Course Syllabus - Spring 2014

COURSE NUMBER/TITLE: I.S. 103 Introduction to College (CRN: 60718)
CREDIT HOURS: 3 Elective Credits
TIME: Monday/Wednesday 1:00-2:15 PM.
LOCATION: Hale Palanakila, Room 227
INSTRUCTOR: Tom Doi, Assistant Professor/Counselor
OFFICE HOURS: Hale Akoakoa Room 232 (10:00-11:00 am) 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. Identify short and long-term goals and prepare an educational plan to meet those goals.
2. Develop and use college-level note taking, critical reading, test taking, memory and concentrating techniques.
3. Develop and use time-management, personal organization, stress management and study skills.
4. Communicate effectively in writing and in speech.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Concepts or 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>
</tr>
<tr>
<td>Time</td>
<td>Best use strategies</td>
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<tr>
<td>Memory</td>
<td>Using strategies to increase recall</td>
</tr>
<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>
</tr>
<tr>
<td>Diversity</td>
<td>An important quality on life issue</td>
</tr>
<tr>
<td>Money</td>
<td>Making it, protecting it, and spending it.</td>
</tr>
<tr>
<td>Health</td>
<td>Using and protecting the human machine</td>
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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 12 chapter quizzes: **Hint: Do quiz while reading the chapter. No late quizzes will be accepted.**
<25 points per 12 chapter tests:** No late tests accepted.**
<25 points for group presentation on assigned chapter
< 5 points for one extra credit participation event

2 Reaction papers:
<20 points #1 Most successful/influential person in your life
<20 points #2 Your experience/thoughts on your teaming experience in this class

All reaction papers will be no more than 2-3 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.

Extra credit work will be provided throughout the semester.

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

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

<5 points: **Proposal due 10-30-13**  <55 points: **Presentation due 12-11-13**

**Final Examination:** <50 points (A review of text and lecture material)

METHODS OF GRADING:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-500 pt.</td>
<td>A</td>
</tr>
<tr>
<td>400-449 pt.</td>
<td>B</td>
</tr>
<tr>
<td>350-399 pt.</td>
<td>C</td>
</tr>
<tr>
<td>300-349 pt.</td>
<td>D</td>
</tr>
<tr>
<td>Below 300 pt.</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:
Lecture based with guest speakers, video projections, and student project presentations

PREREQUISITES: Placement into English 22 or instructor consent

REQUIRED TEST:
**Becoming a Master Student, by David B. Ellis** 14th Edition
Interdisciplinary Studies I.S. 103

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.

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.

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 teeming 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.