



COURSE SYLLABUS

COURSE TITLE: First Year Seminar
NUMBER/SECTION: IVYT 101-54C
CRN: 39093

CONTACT INFORMATION

Instructor:

First Name: Emily

Last Name: LaRue

Phone Number: TBA

Email (Ivy Tech Email): elarue2@ivytech.edu

Office/Campus Location: Fort Wayne campus

Office Hours: by appointment

Online Learning Support:

First Name: Debra

Last Name: Ponsot

Phone Number: 260-480-2082

Email (Ivy Tech Email): dponsot@ivytech.edu

Office/Campus Location: Fort Wayne campus, Harshman Hall - HM 1335 (Distance Education office)

Office Hours: Monday - Friday

Instructor's Supervisor:

Name: Rula Mourad Koudsia

Campus Location: Fort Wayne campus

COURSE OUTLINE OF RECORD

PREREQUISITES: None

SCHOOL: Liberal Arts and Sciences

PROGRAM: Liberal Arts and Sciences

CREDIT HOURS: 1

CONTACT HOURS: Lecture: 1

DATE OF LAST REVISION: Fall 2011

EFFECTIVE DATE OF THIS REVISION: Spring 2012

CATALOG DESCRIPTION:

This course provides students with an overview of skills and strategies necessary to reach their educational, career, and life objectives. Topics include time management, study skills, learning styles, campus and community resources, critical thinking, utilization of technology, career skills, and diversity in society.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:

1. Increase self –awareness in areas such as learning style and personality type.
2. Demonstrate personal responsibility by using proactive strategies to explore and achieve educational and career goals.
3. Locate and utilize a variety of resources on and off campus, including navigating the college infrastructure and its social environment and virtual library resources both on campus and online.
4. Develop effective application of study skills such as note taking, listening, textbook usage, test preparation, concentration, memory skills, and time management.
5. Demonstrate the use of basic computer functions including the ability to send and receive email with attachments, access institutional web sites, use internet search engines, and use technology for communication and research.
6. Demonstrate knowledge of distance education options and expectations.
7. Explore and apply critical and creative thinking strategies.
8. Demonstrate an understanding of the impact of human diversity.
9. Examine personal and wellness issues and develop stress management and other strategies for handling those issues.
10. Increase awareness concerning information and academic integrity.
11. Demonstrate knowledge of financial resources and goals for managing financial resources.

COURSE CONTENT: Topical areas of study include –

Campus orientation	Time management techniques
Utilizing technology	Evaluation of Internet resources
Goal setting	Information integrity
Career exploration	Academic integrity
Library skills	Personality types
Career skills	Learning styles
Test taking strategies	Managing finances
Diversity in society	Group process
Note taking	Listening skills
Textbook usage	Concentration
Memory	Proactive strategies
Distance education	Health and wellness issues

REQUIRED TEXT & MATERIALS

Title: The Community College Experience: Brief

Author: Amy Baldwin

Edition: 3rd edition

Publisher: Pearson, Boston, MA

ISBN: 978-0-13-248086-4

How to Order Textbook/Materials

Books and materials may be purchased from the Ivy Tech bookstore or online bookstore. To order the texts required for this class or any other course, go to <http://www.ivytech.bkstr.com>. Students can order all books and materials for all courses from this site – regardless of whether it is an online or on-campus course.

In the future, it is advised that students order textbooks and materials *before* the start of the semester. Students should use a copy of their course schedule to accurately order books and materials. Students can print a copy of their course schedule from Campus Connect at <http://cc.ivytech.edu>.

Students who live in Indiana and surrounding states will normally receive their book order within one day from the time the book is shipped from the warehouse. Paying for overnight shipping on textbook orders from the bookstore is normally not a good use of money as it does not ensure overnight processing of the order – it only ensures that once the book order has been processed, it will be shipped out overnight.

Technology Needs & Resources

It is expected that all students who enroll in the course have Internet access and a basic understanding of computer use (e.g., using e-mail, sending attachments via e-mail, using web browsers, using word processing software such as Microsoft Word). Also, it is expected that all students will regularly check their Ivy Tech e-mail accounts (located in

Campus Connect) and/or Blackboard messages as indicated below. Within 48 hours is recommended. This is the PRIMARY method that the college will utilize to contact students.

Check with the nearest campus bookstore for educational pricing if additional software is required for this course.

COURSE POLICIES & PROCEDURES

Due Dates & Deadlines

The Syllabus and Course Calendar are two important tools to help students understand the course, student and instructor expectations, and deadlines. Both documents can be found under the “Start Here” button in the course within Blackboard.

Students are required to submit work on time for a chance to receive credit. Deadlines for each week/assignment are summarized on the course calendar. Students should check the calendar frequently for deadlines and to be aware of what to expect next. Deadlines are subject to change.

Students are responsible for timely assignment submission. Should a computer system or network go down, students must still turn in work in a timely manner. Don't wait until the last minute. Students should plan ahead by seeking alternative means for submitting work before needed. Local libraries and all Ivy Tech Community College campuses can serve as alternative resources. Contact the closest/most convenient campus or other public lab for schedules and Internet availability. Not having access to the required software on a home or work computer is **not** a legitimate excuse for turning in homework late.

Instructional Method

This is a traditional face to face course. Each week's assignments and readings are summarized on the Course Calendar, accessed from the “Start Here” button in Blackboard. It takes a great deal of discipline, self-motivation and effective time management skills to successfully complete this course. Many students find it helpful to set aside specific times each week to work on course assignments.

Grades

All grades will be maintained in Blackboard's online grade book. Students are responsible to track their progress by referring to the online grade book.

Make-Up Policy

If a student has a SERIOUS problem that can be verified and that keeps the student from submitting a paper or test on time, please contact the professor immediately. The professor will determine if the seriousness of the problem warrants an exception to the late assignment rule. A late assignment will be deducted 10% for each week it is late. I will only accept assignments up to 1 week late. There are no make-ups for discussion boards.

If students have planned special events (vacation, wedding, birth of a child, surgery, etc.); students can work ahead on assignments with prior approval of the professor. In all cases, communication with the professor in advance is desired, whenever possible.

Last Day to Withdraw

If a student wishes to withdraw from this course, students are responsible for completing an official withdrawal form with the registrar. The last day to withdraw from this course is **5 pm Friday, September, 27th.** *This is a required course which you cannot drop on your own. You must have the Registrar's office complete paperwork to drop it with a W.*

Financial Aid Regulations regarding attendance

Student attendance is reported to the Registrar for auditing purposes. Some students may be required to repay part of their Financial Aid, including the Pell Grant, if these audits show poor attendance.

Right of Revision

The college reserves the right to change any statements, policies or scheduling as necessary. Students will be informed promptly of any and all changes.

COURSE COMMUNICATION

Instructor Commitment

Ivy Tech Community College instructors are committed to responding to students within two business days. If a student sends communication, but does not receive a response, they should double-check that the correct communication method was used and that the correct location is being checked for a reply. Students can contact their local Distance Education Support with questions.

NOTE: Messages are very different from Email. Students should carefully review the information below to ensure they are sending and receiving course communication properly.

Messages: *all students must use the messages function of the course for course-related communications. Using messages, students can send and receive information from within the course. Messages can only be sent and received from within the course in Blackboard. Please check messages frequently.*

To access messages (send and receive):

- 1. Log into Blackboard & enter the course.*
- 2. Click on 'Communication & Tools', then Messages.*
- 3. There are two folders: Inbox and Sent. The Inbox folder will contain all received messages (so look there for messages from the instructor or other students). The Sent folder will contain sent.*
- 4. At the top left corner, above the folders, is the button to start a Create Message.*
- 5. After clicking on Create Message, clicking on the "To" button students can select the name of the person to write. Use the right-facing arrow to move the person into the "recipient" box.*

6. Then, type a message and click on the Submit button when ready to send it.

To access Campus Connect, go to: <http://cc.ivytech.edu>.

Online Communication Etiquette: Students are expected to uphold their responsibilities in terms of appropriate and professional communication with faculty and peers. Please review the 'Students Rights and Responsibilities' section of the student handbook and review common netiquette (Internet etiquette) practices, like those found at: <http://www.albion.com/netiquette/>.

ASSIGNMENTS & GRADING

ASSIGNMENTS:

Downing Pre/Post Assessment: Take an online quiz about your college readiness and write a response about your results. Do the same procedure at the end of the class to see what you have learned.

Career Project: Explore a career in which you are interested.

Student Presentation: Present your career project presentation findings to the class.

Resume/Letters Assignment: Write a resume and cover letter.

Diversity Project: Students will explore how they formed their personal identities and what it means to be "me." Students will then work in small groups to discover the identities of their classmates and explore similarities and differences.

Quizzes/Tests: We will have quizzes about class readings.

Report on Workshop/Seminar: Attend a workshop or seminar and describe what you learned.

In-Class Participation: These points cannot be made up.

Financial/Budgeting Activity: A budgeting exercise

Other Assignments: This will vary according to class needs.

How is my grade calculated?

GRADE SCALE

Letter Grade	Percentage	Total points
A	90-100%	900-1000
B	80-89%	800-899
C	70-79%	700-799

D	60-69%	600-699
F	Less than 60%	0-599

POINT BREAKDOWN

DESCRIPTION	TOTAL	POINTS PER PROJECT	TOTAL POINTS
DOWNING PRE/POST TESTS	2	100	200
OTHER ASSIGNMENTS		varies	50
CAREER PROJECT PRESENTATION	1	100	100
CAREER PROJECT REPORT ON WORKSHOP/SEMINAR	1	100	100
RESUME/LETTERS ASSIGNMENT	1	100	100
IN-CLASS PARTICIPATION	8		100
FINANCIAL/BUDGETING ACTIVITY	1	100	100
DIVERSITY PROJECT	1	100	100
QUIZZES/TESTS	3	varies	50
TOTAL POINTS FOR CLASS	-	-	1000

Course Outline: The following is a brief outline of this course. Regularly check Blackboard for updated information. It is the student's responsibility to know the specific assignments and when they are due. Class assignments and order are subject to change. The instructor reserves the right to amend the syllabus.

Please see revised course calendar found in the "Start Here" section of our class.

Note: The instructor reserves the right to make changes as needed.

Assessment (Assignments & Activities) Grading Guidelines are as follows:

Grade	Meaning	Guidelines (where applicable)
A	Superior Academic Work	Assessment of the learning outcomes indicates superior evidence of: Innovation and synthesis of thought Application of concepts and theories

Grade	Meaning	Guidelines (where applicable)
		Insightful, logical reasoning Documentation, including requisite citations Usage of the conventions of standard written and spoken English Assignments are spell checked, formatted and submitted according to instructions. Online discussions and messaging represent quality work.
B	Good Academic Work	Assessment of the learning outcomes indicates <i>solid</i> evidence of: Innovation and synthesis of thought Application of concepts and theories Insightful, logical reasoning Documentation, including requisite citations Usage of the conventions of standard written and spoken English Assignments are spell checked, formatted and submitted according to instructions. Online discussions and messaging represent quality work.
C	Adequate Academic Work	Assessment of the learning outcomes indicates <i>sufficient</i> evidence of: Innovation and synthesis of thought Application of concepts and theories Insightful, logical reasoning Documentation, including requisite citations Usage of the conventions of standard written and spoken English Assignments are spell checked, formatted and submitted according to instructions. Online discussions and messaging represent quality work.
D	Marginal Academic Work	Assessment of the learning outcomes indicates <i>minimal</i> evidence of: Innovation and synthesis of thought Application of concepts and theories Insightful, logical reasoning Documentation, including requisite citations Usage of the conventions of standard written and spoken English Assignments are spell checked, formatted and submitted according to instructions. Online discussions and messaging represent quality work.
F	Unacceptable Academic Work	Assessment indicates learning outcomes were not met

ADDITIONAL SUPPORT

Optional Campus Support

Students are welcome to use the services and equipment available at the most convenient Ivy Tech Campus. Services include academic advising, equipment, libraries, and tutoring.

Please locate the most convenient Ivy Tech campus by reviewing the information at <http://ivytech.edu/campuses/>.

Library

The Ivy Tech Library is available to students on- and off-campus, offering full text journals, books, and other resources essential for course assignments. The Library can be accessed from the “Library” tab in Blackboard or from the “Library” tab in Campus Connect.

Virtual Library:

For students on- and off-campus, the Ivy Tech Community College Virtual Library offers full text journals, books and other resources essential for completing course assignments. Go to <http://www.ivytech.edu/student-services/library.html> and choose the Virtual Library link for your campus.

Click for Help

Log into Blackboard at <http://online.ivytech.edu> and visit the “Click for Help” tab for information about computer downloads. This tab provides students with important computer information, including security software, viewer software for users without Microsoft products, adobe reader, flash player, java, and more.

Disabilities Services

Students with questions or needs for disabilities support services should contact their local Disabilities Support Services director/coordinator. In the future, it is recommended that students contact Disabilities Support Services at least 30 days before the start of the semester. *The contact information listed here is for the disabilities support director/coordinator at the instructor’s local campus.* For information about disabilities support services at another campus, please visit: <http://ivytech.edu/dss/> or Campus Connect (<http://cc.ivytech.edu>).

Disabilities Support Contact:

First Name: Todd

Last Name: Nichols

Phone Number: 260-481-2210

Office/Campus Location: Fort Wayne Campus, HM 1710

Office Hours: Monday – Friday

TRiO

TRiO Student Support Services offers services to **160** contracted students as they pursue a college degree from Ivy Tech. Specifically, our goal is to provide **individualized**

support to eligible students seeking to complete a degree or certificate from Ivy Tech-Northeast within a three-year timeframe.

TRiO activities are free and exclusive to participants (largely funded by the U.S. Department of Education). To apply, students need to be ONE of the following: first-generation college students, low-income students, OR students with a disability. (Other eligibility criteria apply).

What does TRiO Student Support Services provide to participants?

Motivation and Encouragement, Accountability, Personalized Education Planning, Continuous Academic Monitoring, Regular Advising and Mentoring, Personal Problem Solving, Financial and Economic Literacy, Workshop Seminars, Life and Study Skills, Computer Loans, Monthly Newsletter, Blackboard Community, and nearly unlimited Tutoring within the TRiO Resource Center Computer Lab

Learn more about the program or find out how to apply by visiting the website at www.ivytech.edu/northeast/trio. You can contact TRiO SSS by calling **260-480-4197** or emailing trio@lists.ivytech.edu. TRiO SSS is located near the west entrance to Harshman on Ivy Tech's North Campus in HM 1656.

COLLEGE POLICIES

Academic Honesty Statement

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests, or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Copyright Statement

Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

ADA Statement

Ivy Tech Community College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If students need an accommodation because of a documented disability, please contact the Office of Disability Support Services.

IVY TECH GROWING GREENER

Ivy Tech Community College–Northeast is committed to the development and implementation of a comprehensive sustainability plan. We're emphasizing our responsibility to go green. To that end, we are asking students, faculty, and staff to actively participate in energy conservation measures and proper recycling on campus. The recycling bins located in classrooms and offices are for paper and paper products only. Ivy Tech participates in single-stream recycling for other items. All aluminum, glass, and plastic beverage containers can co-mingle in the same recycling bins located in the hallways. Please remember to empty the liquid from your containers before depositing them in the bins. Any materials that cannot be recycled should be placed in garbage cans. It is also important to turn off lights and computers when leaving a room. Together, we can make an impact on conserving our limited resources. Remember to reduce, reuse, and recycle!

Electronic Device Statement

Please consider class time as “your time” to invest in your education – free of outside distractions. Cell phones usage -- receiving calls and texting are considered disruptive behaviors in the classroom.

No class member will be allowed to disrupt the learning of others. Appropriate classroom behavior is expected. All cell phones and other electronic devices must be turned off when you enter the classroom. If you interfere with learning, you may be asked to leave the classroom.

Texting is considered rude, disruptive behavior. You will be asked to stop on the first offense and asked to leave the room on the second. IF you need to use an electronic device during class due to extenuating circumstances, i.e. sick child, please explain this to me before class. In those instances, you may leave it on “vibrate” mode, and should you receive a call, please be courteous and take it out in the hallway.

Participation & Professional Behavior Expectations

- 1 You are expected to participate in discussions. Texting is the opposite of participating.
- 2 When the numbers on the score sheet are added up and you are on the border line of a letter grade, your participation will be the deciding factor in getting bumped up. Without good attendance and active participation, the numbers will be the sole determinant.
- 3 Disruptive, ill-mannered, intimidating behavior is not tolerated. Side conversations with classmates are considered disruptive and extremely rude. Please refrain from doing so.

Mutual Respect

Each person in this course has unique prior experiences and points of view to share. This offers us the opportunity to learn from each other. Though disagreement and even conflict may occur, I expect you to help me create a safe classroom by maintaining an atmosphere of mutual respect for one another. Hateful and demeaning speech will not be tolerated.