<td>#12</td>
<td>Chapter 6</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, April 10 at 11:55 pm</td>
</tr>
<tr>
<td>#13</td>
<td>Chapter 6</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, April 17 at 11:55 pm</td>
</tr>
<tr>
<td>#14</td>
<td>Chapter 7</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, April 24 at 11:55 pm</td>
</tr>
<tr>
<td>#15</td>
<td>Chapter 8</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, May 1 at 11:55 pm</td>
</tr>
<tr>
<td>#16</td>
<td>Chapter 8</td>
<td>Reading response, discussion, and journal</td>
<td>Sunday, May 8 at 11:55 pm</td>
</tr>
<tr>
<td>#17</td>
<td>Wrap up</td>
<td>Final Essay</td>
<td>Tuesday, May 10 at 11:55 pm</td>
</tr>
</tbody>
</table>