Course Syllabus-Fall 2014

COURSE TITLE/NUMBER: I.S. 103 Introduction to College (CRN: 62347)
CREDIT HOURS: 3 Elective Credits
TIME: Monday/Wednesday 10:00-11:15 am
LOCATION: Hale Palanakila, Room 214
INSTRUCTOR: Tom Doi, Assistant Professor/Counselor
OFFICE HOURS: Hale Akoakoa Room 207 (1:00-2:00 pm M thru F)
EMAIL: doit@hawaii.edu
VOICE MAIL: 235-7460

Windward Community College Mission Statement:
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION:
This course is designed to orient first-time students to a college setting. Students will learn (1) of the tools, techniques, methods, procedures, processes, skills, resources, and attitudes for success; (2) to gain insight into the programs and services of a post-secondary institution of higher education and (3) to design and implement a personal, comprehensive, post-secondary academic plan.

STUDENT OUTCOMES:
At the completion of this course, you should be able to:
1. Use tools, techniques, methods, procedures, processes, skills, and resources for academic success.
2. Describe the various programs and services of a post-high school institution.
3. Identify short and long-term goals post WCC, and prepare an educational plan to meet those goals.
4. Use college-level note taking, critical reading, test taking, memory, and concentration techniques.
5. Use time-management, personal organization, stress management and study skills.
6. Communicate effectively in writing and in speech.
7. Find information from library, Internet, and other sources.
8. Use strategies to complete out of class work efficiently and effectively.

*This class is part of a Frosh Cohort learning community teamed with HIST-151 CRN: 62089
COURSE CONTENT:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Skills or Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Style</td>
<td>How we learn and why</td>
</tr>
<tr>
<td>Teaming</td>
<td>Collective learning</td>
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<tr>
<td>Time</td>
<td>Best use strategies</td>
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<tr>
<td>Memory</td>
<td>Using strategies to increase recall</td>
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<tr>
<td>Reading</td>
<td>Using various reading styles</td>
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<tr>
<td>Notes</td>
<td>Improving note-taking skills</td>
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<tr>
<td>Test</td>
<td>Using test-taking strategies</td>
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<tr>
<td>Thinking</td>
<td>Using critical and logical thinking skills</td>
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<tr>
<td>Communicating</td>
<td>Using encoding, decoding, and active-listening skills</td>
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<tr>
<td>Diversity</td>
<td>An important quality on life issue</td>
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<tr>
<td>Money</td>
<td>Making it, protecting it, and spending it.</td>
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<tr>
<td>Health</td>
<td>Using and protecting the human machine</td>
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</tbody>
</table>

*Every topic will have a History 151 concept interfaced during the lecture and/or activities during class.*

COURSE TASKS:

Through tests, classroom participation, and special assignments, the student will demonstrate understanding of the chapter topics by completing all of the following:

- <10 points per 10 chapter quizzes: **Hint: Do quiz while reading the chapter. Quizzes will be turned in at the beginning of class. No late quizzes will be accepted.** (100 points)
- <25 points per 10 chapter tests: **No late tests accepted.** (250 points)

**Required Text/Lecture Activities:**

- <100 points for various text/lecture participation activities conducted during semester

**2 Reaction papers:**

- <15 points #1: What historical figure that has influenced you.
- <15 points #2: Provide your thoughts on your teaming experience in this class.

All reaction papers will be a minimum of 2 whole pages and not more than 3 pages double spaced typed in Modern Language Association style, (MLA). Due dates will be posted. Please use WCC’s writing labs and various computer labs available to you throughout the campus if you need assistance in getting you work done. (30 points)

**Group Chapter Presentation:** A study group will be organized early in the semester to develop a presentation of an assigned chapter/topic from your History 151 class. This will be a debate format.

- <25 points possible for group presentation
**Final Presentation:** Student will present a personal, researched, post-WCC academic plan. Discuss each choice in a Power Point presentation.

**Proposal due 11-05-14**

<50 points: **Presentation due no later than 12-10-14**

**Final Examination:** <Optional with variable points awarded (A review of text and lecture material)

Extra credit work will be provided throughout the semester. Bonus events may take place throughout the semester.

<5 points for extra credit participation events

**Examples:** Attending a WCC Student Activities event, etc. Memo type reaction paper required (one/two pages only). Up to 5 points per event points

**METHODS OF GRADING:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-500</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>B</td>
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<tr>
<td>350-399</td>
<td>C</td>
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<tr>
<td>300-349</td>
<td>D</td>
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<tr>
<td>Below 300</td>
<td>F</td>
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</table>

As part of this class, the instructor will also discuss grading options and strategies a student may want to use if for any circumstances they are unable to complete a college course. In this course, there will be no options for an “I” grade.

**MODE OF INSTRUCTION:**

Instruction will be done through lecture based with guest speakers, power point, class activities, and student project presentations.

**PREREQUISITES:** Placement into English 22 or instructor consent

**REQUIRED TEXT:**

Becoming a Master Student, by David B. Ellis 15th Edition

**STUDENT RESPONSIBILITIES:**

Your first year of attending college is a gigantic step in your personal journey. It is a life changing experience for many students and it may set in motion your career goals. Colleges today do not provide “en loco parentis” to their students but if you need assistance or just want to talk story, feel free to drop by during my office hours. I’ve been in education for over 35 years and I have met a wide spectrum of students. Here are some of the best advices I can share with you.
**Attendance:**
Simply, if you don’t attend classes, you miss critical information. Missing classes will become habitual and the consequences are usually negative. I do not give points for attending class. It is your responsibility to be here. If you are absent due to a medical reason, get a physician’s note and I will work out something with you if you missed an assignment. Missing classes will affect your grade and if it becomes chronic, failure may become an option. We meet only 30 times during the semester. If you accrue three (3) or more absences, you will be deducted one full grade. Additional absent days will lower your grade further.

**Participation:**
Be prepared to respond to all assignments either verbally or in written form at each class session. All work must be done on time. When in class, ask questions if you are not clear on our class objectives. Asking questions often stimulates the interest of other students to ask additional questions. As stated in the syllabus, points will be awarded for class participation activities.

**Quality of Work:**
Think school as employment, the employer expects you to be at work on time and to do what is required. Do your best and give it your best effort. Your quality of work is rewarded by a grade. Simply, “You get back only what you put in!” When doing reaction papers, do a draft, edit and rewrite your composition. MLA style of writing will be further discussed during the semester.

**Team Work:**
In this class, you will be teamed up with individuals you may not know. We will go through the steps of teaming and you will also work together to meet certain objectives. Teaming is critical in developing shared responsibilities, cooperation, respecting others, and creating synergy.

**Andragogical Learning:**
During the course of the semester we will disengage in the traditional pedagogical (Greek for child-leading) learning to andragogical learning (Greek for man-leading). I will discuss this further during one of our lecture/activity.