



### SDV Fundamentals of College Study

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**Semester/Session:** Spring 2012  
**Class Days and Times:** W 2:30-4:00 pm  
**Class Location:** AAB 208  
**Office Hours:** M –F 8:00 am-4:30 pm

#### Course Description:

This course is designed to introduce students to the information and habits that will facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility; active learning and critical thinking skills; increasing motivation and decreasing stress; analyzing the syllabus, the instructor, and the course; establishing the learning styles of students and instructors; organizing and balancing family, work and school; improving study skills, note-taking skills, and test-taking strategies; advisement, registering, and understanding the catalog; safety, student services, and other administrative resources; rules, regulations, and civility; and life-long learning. SDV 100 is an institutional requirement and ideally should be taken in the student's first semester at Wor-Wic. The grading in this course is pass/fail. Students who do not receive a passing grade the first time they register for SDV 100 will be required to re-register for the course in their next semester of enrollment at WWCC. Ninety lecture minutes per week for ten weeks. Offered fall, spring, and summer.

#### Text:

Sherfield, Robert M. & Moody, Patricia G. Cornerstone: Creating Success through Positive Change.  
 New Jersey, Prentice Hall, 2010

#### Course Objectives:

At the end of this course, the student will be able to:

	Course Objectives	Assessment Goals	*Assessment Strategies
1.	Identify the role of the community college culture, values, and resources to enhance student success.	a. Identify the role and core values of the community college in society. b. Explore key college resources and staff available to assist students. c. Identify aspects of college culture and expectations of students and faculty. d. Determine the difference between high school, college and a career. e. Identify realistic and measureable goals. f. Identify the Library Services resources.	Chapter 1- Change-Adjusting to the Culture of College, Nurturing Change, and Setting Your Goals Pre-Self Assessment Discussion Quiz #1 Final Exam
2.	Recognize the importance of self awareness and educational goal setting while in college.	a. Examine motivational factors for enrolling in college. b. Develop a personal mission statement for educational planning. c. Differentiate between values and beliefs. d. Assess self-image and self-esteem in relation to student success.	Chapter 2- Engage-Developing Your Personal and Academic Motivation Pre-Self Assessment Quiz #1 Discussion

3.	<b>Identify the skills associated with effective reading.</b>	<p>a. Assess the value of reading and identify whether you are an active or passive reader.</p> <p>b. Evaluate strategies to increase your reading comprehension.</p> <p>c. Determine the use of SQ3R method of reading.</p> <p>d. Identify the uses and different methods of taking notes while reading and in class.</p>	<p>Final Exam</p> <p>Chapter 8-Read-Building Your Reading and Comprehension Skills</p> <p>Pre-Self Assessment Quiz #4</p> <p>Discussion</p> <p>Final Exam</p>
4.	<b>Identify and recognize your learning style and primary intelligences.</b>	<p>a. Identify and understand historical learning theories.</p> <p>b. Identify your learning style to increase active and authentic learning.</p> <p>c. Identify the steps in the learning process.</p> <p>d. Identify the advantages of discovering and polishing your talents.</p> <p>e. Assess the three types of note-taking systems.</p>	<p>Chapter 7-Learn- Using Your Dominant Intelligence, Preferred Learning Style, and Unique Personality Type To Become An Active Learner</p> <p>Pre-Self Assessment Quiz #4</p> <p>Discussion</p> <p>Final Exam</p>
5.	<b>Recognize the importance of college's policies, procedures, and professors. Identify and recognize the difference between listening and hearing.</b>	<p>a. Examine the college's policies, procedures, and professors.</p> <p>b. Define personal responsibility and your role in the grading process.</p> <p>c. Understanding personal integrity and avoid plagiarism and cheating.</p> <p>d. Identify and recognize strategies to overcome obstacles to listening.</p> <p>e. Examine strategies for effective note -taking.</p>	<p>Chapter 3- Persist Using Tools of Self Management to Stay in College</p> <p>Chapter 9- Record</p> <p>Pre-Self Assessment Quiz #2</p> <p>Discussion</p> <p>Final Exam</p>
6.	<b>Identify and recognize the importance of studying, how your memory works, and effective test-taking strategies. Identify the ten steps that will become giant successes tomorrow and develop a career plan based on comprehensive self-study questions.</b>	<p>a. Identify the differences between short-term memory and long-term memory.</p> <p>b. Develop test-taking strategies for various types of tests</p> <p>c. Identify and develop a career plan based on comprehensive self-study questions</p> <p>d. Evaluate your communications, speaking, and writing skills.</p> <p>e. Identify the parts of the R.E.W.A.R.D.S. system to prepare for an interview.</p>	<p>Chapter 10-Understand</p> <p>Chapter 15- Plan-Focusing on Your Professional Career and Living Well</p> <p>Pre-Self Assessment Quiz 2</p> <p>Discussion</p> <p>Final Exam</p>
7.	<b>Identify the relationship between effective time management and stress.</b>	<p>a. Examine the relationship among time management, your value system, and self-discipline.</p> <p>b. Evaluate how you spend your time and develop a "to do" list based on your findings.</p> <p>c. Identify the major stressors in your life.</p>	<p>Chapter 6-Prioritize – Planning Your Time and Reducing Stress</p> <p>Quiz# 3</p> <p>Pre-Self Assessment</p> <p>Discussion</p> <p>Final Exam</p>
8.	<b>Recognize the importance and use of critical thinking</b>	<p>a. Examine and gather relevant information regarding finances, goals, and decision making.</p>	<p>Chapter 5- Think – Expanding Your</p>

	<b>processes in studying.</b>	<p>c. Identify ways to manage information and become more information literate.</p> <p>d. Apply the Bloom's Taxonomy for comprehension to learning situations.</p> <p>e. Identify the use of creative thinking to become more resourceful.</p>	<p>Aptitude for Critical Thinking Emotional Intelligence and Information Literacy Skills</p> <p>Pre-Self Assessment Quiz #3</p> <p>Discussion</p> <p>Final Exam</p>
<b>9.</b>	<b>Identify and recognize the impact of diversity and globalization and their impact on personal and work relationships.</b>	<p>a. Define ethnocentrism and xenocentrism.</p> <p>b. Identify the dimensions of diversity.</p> <p>c. Recognize the power of an open mind.</p>	<p>Chapter 13 Relate-Celebrating People, Cultures, and Diversity</p> <p>Discussion</p> <p>Pre-Self Assessment</p> <p>Final Exam</p>
<b>10.</b>	<b>Recognize holistic wellness and how to care for the body, mind and soul.</b>	<p>a. Identify the ways to care for your mind, body and soul.</p> <p>b. Identify and understand the signs of depression and anxiety.</p> <p>c. Recognize the responsibility of eating well and tracking your food intake.</p>	<p>Chapter 14- Live-Developing Your Plan for Wellness and Personal Responsibility</p> <p>Discussion</p> <p>Pre-Self Assessment</p> <p>Final Exam</p>

*\*Assessment strategies reflect content to be learned in the class, but not the order of the information presented. Please see the tentative course schedule for the order of topics in the class.*

### **Course Attendance Policy:**

Due to the delivery and grading formats of this course, attendance and active participation are crucial. Students who do not attend class will not be permitted to make-up any missed assignments and will, subsequently, lose points off their final grade. Students who are repeatedly late to class sessions or who consistently leave class early will be considered absent.

### **Classroom Conduct:**

All students are to be punctual, alert, and prepared for the class. Restroom breaks may be necessary during class but it is important that students be courteous to others when entering or existing the classroom. Everyone within the classroom should be courteous, attentive, and alert, engaged and exhibit a positive attitude when the instructor, guest(s), speaker(s) or other students are contributing to class. No in-class 'guests' (children, spouses, significant others, etc.) should come into the classroom setting with those students who are enrolled in the class.

### **Student Expectations of the Instructor:**

Students can expect to be treated with fairness and respectfulness by the instructor – both during and outside of class times. They can expect the instructor to be prepared for class, to use class time efficiently, and to display enthusiasm for the subject at hand. The instructor is expected to be willing to respond to student questions and to be consistent in adherence to course policies. Students can expect the instructor to attempt to vary class activities to promote student engagement and interest.

**Instructor and Classmate Expectations of the Student:**

Several expectations exist of each and every student in the classroom:

- Treat others with respect at all times;
- Be prepared for each class session;
- Stay on task so as not to distract from others' learning or teaching;
- Keep cell phones turned off and out of sight;
- Arrive on time and avoid having to leave early from class;
- Actively participate in class activities, discussions, and exercises;
- Complete all assignments as assigned; and
- Take responsibility for their learning.

**Assignments:**

- **Motivational/ Academic Assessments**

Students will be expected to complete motivational/academic assessments to identify strengths and needs of individual students. These assessments will help instructors to determine the impact of this course on student success in college. **GEO 2, 5, 8**

- **Assigned Readings**

Students are expected to follow the reading assignments provided in the syllabus. Students should read each assignment from the text BEFORE the chapter is presented in class. Students should be aware that their failing to do so may significantly impact the in class participation grade. **GEO 3**

- **Classroom Participation/Discussions/**

Students will be expected to actively participate in each classroom activity and discussion. The course is very interactive and getting to know your peers is a large part of the college experience. You are awarded a total of 200 participation points (20 points per day for in-class or 20 points per online session). You may be required to work with others in pairs or small group sessions during the course.

**GEO 1, 2**

- **Homework Assignments on My Student Success Lab**

Students will be expected to complete nine (9) homework assignments on My Student Success Lab and one (1) in-class assignment worth 20 points (100 points total). Students are not permitted to make up homework assignments. **GEO 2, 3**

- **Classroom Quizzes**

A total of four quizzes will be given in the course. You must complete the quiz on the assigned date on the syllabus. The quizzes will consist of multiple choice and true & false. Each quiz is based on the assigned readings from the text. Students are not permitted to make up quizzes.

**GEO 2, 3**

- **Academic and Career Planning Project**

The Academic and Career Planning Project is based on information in Chapters 1-Change, Chapter 2-Engage, and Chapter 15- Plan. This project is worth 100 points. A project packet will be given to all students during the first week of class.

### **Academic Plan Components**

- Why did you choose Wor-Wic Community College to further your academic studies?
- Which academic degree are you presently pursuing and why?
- Who or what has played a role in your pursuit of this particular degree?
- What classes do you plan on enrolling in for the next two-years?(worksheet)
- How will these classes be beneficial to your career?
- How are you going to manage work and family life while in college?
- What grade point average (GPA) would you like to earn at the end of each semester for next two years and how do you plan on achieving this goal?

### **Career Plan Components**

- Where do you see yourself employed upon graduating from Wor-Wic Community College and why?
- What type of training, education, and skills are required in this particular profession?
- How will you apply the knowledge/skills you will learn from Wor-Wic Community College to this particular profession?
- What is the average starting salary?
- Where do you see yourself in regards to your career in the next five to ten years?

**GEO 1, 7, 5, 8**

- **Campus Connection**

- Each student will be required to interview one campus administrator or faculty. All interview questions will be job-related.

- **Peer Connection**

- Each student will be required to participate in an assigned peer connection group.
- The peer connection group will be meeting for first ½ hour during the second week of class and again for ½ hour during the final week of class.
- The group's informal discussions will be centered on learning about individual similarities/ differences as well as the adjustment and navigation of college life.
- The final meeting discussion will be centered on individual goals.
- During the last class meeting a representative from each group will give a synopsis of their meetings.
- All members must be present and participate in both meetings to receive full credit.

**GEO 1, 2, 5, 8**

- **Final Exam**

The final exam will be cumulative. It will consist of multiple choice and true & false questions worth 100 points total. **ALL STUDENTS MUST TAKE FINAL EXAM. GEO 2, 3**

### Course Grading

<b>Category</b>	<b>Weight</b>	<b>Points Total</b>
Quizzes	25%	200 points Quiz 1-50 pts. Quiz 2-50 pts. Quiz 3-50 pts. Quiz 4-50 pts.
Participation/Discussions	25%	200 points 10 classes/online sessions @ 20 points
Homework Assignments My Student Success Lab In-class Assignment	12%	100 points 8 assignments @ 10 points each 1 assignment @ 20 points
Academic and Career Planning Project	13%	100 points
Peer Connection Part 1 & 2	6%	50 points
Campus Connection	6%	50 points
Final Exam	13%	100 points
<b>TOTAL</b>	<b>100%</b>	<b>800 Total points</b>

<u>Grade</u>	<u>Points</u>	<u>%</u>
Pass	580-790	75-100%
Fail	579 and below	0-74%

### Academic Honesty

Academic honesty is expected of all students. Cheating and plagiarism are violations of academic honesty. Any student found violating the academic policy will receive an automatic "0" for the assignment and then the matter will be turned over to the Student Disciplinary Committee. Documented evidence of the plagiarism or cheating will be kept in the General Studies Department office.

### Plagiarism

In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

1. Any words quoted directly from a source must be in quotation marks and cited.
2. Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
3. Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
4. All papers and presentations must be the student's own work.

There are ambiguities in concepts of plagiarism. Each instructor will be available for consultation regarding any confusion a student may have.

### **Cheating**

Cheating is the act of obtaining information or data improperly or by dishonest or deceitful means. Examples of cheating are copying from another student's test paper, obtaining information illegally on tests, and using crib notes or other deceitful practices.

### **Tentative Course Schedule**

<b>Date</b>	<b>Chapter</b>	<b>Assignment</b>
<b>Week 1</b>	Chapter 1-Change	Orientation to the Campus Homework Assignment-My Student Success Lab
<b>Week 2</b>	Chapter 2-Engage	Homework Assignment-My Student Success Lab
<b>Week3</b>	Chapter 3- Persist	Quiz 1 -Chapters 1 & 2 Homework Assignment- My Student Success Lab Peer Connection Exercise
<b>Week 4</b>	Chapter 15- Plan	Campus Connection Interview Assignment Due Homework Assignment- My Student Success Lab
<b>Week 5</b>	Chapter 5-Think	Quiz 2- Chapters 3 & 15 Homework Assignment-My Student Success Lab
<b>Week 6</b>	Chapter 6-Prioritize	Academic/Career Planning Project Due Homework Assignment-My Student Success Lab
<b>Week 7</b>	Chapter 7 – Learn Chapter 8- Read	Quiz 3-Chapters 5,6 & 7 Homework Assignment- My Student Success Lab
<b>Week 8</b>	Chapter 8- Read Chapter 9- Record (Pgs. 223-229) Chapter 10-Understand (Pgs. 257-261)	Homework Assignment-Line of Inequity (in class activity) (20 Points) Peer Connection Exercise
<b>Week 9</b>	Chapter 13-Relate Chapter 14- Live	Quiz 4-Chapters 8, 9, & 10 Homework Assignment-My Student

		Success Lab
<b>Week 10</b>	Chapters- 1,2,3,15,5,6,7,8,9, 10, 13,& 14	Final Exam Cumulative

SAMPLE