**AS 101-SD First Year Experience**

Semester

Time

Room:

3 Credit Hours

**INSTRUCTOR INFORMATION:**

Name:

Telephone:

E-mail

Office hours:

**COURSE DESCRIPTION:**

This course is designed to give students training and experiences that will allow them to be successful in a college setting. Topics covered include understanding college culture, increasing self-esteem and motivation, setting goals, learning styles, memory development, listening skills, note-taking skills, study skills, test-taking, critical thinking skills, and career issues. 

**PREREQUISITES:**

Placement in College-level courses

**REQUIRED TEXTBOOKS:**

McGuire, S.Y. (2018). *Teach yourself how to learn: Strategies you can use to ace any course at any level.* Stylus Publishing.

Ilibagiza, I. (2006). *Left to tell: Discovering God amidst the Rwandan holocaust.* Hay House, Inc.

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities enabling them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of Student Support Services programming, students will demonstrate:

1. Active participation in academic and career selection. (DCLO 6)
2. Enhanced knowledge of college resources to help them succeed. (DCLO 6)
3. Academic engagement, growth, and development. (DCLO 4, 6)
4. The skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers. (DCLO 5, 7)

**STUDENT LEARNING OUTCOMES**

Upon successful completion of the First Year Experience course, students will have the ability to:

1. Examine their behavior through reflection. (PLO 4)
2. Identify learning strategies that best compliment personal strengths and challenges. (PLO 3)
3. Create goals for the future that are consistent with student interests and values. (PLO 1)
4. Access various college departments and services to enhance success. (PLO 2)
5. Complete a series of modules designed to improve financial literacy. (PLO 3)
6. Connect academic inquiry to actions that will improve society and serve the community. (PLO 4)

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| **Donnelly College**  **Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Application and Assessment** |
| **Communication Skills:** Students will communicate effectively in writing and speaking. |  |  |  |
| **Technology and Information Literacy Skills:**  Students will demonstrate proficiency in information literacy skills. |  |  |  |
| **Symbolic Problem Solving:**  Students will demonstrate competency in qualitative and quantitative problem solving. |  |  |  |
| **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | Students will demonstrate academic engagement, growth, and development. | Students will have the ability to identify learning strategies that best compliment personal strengths and challenges. | **Students will be able to identify strategies learned to this point in the class and analyze which can be most effective for them. They will be able to create a plan for implementing those strategies into their learning routines. Students will score 11-15 points on Evidence of Critical Thinking and Development of Ideas areas of the Journal Rubric for Journal 8.** |
| **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally. | Students will demonstrate the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers. | Students will have the ability to examine their behavior through reflection. |  |
| **Academic Inquiry:** Students will engage independently and effectively in lifelong learning. | Students will demonstrate active participation in academic and career selection.  Students will demonstrate enhanced knowledge of college resources to help them succeed.  Students will demonstrate academic engagement, growth, and development. | Students will have the ability to create goals for the future that are consistent with student interests and values.  Students will have the ability to access various college departments and services to enhance success.  Students will have the ability to complete a series of modules designed to improve financial literacy. |  |
| **Values:**  Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | Students will demonstrate the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers. | Students will have the ability to connect academic inquiry to actions that will improve society and serve the community. |  |

**COURSE REQUIREMENTS:**

* First Year Experience is a highly interactive course. Attendance and active student participation are critical to the success of both students and the course in general. The attendance policy is outlined in more detail within the ATTENDANCE POLICY section of the syllabus.
* Students need to have a textbook purchased by the first week of class. The book will be used regularly both inside and outside of class. If your textbook will be arriving after the first week, please speak with your instructor to discuss options
* All assignments are due on the scheduled due date.
* Students must be prepared for class sessions. All assignments are due on the scheduled due date and time. Late work may not be accepted, and some assignments are not possible to make up due to the collaborative nature of the course.
* A notebook with all homework assignments, class work, and notes must be maintained throughout the course. Your work should be accessible and organized. The final exam is comprehensive so having these materials will be necessary.
* Students need to attend all common read monthly events and complete related assignments. Event dates and times are found on the course calendar. If you are not able to attend an event, speak with your instructor as soon as possible.
* There is an online journal component to this class which will require all students to access and utilize the learning platform weekly, beginning the first week of class. All journal assignments must be uploaded in the required format. These 14 journals account for 560 points, half of those contained in the course itself. **Students must complete these assignments to pass this class**. Rubric for the grading of journal entries is found below:

**Assessment Rubric for Online Journal**

Journals must be submitted on Canvas by **10:00 p.m.** on the assigned due date. Late submissions may not be graded. The topic for each online journal can be found on the course calendar and in the Canvas modules. Journal entries should be approximately *350-500* words in length and adhere to the requirements below.

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|  | **Evidence of Critical Thinking** | **Development of Ideas** | **Mechanics** |
| **Meets Target** | **15 points**  Demonstrates critical thinking, including analysis and the ability to apply concepts from text and class discussions. | **15 points**  Well-developed thoughts, ideas, and details showing evidence of reflection. | **10 points**  Well-written, clear organization, and contains few, if any, grammatical or structural errors. |
| **Making Progress** | **11 points**  Demonstrates some critical thinking and application of concepts; may lack adequate support from text. | **11 points**  Shows some evidence of reflection, but ideas may not be well-developed. | **7 points**  Some evidence of organization and structure. Errors in grammar and usage are present. |
| **Needs Improvement** | **8 points**  Does not exhibit critical thinking skills, application, or provide relevant support from text. | **8 points**  Not much thought or detail; shows little evidence of reflection or grasp of concepts. | **5 points**  Lack of organization or clarity in writing. May contain several errors in grammar and usage. |

**GRADING POLICY**

Attendance and service-learning participation 150 points

Homework assignments 150 points (6 @ 25 points each)

Class activities and quizzes 125 points (5 @ 25 points each)

Service-Learning project & summary 75 points

Online journals 520 points (13 @ 40 points each)

Final Exam reflection/self-evaluation 80 points

**TOTAL: 1100 points**

**CANVAS:** All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on a regular basis.

Note: All communications regarding this course will be made via your Donnelly College email account. If you have questions about using Canvas, check the Online Student Guide available at

<https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>.

For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

**EMPOWER:** Attendance, mid-term and final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.

**GRADING SCALE:**

A = 90-100% 990-1100 points

B = 80-89% 880-989 points

C = 70-79% 770-889 points

D = 60-69% 660 -789 points

F = 59% or below 659 points or below

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean, and appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism-the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work-sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** Class attendance is one of the most important predictors of success in college. Therefore, the attendance policy for this class will be strictly enforced. Students who are absent for more than 6 class sessions may be administratively withdrawn from the class. **Students lose credit for each missed class from their attendance grade, and after 10 absences they will not be able to pass this class. Repeated late entries will also result in deduction from attendance credit.**

It is important to be **in class** when we begin. Coming in late changes the energy of the lesson and

disrupts the concentration of the teacher and those who are learning. Students who are habitually late will be advised that attendance points will not be earned on late arrival days.

Please, take these policies into account when you schedule appointments or other activities throughout the semester. Appointments should take place outside of class hours.

*Accommodation of Religious Observances:* Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations, and other course requirements. Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed due to their absence.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, she/he should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet his/her financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal based on non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

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| 14 to 16-week classes | 3 weeks before the end of the class |
| 6 to 8-week classes | 7 weekdays before the end of class |

Withdrawal deadline dates will be published in the academic calendar.

**TENTATIVE COURSE CALENDAR:**

The schedule is subject to change based on the progress or needs of the class.

**\*All online journal entries are due on the assigned date by 10:00 p.m.**

**Refer to the Journal Rubric for guidance as you are writing Journal Entries!**

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| **Dates** | **In Class** | **Assignments** |
| **Week 1**  8/17  &  8/19 | *Mission, Values, Service, and course information*   * Syllabus, introductions, course requirements * Syllabus: A tool for learning course expectations. * Donnelly Mission and Values * Preparation for Convocation * Introductory Chapters to Text (1-3) | * Read and study Syllabus and ask questions * Read pages 1 – 8 in Teach Yourself How to Learn * Sign Syllabus agreement, Good Faith Agreement and complete the TRIO Intake form online (By 8/24) * **Journal 1**: Reflection Mission Statement, Values, Convocation, Day of Service **Due 8/23** |
| **Week 2**  8/24 &  8/26 | *College Culture*   * Video Module 1 “Advice to Freshmen” * Fishbowl discussion on reading and Culture of Higher Education * Presentations by Juliet Her and Rachel Guay * Presentation Thursday 08/26 Eric Smith Financial Literacy | * Read Handout On Course, p. 16 - 19 and p. 23 – 28 * **Activity 1: Fishbowl Prep. & Participation** * Journal 2: Reflection on Financial Literacy presentation Due 8/30 |
| **Week 3**  8/31 &  9/2 | *Campus Ministry and Service Learning*   * Guest Speaker and tour: Campus ministry Aaron Williams (8/31) * Guest Speaker Catholic Charities: Madi Abbot (9/2) Beginning of semester long service project * Habitudes: #3 "A Bridge Not a Wall" in class * Think, pair share and class discussion. * Metacognition intro activity in class. | * Read Handout “Service Learning” for Tuesday 8/31 * Journal 3: Reflection on Service-Learning Reading and presentation Due 9/6 * Looking Ahead: Time Monitor for 3 Days: Due 9/16 Choose your three days and get started! |
| **Week 4**  9/7 &  9/9 | *Metacognition and Learning Strategies*   * Blooms Taxonomy and the Study Cycle. * Metacognition Activities in class (4.1 & 4.4 in groups) * Using the Study Cycle (Video) * Pomodoro Timer * Quizlet * Hippocampus | * Read Chapt. 3 & 4 in TYHTL * Watch Videos in Canvas   + Blooms   + Explaining Blooms   + Neuroplasticity and AGES * Journal 4: Reflection on Leveling Up P 33. Due 9/13 * Homework 1: Time Monitor for 3 Days: Due 9/16 |
| **Week 5**  9//14 &  9/16 | *Learning Strategies & Time Management*   * Time monitor discussion (T/P/S) * Multi-Tasking Demo * Tips from TYHTL Chapt. 9 Jigsaw Reading Activity * Videos:   + We have Time   + Priorities   + Jar of Life   9/16 Guest speaker from USM | * Read Chapt. 5 TYHTL * Bring to class:   + 2 strategies you think would be most helpful and why.   + 2 questions you have about any of the strategies   + 1 suggestion to class of a strategy or tool that has helped you * Homework 1: Time Monitor 9/16 Needed for Class Activity * Journal 5: What did you learn from your time monitor? Next steps. Due 9/20 |
| **Week 6**  9/21 &  9/23 | *Understanding Growth Mindset and Learning*   * Discuss Homework Reading and Videos * Hank Green on Growth Mindset * Carol Dweck on Growth Mindset (revised) * How to Build Confidence | * Watch “Perseverance” Video * Watch “Carol Dweck Power of Yet” * Read Chapt. 6 TYHTL * Journal 6 : Growth Mindset Due 9/27 |
| **Week 7**  9/28 &  9/30 | *Notetaking / Summarizing/ paraphrasing*   * Note taking methods and practice * T/ P / S/ Questions * Paraphrasing and summarizing * Class exercises on Paraphrasing | * Watch Videos: 9/28   + Note Taking Advice from Crash Course   + Note Taking 5 methods * Read and Do Exercises: 9/30   + Paraphrasing: Continue for 3 pages * **Journal 7 Note Taking Reflection Due 10/4** |
| **Week 8**  10/5 &  10/7 | *Intro to Common Read*   * Comm[on Read activity: Film - Hotel Rwanda](https://donnelly.instructure.com/courses/2386/modules/items/50745) * Fishbowl Discussion on film and follow up. | * Watch Video: Background Information on Rwandan Genocide * Read brief review and overview of film before class on Nov. 5th * Activity 2: **Fishbowl Prep. & Participation Discussion of Film** (See Canvas) * Journal 8: Reflection on Strategies learned to this point. (KPI) |
| **Week 9**  10/12 &  10/14 | *Personal Finance Module 1*   * Review of Basics of Financial Literacy: Module 1 in Financial Literacy 101 * Elements of Financial Wellbeing * Financial Well Being Assessment * Discussion of Debt and Budgeting * 50/30/20 Budgeting (2 videos) * Case Study: Why Do We Behave as We Do? * Budgeting Templates to try | * Homework 2: View/Read Basics of Financial Literacy (Link to Financial Literacy 101 in Canvas) * While going through the Module, be sure to do the suggested exercises and tasks, particularly the real-world calculator at the end of the Module * Needs Vs Wants Video * Canvas Quiz: Basics of Financial Literacy Due 10/18 * **Journal 9:** Financial Lit reflection: Due 10/18 |
| **Week 10**  10/19 &  10/21 | *Emotional Intelligence/Accepting Personal Responsibility*   * Creator vs Victim mindset * Discuss: “Case Study in Critical Thinking: The Late Paper” (Tues) * Video: ID and Change a Victim Mindset * Video: Freedom from Self-Doubt (Notes!) * Small Groups & Class Discussion: Share Quotes and Questions for FFSD Video | * Read   + Accepting Personal Responsibility   + Victim Vs Creator Language   **Journal 10**: Reflection on Victim Vs Creator Due 10/25 |
| **Week 11**  10/26 &  10/28 | *Motivation & Learning*   * Discuss “Case Study in Critical Thinking: Popson’s Dilemma” * Value of college outcomes and experiences (College ROI CHARTs) * Three Levers Influencing Motivation * Discussion of Obstacles to Motivation (Canvas Page) | * Read Chapt. 7 & 8 TYHTL * **Journal 11:** Why am I here? Reflection on what brought you to college and motivates you to continue. Reflect on the obstacles you might have discussed in your groups as well. How can you keep these obstacles from interfering with your motivation as you move forward? |
| **Week 12**  11/2 &  11/4 | *Personal Finance Module 2: Taxes*   * Watch and Discuss Paycheck Video * Share and Discuss resources in Canvas * Gig economy taxes * Play in pairs “Shady Sam” in preparation for Credit Unit Week 13 * 11/4 Guest speaker: Do I need to fill out a Tax Return? | * Homework 3: View/Read Taxes (Link to Financial Literacy 101 in Canvas) * While going through the Module, be sure to do the suggested exercises and tasks. * Quiz Taxes : Canvas Module 12, Due by Tuesday November 9. |
| **Week 13**  11/9 & 11/11 | *Personal Finance Module 2: Managing Credit*   * How to Read Your Credit Card Statement * How Credit Cards Work: The Math * All About Credit Scores * The Schumer Box (read the Credit Card Statement) | * Homework 4: View/Read Managing Credit (Link to Financial Literacy 101 in Canvas) Due 11/9 * While going through the Module, be sure to do the suggested exercises and tasks. * Watch Videos:   + How Credit Cards Work   + Pros and Cons of Credit Cards * Familiarize with “Vocabulary of Credit Cards” through Quizlet site * Quiz: The Schumer Box   Journal 12 Managing Credit (Due 11/23) |
| **Week 14**  11/16 & 11/18 | Career Planning/ Career Cruising: Presentation by Yvonne for all FYE classes.  Begin Matchmaker and My Skills Assessment  Discussion/ Sharing of Service Learning Project on Tuesday 11/18  Reminder: Thanks & Giving (11/18) | Homework 5 Complete Matchmaker and My Skills Assessment  Service Learning Project Summary Form Due 11/18 @ 9 AM  Be prepared to share and discuss your project in class on Tuesday 11/18 |
| **Week 15**  11/23  Thanksgiving | Smart Goals  Watch Video on Smart Goals  Discuss Career Goals, School Goals in Small Groups.  Set 4 Smart goals and test them using the SMART acronym.  No school Wed, Thursday, Friday | Read Chapt 10 in TYHTL  Thanksgiving Break  Homework 6: Career Comparison Worksheet Due Monday 11/29th  No Journal |
| **Week 16**  **11/30 &**  **12/2** | Civic Engagement  Make up |  |
| **Finals Week**  **12/7 &**  **12/9** | **Final Essay during Class time** | Thursday 12/9  Final Exam during Class time |

COVID 19 ADDENDUM

For updated information on COVID precautions and situation at Donnelly, please consult our website

[COVID GUIDELINES.](https://campussuite-storage.s3.amazonaws.com/prod/738581/f9ead7f6-bb6f-11e6-bf0d-22000bd8490f/2146261/9e5f067a-e0af-11ea-b902-128913bb8051/file/COVID-19%20Guidelines%20August%202020.pdf)

− If a student becomes ill or must quarantine, Instructors will work with the students for a maximum educational experience during their physical absence from class.

− Students who are experiencing symptoms may be tested at one of the following sites: <https://alpha.wycokck.org/Coronavirus-COVID-19-Information>

− Donnelly students and employees will also act as stewards in community by asking those on campus to respect the recommendations for health and safety.

− The Office of the VPASA will consider all ADA modifications to a student’s experience when provided with the appropriate documentation.

− Donnelly College has been approved an HLC for a waiver extension should we be required to return to distance learning modality at any point during the fall semester. All students will be asked to self-report if they must quarantine or have been exposed to COVID-19 by filling out this form. [COVID-19 Incident Report Form](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u)

Good Faith Agreement “I pledge to monitor myself for the symptoms of COVID-19 and to observe the 3 “Ws” while on campus: Wash my hands, watch my distance and wear a mask. I will look out for others and encourage them to stay committed to keeping everyone healthy and I will participate in contract tracing to preserve the wellness of the Donnelly Community.”

Student Signature

A copy of this form will be signed by each student at the outset of the Fall semester.