

MORGAN COMMUNITY COLLEGE

AAA 101 SYLLABUS—Fall 2012

Instructor: Gwen Steffen

Course Title: College 101 – The Student Experience

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Course Description:

This course introduces students to college culture and prepares them for the challenges they will face in higher education. Through a series of interactive seminars, students discover learning in a multicultural environment and use college and community resources to attain education and career goals.

Text and Manuals:

On Course Sixth Edition by Skip Downing

Expected Student Outcomes or Competencies: To acquire proficiency in identifying the essential elements of a successful college experience. To become familiar with all the resources and tools available for the student in his transition to college life. To understand what processes are important to his success in college and to acquire lifelong skills that will promote success in his/her career. Upon successful completion of the course, the students should be able to:

1. Become active participants in the college community and transition successfully into college
2. Learn educational etiquette and utilize strategies to improve academic success
3. Locate learner support programs and identify the services offered and how to access them
4. Understand and follow college policies and procedures outlined in the college catalog, the course schedule, and the student code of conduct
5. Identify degree and certificate programs, select appropriate course offerings and times, determine prerequisites and co-requisites, identify important dates and deadlines, and utilize student services

Identify areas of academic interest and career goals to make an educational plan

6. Demonstrate strategies for managing time, wellness, finance, and life roles
7. Demonstrate understanding of the value of diversity and community building

Course Grading Policy:

4 Quizzes (30 %)

1 Compositions (written twice with guidance, second version graded) (20 %)

Participation in class and daily preparation (20%)

Homework (30%)

Other Course Policies:

Attendance: Participation is a graded element in the course. Consequently, poor attendance will be reflected negatively in the final grade. Also, if the student is absent 3 times in a row or accumulates a total of 8 absences, he/she may be withdrawn from the course. Tardiness will be counted as an absence.

Academic honesty: All work done in this class should be that of the individual student, and no

other. If a student is found copying or plagiarizing, the student will receive a zero for that particular assignment or exam.

Homework: Daily or weekly written homework will be assigned and graded as needed to prepare for tests.

Student Code of Conduct: Disruptive behavior in the classroom (including chatting with other students, and cell phones ringing or being answered/used in class will not be tolerated. Students who disturb classroom activities with inappropriate behavior will be withdrawn from the course with a failing grade.

Please Note: *There will be no tests or quizzes given after the scheduled date unless there is an emergency. You must have instructor permission to take your test/quiz outside the scheduled time and date of the test/quiz. It is the student's responsibility to consult with the instructor **outside of class** to make alternative arrangements.*

OCR Statement

NON-DISCRIMINATION STATEMENT

The College prohibits and will not tolerate discrimination or harassment that violates federal, state law, or Board Policy 3-120 or Board Policy 4-120. The College does not discriminate on the basis of gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion or sexual orientation in our educational activities or programs or work environment. The College complies with Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, the Education Amendments of 1972 (Title IX), the Age Discrimination in Employment Act, the Rehabilitation Act of 1973, the Americans with Disabilities Act, Pregnancy Discrimination Act of 1978, Vietnam Era Veterans Readjustment Assistance Act of 1974; Executive Order 11246, and sections 24-34-301, C.R.S. *et seq.*

For information regarding civil rights or grievance procedures, contact:

Title IX Compliance/Equal Opportunity Officer:

ADA Statement

Support Services for Students with Special Needs: Morgan Community College complies with and fully supports Section 504 of the Vocational Rehabilitation Act of 1973 with amendments of 1974 as well as the Americans with Disabilities Act (ADA) of 1990. "No qualified individual with a disability shall, by reason of such disability, be subjected to discrimination." Students have the responsibility to self identify to the institution as a person with a disability or special need. Appropriate documentation must be provided to the ADA Coordinator- Dan Marler- 970-542-3157. Students of special populations may be eligible for "reasonable accommodations" so long as they meet and follow MCC policy and procedure. <http://www.morganc.cc.edu/about-mcc/accessibility>. Those wishing to seek accommodations must speak with [Dan Marler, the ADA Coordinator](#).

AAA 101 SEMESTER OUTLINE: Descriptions given on a weekly basis.

Week 1 August 22

- Course introduction, Defining student success, roles and responsibilities
- Read Chapter 1
- Self-assessment
- In class writing: What are your expectations for yourself this semester? What are you excited about or nervous about?
- Getting to know your classmates

Week 2 August 29 Accepting personal responsibility

- The late paper, discussion
- Victim versus creator language
- Stinkin' Thinkin'
- Discuss Wise Choice Process
- Homework: Using Directions from Journal Entry 6, p.47, use the Wise Choices Process to work through a specific problem in your life right now. Don't be vague! Due next

week.

- Homework: Visit one of the following and learn as much as you can about the service/office/program. Write a two-page summary of the activity or service. Explain how this service or program could contribute to your success as a college student. LRC, Student Services, Student Support Center, Technology computer lab, campus program, MCC Club meeting or open SGA meeting. On this recurring assignment, pick something different for each visit.

Week 3 Sept 5 Accepting personal responsibility

- Responsibility circle
- Class grading worksheet
- Homework: Visit one of the following and learn as much as you can about the service/office/program. Write a two-page summary of the activity or service. Explain how this service or program could contribute to your success as a college student. LRC, Student Services, Student Support Center, Technology computer lab, campus program, MCC Club meeting or open SGA meeting. On this recurring assignment, pick something different for each visit.

Week 4 Sept. 12 Accepting personal responsibility

- Chapter 2 Quiz
- Read Chapter 3
- Role play
- Homework: Practice effective reading, turn in a copy of the notes you take from Chapter

Week 5 Sept. 19 Discovering self-motivation

- Popson's Dilemma Discussion
- Designing a Compelling Life Plan p. 72
- Homework: 1) Begin the frame work for your compelling life plan. 2) Identify three roles you play and the dream you have for each. 3) Now, set some one short term goals (this semester) and one long term goal (next three to five years) for each. 4) Finally, identify three steps you can take to meet these goals starting today, this week, and this month. Turn in next week.
- **Homework:** Visit one of the following and learn as much as you can about the service/office/program. Write a two-page summary of the activity or service. Explain how this service or program could contribute to your success as a college student. LRC, Student Services, Student Support Center, Technology computer lab, campus program, MCC Club meeting or open SGA meeting. On this recurring assignment, pick something different for each visit.

Week 6 Sept. 26 Discovering self-motivation

- Read Chapter 4,
- Paired work with Compelling Life Plan
- Calendar
- The Procrastinators
- Quadrants self-analysis
- In Class Writing Visualization Exercise
- **Homework:** Using the notes you take from lecture in another class do the following: Turn your notes into an outline, a concept map or a version of the Cornell Method. Then create a self test or note cards to quiz yourself on the material. Practice using this tool twice to review your notes. Bring a copy of your notes and your tool as well as a one page summary of how this could improve your study skills.

Week Oct. 3 Discovering self-motivation

- Writing Affirmations
- Affirmation Whisper
- Chapter 4 Quiz
- **Homework:** Visit one of the following and learn as much as you can about the service/office/program. Write a two-page summary of the activity or service. Explain how this service or program could contribute to your success as a college student. LRC, Student Services, Student Support Center, Technology computer lab, campus program, MCC Club meeting or open SGA meeting. On this recurring assignment, pick something different for each visit.

Week 8 Oct 10 Mastering self-management

- Read Chapter 5
- Library Presentation
- **Homework:** College in Colorado Website
- Writing Practice: Using the College in Colorado site results, begin to write a paper on your future career and the degree(s) you are seeking to get there. You will need to turn in: 1) writing affirmation 2) focus question 3) 2 pages of pre-writing 4) a list of at least 4 resources you found in the library 5) a list of 3 resources you found via internet searches/sites 6) two people you plan to talk to about your career research and two questions you will ask them 7) an outline or concept map about your career research 8) a one page reflection on where you are at in your research. These should be copies; you are keeping originals.

Week 9 Oct 17 Mastering self-management

- Tools: practice setting one up and bring example back for credit
- **Homework:** Visit one of the following and learn as much as you can about the service/office/program. Write a two-page summary of the activity or service. Explain how this service or program could contribute to your success as a college student. LRC, Student Services, Student Support Center, Technology computer lab, campus program, MCC Club meeting or open SGA meeting. On this recurring assignment, pick something different for each visit.

Week 10 , Oct. 24 Employing Interdependence

- Discuss College in Colorado site and writing assignment
- Read Chapter 6
- Professor Rogers' Trial discussion
- Developing Your Dream Team
- Active Listening Activity
- Writing practice part II: Write a rough draft of your paper outlining your academic and career goals using the materials you developed last week. 3-5 pages.
- Semester by semester plan due

Week 11, Oct 31 Gaining self-awareness

- Chapter 6 Quiz
- Read Chapter 7
- Strange Choices Discussion
- Writing Practice Part III: Edit your rough draft. Get comments from me, and two other people. Turn in your edited draft and your rough draft together.
- Do One Thing Different This Week; pick one from the list on p 174 and write a one page summary of the experience based on the questions on page 175.

Week 12, Nov. 7 Gaining self-awareness

- Script Work
- Write Your Own Success Rules (group activity)
- Chapter 6 Quiz
- **Homework:** Visit one of the following and learn as much as you can about the service/office/program. Write a two-page summary of the activity or service. Explain how this service or program could contribute to your success as a college student. LRC, Student Services, Student Support Center, Technology computer lab, campus program, MCC Club meeting or open SGA meeting. On this recurring assignment, pick something different for each visit.

Week 13 Nov. 14 Adopting lifelong learning

- Read Chapter 8
- A Fish Story Discussion
- Self-Assessment, Learning Styles
- Group work
- Writing Practice IV: Develop a final draft of your paper on your career/academic plan. 3-5 pages, plus works cited page. Due next week.
- Choose material from another class that you need to memorize. (vocabulary, names, dates, etc.) Make a list of 10 details you want to memorize and see the suggestions on page 168-169 for memorization.

Week 14 Nov. 21 Adopting lifelong learning **NO Class Thanksgiving**

Week 15, Nov. 28 Developing emotional intelligence

- Chapter 8 Quiz; memorization demonstrations
- Read Chapter 9
- After Math discussion
- Strategies for stress management and creating flow
- Design a self-care plan. Start by identifying the situations that tend to “get to you” and how you know you are experiencing stress. What will you do to sustain yourself through these situations? What resources on campus can help you? Be prepared to share.
- Develop a budget/financial plan. Track your spending. Make a list of goals you want to meet financially, short and long term. What are some steps you can begin to take now? Bring your plan summary of the actions you will take to meet your goal.

Week 16 , Dec. 5 Staying on course

- Self-Care Plan Discussion
- Budget Work
- **Homework:** Write a summary of what you have learned this semester. What has been most valuable to you? What should I do next semester differently? Who should take this course and why? 2 pages