Interdisciplinary Studies (IS) 103    Introduction to College
3 credits (CRN: 63451)
Monday & Wednesday 10:00-11:15 AM

INSTRUCTOR: Lisa Gillis-Davis
OFFICE: Akoakoa 232 (Peer Mentoring Center)
OFFICE HOURS: 8:45-9:45 AM Mondays & Wednesdays; other times as arranged.
TELEPHONE: 808-235-7476    EMAIL: lisagill@hawaii.edu
EFFECTIVE DATE: Spring 2015    Peer Mentor: Elise (Ulu) Kahikina

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) the tools, techniques, methods, procedures, processes, skills, resources, and attitudes for success; (2) the programs and services of a postsecondary institution of higher education; and (3) to design a personal, comprehensive, postsecondary academic plan.

Activities Required at Scheduled Times Other Than Class Times: Periodic meetings with our class peer mentor arranged at mutually convenient times.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:
1. Use the 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 concentration techniques.
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.

COURSE TASKS

This course prepares you to succeed in college by addressing strategies for success. Through tests, classroom participation, reflective journaling, and special projects the student will demonstrate understanding of the chapter topics.
### ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Homework/Journals/In-class participation</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Journal entries (22 entries) @ 5 points each:</td>
<td>110</td>
</tr>
<tr>
<td>2. In-class assignments &amp; participation @ 2 points/day:</td>
<td>60</td>
</tr>
<tr>
<td>3. Other small homework assignments (4) @ 5 points each</td>
<td>20</td>
</tr>
<tr>
<td>4. Nuts &amp; Bolts (7) @ 3 points each:</td>
<td>20</td>
</tr>
</tbody>
</table>

**Tests & Quizzes:**

1. 5 tests @ 15 points each: 75

**Projects:**

1. Final essay @ 65 points 65
2. Presentation @ 50 points 50

Total points: 400

### Course Grading Scale:

- **A** = 360-400 points
- **B** = 320-359
- **C** = 280-319
- **D** = 240-279
- **F** = 239 or below

### Details:

**Homework/Journals/In-Class participation:**

- Homework includes readings to prepare you for the next class period. This class is designed for you to read the textbook before coming to class. We will read & use the entire textbook. **Bring your textbook with you to class each day.**

- Journals: You will be keeping a journal in this class. I collect journals periodically (see Assignments & Topics chart) and I will read your journal entries. I may also allow our peer mentor assistant to read selected entries from your journal to help her with class instruction and planning. I will not share journal entries with her that seem intimate. You are free to mark “Do not share with the Peer Mentor” on any entry. Likewise, if you write something that you want to save but that you do not want ME to read, please staple the page shut. Be sure to complete the assigned journal entries for me, however, and let me read those. **Bring your journal with you to class each day.**

- In-class Participation: This class is highly participatory. You will often be placed into small groups to discuss concepts or to share about experiences from your life. You will never be asked to reveal information to others or to me that you wish to keep private. **All I ask is that you do share and participate.**

- Nuts & Bolts: Proof you filed a FAFSA; proof you registered for Fall 2015 classes; Proof of visiting Ka Piko services with Joe or our Peer Mentor; 4 out-of-class meetings with our Peer Mentor.
• Keep all of your work from throughout this semester. You will refer to it for your final essay and for your final presentation.

Tests & Quizzes:
• This class will have 5 tests spread throughout the semester (see Assignments & Topics chart). Tests will be developed from reading assignments and from the material presented in class.
• There is not a “final exam” in this course.

Projects:
• Final essay:
  o Review the “Struggling Students” topics on the first page of each of the 9 chapters (ex: pgs. 1, 29, 77, etc.) and from this list of 29 topics choose the 5 that you feel best apply to your life. Write at least one paragraph for each of these 5 struggles.
  o Next, review the “Successful Students…” topics on the first page of each of the 9 chapters and from this list of 29 choose 5 that you are making a commitment to in your life as a college student. Write at least one paragraph for each of these success strategies (why did you select it, how are you implementing it in your life, etc.).
  o Your entire essay should be at least three pages, typed, double-spaced. It must have been proof-read by our classroom peer mentor. It must be submitted no later than May 6, 2015.
  o A breakdown will be provided to you of how the 65 points will be assigned for this paper.

• Presentation: “My successful, personally-fulfilling life”
  o Pretend it is the year 2040 (25 years from now) and discuss your life after high school: What was your college journey? Your career journey? What was the academic plan that you laid out and followed to reach personal success?
  o How did you undergo a change in attitude by taking IS 103 your first semester of college (or did IS 103 simply reinforce all the good habits you already had built in high school)?
  o What was important to you in your adult life? How did your career & college choices reflect this?
  o This presentation will last around 10 minutes and it will be created using PowerPoint, Prezi, iMovie, or similar.
  o A breakdown will be provided to you of how the 50 points will be assigned for this project.

LEARNING RESOURCES


Required materials: Composition notebook (lined or unlined) or similar for personal success journal. (Bring your journal with you to class each day).
**ADDITIONAL INFORMATION**

**Attendance:** If you don’t attend class you miss critical information. The activities done in class are designed to be engaging and reflective; they cannot be made up. It is your responsibility to attend class. If you miss class you let your professor down, your classmates down, and you let yourself down. Emergencies can happen; if so please be in touch with your professor. There are two points awarded each class period for participation; you cannot make up these points.

**Tardiness:** I have designed each class period to last 75 minutes and I have tried to fill each class with meaningful activities. We start on time at 10:00. Please be on time.

**Communication:** Please check your MyUH email for updates. This is how I will communicate with you. Likewise, if you need to reach me the best method is via e-mail. I check my email many times each day and on the weekends. **Write e-mails to me in a professional manner.**

**Student conduct:** This is college and you will be a successful student. Successful students:

- Show up on time and stay for the full class period.
- Put their cell phones on vibrate and in their pockets or purses. Give your class your full attention.
- Use polite language, movements, and attitudes.
- Communicate with the professor when there are concerns (concerns about when your life conflicts with class, concerns about something I said in class, concerns about a classmate, etc.).

**My Success:** At Windward Community College we want every student to be successful. MySuccess is a UH System-wide effort that seeks to support students early in the semester when they first begin experiencing difficulty in class. If I feel that you are having difficulty in my class (e.g., missing class, missing assignments, or low test scores) I will work with you and your assigned counselor to address your challenges. Once referred, MySuccess will:

- Call you and send an email to your Hawaii.edu account to let you know about my referral; and
- Have your counselor follow up with you to find out what kinds of help you might need and connect you with the necessary resources to help you devise a strategy for success.

**Important Academic Calendar Dates:**
Last day to Add/Late Register: 1/16/15
Last Day 100% refund of tuition: 1/16/15
Last day to withdraw without “W” grade and get 50% refund: 2/2/15
Last day to withdraw with “W” grade: 3/31/15
Registration for Fall 2015 begins (time ticketing): 4/13/15

Extra credit: None.

**DISABILITIES ACCOMMODATION STATEMENT**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.*

Syllabus Revised 1/5/15