

**IDIS 11000: Freshman Success Course  
Student Success and Transitions  
Student Success Program  
IPFW Fall 2017**

Instructor:	Office Hours: Happily, by appointment.
Office:	Dates: August 21 <sup>st</sup> -October 15 <sup>th</sup> , 2017
Phone: (Monday-Friday 8:00 a.m.-5:00 p.m.)	Meeting days/time:
E-mail: (preferred contact method)	Location:

**Course Description**

Freshman Success is a course designed to increase the success of freshmen by assisting them with the skills necessary to reach their educational goals. Topics in this course include academic concerns (academic major information, learning skills, study skills, time management) and personal-social concerns (interpersonal relationships skills, communication skills, setting goals). (1 credit hour) Credit for only one of: IDIS 110, G102, G103, G104.

**Course Goals**

Goals for this course include:

- 1) Preparing students for the transition from high school to college
- 2) Connecting students with campus resources
- 3) Assisting students with goal-setting skills
- 4) Facilitating development of motivation and persistence factors within the student population
- 5) Helping students understand their role in and responsibility for achieving their academic goals
- 6) Building a strong and collaborative partnership between students and advisors/instructors

**Student Learning Objectives**

In this course, students will:

- 1) Know and understand college terminology
- 2) Develop and implement a time management plan
- 3) Demonstrate knowledge and understanding of learning styles
- 4) Demonstrate application of study skills
- 5) Set personal and academic goals
- 6) Demonstrate knowledge and usage of campus resources
- 7) Demonstrate knowledge and understanding of academic options
- 8) Develop professional communication skills that positively impact their academic goals

**Text:** Available as a FREE PDF file via Blackboard.

Moore, S., et al. (2010). *The Ultimate Study Skills Handbook*. Berkshire: McGraw Hill Open University Press.

ISBN-13: 978-0335234424/ISBN-10: 0335234429

**Educational Beliefs**

You are in charge of your education. You, and only you, will determine how much you gain from each class. In this class, I am here as a guide to help you in your process of learning. I will do my best to provide a forum in which community can be built, provide you with materials and discussion topics in attempts to engage you with the material, and, above all, to offer you the opportunity to challenge yourself and your perceptions, and to push you to open to different perceptions. Your job is simply to be engaged.

### Course Resources

Students will rely on the course resources listed below. Resources beyond the text will be posted to Blackboard within one week of the week for which they should be utilized. **Students should not use outside resources unless instructed to do so.**

\*Textbook

\*Supplemental readings, video, and web links

\*Audio/visual supplements

\*Word, Pages, or a similar word processing program (required)

### Grading

Course assignments and examinations will be weighted as follows:

Assignments	40%
Quizzes	30%
Utilizing CASA	10%
Participation	10%
Final Exam	10%

1. **Assignments:** Students may complete in-class and out-of-class assignments, response pieces, and/or presentations throughout the term. Items and instructions will be posted in weekly folders on Blackboard; see the syllabus schedule and weekly overviews for deadlines.
2. **Quizzes:** Quizzes may include cumulative and non-cumulative multiple choice questions based on reading and discussion, short answer, fill-in-the-blank, matching, and non-cumulative essay questions.
3. **Utilizing CASA:** Students will earn points for attending one of three CASA success skills workshops during week one and week two. Students will also earn points for completion of a Bb quiz regarding workshop content. Students may attend up to one additional workshop during weeks one and two for extra credit points. Students must attend a minimum of one hour of CASA tutoring in a subject of their choosing during weeks three through eight. Students may attend up to one additional hour of tutoring during weeks three through eight for extra credit.
4. **Participation:** Participation points will be earned through active participation in activities, discussion, completion of course requirements by posted deadlines, logging on to Blackboard at least once per week, and accessing course tools. This category may also include rare and limited extra credit opportunities.
5. **Final Exam:** The final exam may include cumulative and non-cumulative multiple choice questions from throughout the semester, non-cumulative essay questions, and a cumulative essay question, requiring students to synthesize and apply concepts from throughout the semester.

### Desired Commitment from Students

1. Roughly 6-8 hours per week. Here is how that breaks down: The minimum full-time college enrollment is 12 credit hours. This is based on the presumption that the average student in a 3-credit hour class will spend a total of 10 hours on that class per week (times 4 classes equals 40 hours). This is a one-credit hour eight-week class, requiring 2 hours of in-class time and 4-6 hours of independent work per week. You must be engaged with the course, its materials, & with both your instructor & other students throughout the course.
2. A commitment to: Participate fully and meet or exceed expectations, seek assistance from the instructor as needed, be resourceful in teaching yourself how to use and trouble-shooting Blackboard and other technology needed in this course, and willingness to make this class a priority.
3. You are required to make your own reliable arrangements for transportation using a reliable computer with reliable Internet access and submit your materials on time. This includes having a back-up plan should your primary transportation, computer or Internet connection be unavailable. If you are using computers in a library, be sure to bring headphones.

**Grade Scale**

The final grade will be based on the following scale:

Percentage	Letter Grade	Percentage	Letter Grade
95-100%	<b>A</b>	73-76%	<b>C</b>
90-94%	<b>A-</b>	70-72%	<b>C-</b>
87-89%	<b>B+</b>	67-69%	<b>D+</b>
83-86%	<b>B</b>	63-66%	<b>D</b>
80-82%	<b>B-</b>	60-62%	<b>D-</b>
77-79%	<b>C+</b>	59% and below	<b>F</b>

**Course Policies**

1. **You are expected to log in to the electronic classroom on Blackboard and access resources at least once per week.** The electronic classroom also includes use of your IPFW email account. Your IPFW email account is your official means of communication with the University. Students are expected to check official university email at least twice per week, as well as the announcements section of the course Blackboard site. If you experience difficulties with email or Blackboard, you must notify your instructor and IT Services immediately!
2. **Generally, late items will not be accepted. Late assignments, quizzes, and exams may only be accepted at the instructor's discretion, and may require documentation of illness, injury, or emergency.** Alternately, exemptions may occasionally be offered in lieu of extension. Accepted late materials may receive a grade reduction. Due dates for assignments are stated on the syllabus. Technical difficulties, illness, transportation issues, etc. do not constitute a valid reason to fail to submit a course requirement when it is due unless Blackboard is down during the submission deadline. Students are strongly encouraged to plan well and complete course requirements ahead of the deadline, leaving time for unexpected personal or technological delays.
3. Assignments should be in MLA or APA format and submitted as a Word or PDF document, unless otherwise indicated.
4. All students will conduct themselves in a manner that shows respect for cultural and intellectual diversity. This includes **race/ethnicity, age, socioeconomic class, nationality, sex, gender, gender identity and expression, sexuality, ability, political views and religious affiliation.**
5. All students should use appropriate "netiquette" in online communication with classmates and the instructor. Disrespectful language or tone may require a phone or face-to-face appointment to follow up on the email, comment, or discussion post, at the instructor's discretion.
6. **All students will abide by university policy regarding academic honesty. Plagiarizing or cheating, or assisting a peer in doing so, may result in a grade of "F" on the assignment in question and/or a grade of "F" for the course. For full policy and code information, please refer to:**  
[http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1143#Academic\\_Honesty](http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1143#Academic_Honesty)

**IPFW Student Code part II. A. defining academic misconduct reads as follows:****Academic Misconduct**

This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At IPFW, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Adopting or reproducing ideas or statements of another person as one's own without acknowledgment (plagiarism).
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

a. In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at IPFW, academic departments should establish a written policy/statement, addressing the professional or ethical standards for their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement.

**Campus Services**

IPFW is committed to your academic and personal success. In addition to working with your academic advisor, take advantage of the many support systems the University offers to help you succeed.

**Academic Services**

**Centers for Academic Success and Achievement (CASA)** offer peer-based learning assistance for many classes. Services include tutoring (walk-in and by appointment), Supplemental Instruction, the Writing Center, and math testing. Visit [tutortrac.ipfw.edu](http://tutortrac.ipfw.edu) to schedule your appointment.  
Kettler Hall G23 | 260-481-5419 | [www.ipfw.edu/casa](http://www.ipfw.edu/casa)

**Center for Student Success and Transition (SST)** fosters personal development and informed decision making for diverse pathway, transfer, probation, national exchange, and readmitted student populations through academic advising and programming to assist students in the transition to college and into a major. Check your myIPFW account for the name of your advisor.  
Kettler Hall | 260-481-0404 | [www.ipfw.edu/sst](http://www.ipfw.edu/sst)

**Walter E. Helmke Library** offers students support for research through print, databases, online collections. Librarians are available for consultation appointments.  
Helmke Library | 260-481-6505 | [www.library.ipfw.edu](http://www.library.ipfw.edu) | <http://guides.library.ipfw.edu/askalibrarian>

**The Learning Commons** is a space for study, collaboration, and exploration. The Learning Commons desk checks out laptops, mobile devices, and projectors for students to use on group or individual projects.  
Helmke Library 2<sup>nd</sup> Floor | 260-481-6101 | [www.ipfw.edu/learning-commons](http://www.ipfw.edu/learning-commons)

<b>Support Services</b>
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**Career Services** can help students choose a major, explore careers, and gain work experience through internships and co-ops; plus, there are career assessments to assist students selecting career paths and majors.

Kettler Hall | 260-481-0689 | [www.ipfw.edu/career](http://www.ipfw.edu/career)

**Office of the Dean of Students** offers support services through the CARE (Communicate, Assess, Refer, Educate) model to improve the quality of student experience. Services include, but are not limited to, conflict resolution, intervention, education, and facilitation.

Walb Union 111 | 260-481-6601 | [www.ipfw.edu/dean](http://www.ipfw.edu/dean)

**Office of Diversity and Multicultural Affairs (ODMA)** develops and enhances the personal and academic successes of students by preparing them to excel in a diverse world.

Walb Union 118 | 260-481-6608 | [www.ipfw.edu/odma](http://www.ipfw.edu/odma)

**Services for Students with Disabilities (SSD)** determines and helps provide accommodations and services to students with disabilities. This support also includes temporary disabilities.

Walb Union 113 | 260-481-6657 | [www.ipfw.edu/ssd](http://www.ipfw.edu/ssd)

**Student Assistance Program (SAP)** Offers free and confidential short-term group, individual, and couples counseling to all currently enrolled IPFW students.

Walb Union 111 | 1-800-721-8809 | <http://www.ipfw.edu/counseling>

**Center for Healthy Living** works with local physicians to meet your healthcare needs and to complement the services of a student's primary healthcare provider.

Walb Union 234 | 260-481-5748 | [www.ipfw.edu/clinic](http://www.ipfw.edu/clinic)

<b>Additional Support</b>
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**Your instructor/advisor!** Please contact your instructor via phone or email via official university email per the email address listed at the top of the syllabus. You may also make arrangements for a phone or face-to-face appointment (may require advance scheduling during peak advising times) at any time during the term. Do not wait until the end of the course to address concerns regarding the material, grades, or difficulties with classmates!

<b>Tentative Schedule</b>	Schedule is tentative and due dates are subject to change. Students will be informed of changes via email, Blackboard, and/or in-class announcements. Overviews give additional details and, in the event of a discrepancy between the syllabus and the overview, students should follow the overview.
<b>WEEK 1</b> <b>August</b> <b>21<sup>st</sup>-27<sup>th</sup></b>  Late Registration and Drop/Add: August 21 <sup>st</sup> -25 <sup>th</sup>  Audit-to-credit and credit-to-audit deadline: August 25 <sup>th</sup>  Last Day for Full Refund of 8 week courses: Wednesday, August 23 <sup>rd</sup>	Day of week: _____  Topic: College Terminology and Goals  Reading: Review college terms Review syllabus  Participation: Introductions College terms discussion/activity Syllabus discussion/activity  Assignments and Assessments: College terms quiz (due by next class meeting) Introduction/Syllabus quiz (due by next class meeting) Attend CASA workshop (1 required, 1 extra credit) CASA workshop quiz (1 required, 1 extra credit)
Last Day for 60% Refund of 8 week courses: Sunday, August 27 <sup>th</sup>  Last Day for a Full Refund of 16 week courses: Sunday, August 27 <sup>th</sup>	Day of week: _____  Topic: College Terminology and Goals  Reading: Chapter 1: Getting into it: becoming an active, creative learner  Participation: Group activity on goals Discussion  Assignments and Assessments: Schedule academic advising meeting (via AdvisorTrac) CASA Survey (due before class)
<b>WEEK 2</b> <b>August 28<sup>th</sup>-</b> <b>September 3<sup>rd</sup></b>  Last Day for 40% Refund of 8 week courses: Wednesday, August 30 <sup>th</sup>  Labor Day Holiday: Friday Sept 1 <sup>st</sup> @ 4:30 p.m. through Monday September 4 <sup>th</sup>	Day of week: _____  Topic: College Terminology and Goals  Reading: Supplemental reading on goals  Participation: Discuss Campus Events Assignment (due week 8) Peer review activity on goals Discussion  Assignments and Assessments: Chapter 1 and goals quiz (due by start of class) FIRST DRAFT Goals Assignment due (at start of class) Attend CASA workshop (1 required, 1 extra credit) CASA workshop quiz (1 required, 1 extra credit)

<p><b>WEEK 2 Continued</b></p> <p>Last Day for 20% Refund of 8 week courses: Sunday, September 3<sup>rd</sup></p>	<p>Day of week: _____</p> <p>Topic: Learning Styles</p> <p>Reading: Chapter 3: Style matters: techniques to suit your own learning style</p> <p>Participation: Discussion</p> <p>Assignments and Assessments: FINAL DRAFT Goals Assignment (due before class) Chapter 3 quiz (due before class)</p>
<p><b>WEEK 3 September 4<sup>th</sup>-10<sup>th</sup></b></p> <p>NO CLASSES Monday, September 4<sup>th</sup></p>	<p>Day of week: _____</p> <p>Topic: Learning Styles</p> <p>Reading: Critical Thinking and Learning Styles supplemental reading (available via Bb)</p> <p>Participation: Discussion</p> <p>Assignments and Assessments: Critical Thinking and Learning Styles Supplemental Reading quiz (due before class) Learning Styles Response Piece (due before class) CASA Tutoring</p>
	<p>Day of week: _____</p> <p>Topic: Study Skills</p> <p>Reading: Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information</p> <p>Participation: Discussion</p> <p>Assignments and Assessments: Chapter 4 Quiz (due before class)</p>
<p><b>WEEK 4 September 11<sup>th</sup>-17<sup>th</sup></b></p> <p>Pass/Not Pass Deadline: Monday, September 18<sup>th</sup></p>	<p>Day of week: _____</p> <p>Topic: Study Skills</p> <p>Reading: Study skills supplemental reading/videos (available via Bb)</p> <p>Participation: Discussion Note-taking Activity</p> <p>Assignments and Assessments: Study Skills Response Piece (due before class) Tutoring</p>

<p><b>WEEK 4 Continued</b></p> <p>Last day to withdraw from 8 week courses: Friday, September 22<sup>nd</sup></p>	<p>Day of week: _____</p> <p>Topic: Time Management</p> <p>Reading: Chapter 8: The time of your life: managing time and living life as a student</p> <p>Participation: Activity Discussion</p> <p>Assignments and Assessments: Time Management Analysis Assignment (due before class) Chapter 8 Quiz (due before class) Midterm evaluation (due before class)</p>
<p><b>WEEK 5 September 18<sup>th</sup>-24<sup>th</sup></b></p> <p>Last day to withdraw from 8 week courses: Friday, September 22<sup>nd</sup></p>	<p>Day of week: _____</p> <p>Topic: Time Management</p> <p>Reading: None</p> <p>Participation: Discussion/Activity</p> <p>Assignments and Assessments: FIRST DRAFT Time Management Plan (submit via Bb and bring two copies to class) Time Management Response Piece (due before class) Tutoring</p>
	<p>Day of week: _____</p> <p>Topic: Time Management</p> <p>Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams</p> <p>Participation: Discussion</p> <p>Assignments and Assessments: Chapter 11 Quiz (due before class) FINAL DRAFT Time Management Plan (due before class, submit via Bb and bring two copies to class)</p>
<p><b>WEEK 6 Sept 25<sup>th</sup>- October 1<sup>st</sup></b></p>	<p>Day of week: _____</p> <p>Topic: Campus Resources</p> <p>Reading: Review myBLUEprint handout and campus resources (available via Bb)</p> <p>Participation: Discussion Activity</p> <p>Assignments and Assessments: Schedule academic advising meeting (via AdvisorTrac) Learning about campus resources (due before class) Tutoring</p>



<b>WEEK 6 Continued</b>	<p>Day of week: _____</p> <p>Topic: Campus Resources</p> <p>Reading: Review myBLUEprint handout and resources (available via Bb)</p> <p>Participation: Midterm Evaluation Discussion Activity</p> <p>Assignments and Assessments: Campus Resources Quiz (due before class)</p>
<b>WEEK 7 October 2<sup>nd</sup>-8<sup>th</sup></b>	<p>Day of week: _____</p> <p>Topic: Academics</p> <p>Reading: Supplemental reading and links (available via Bb)</p> <p>Participation: Discussion Activity</p> <p>Assignments and Assessments: Bulletin Scavenger Hunt (due before class) Tutoring</p>
	<p>Day of week: _____</p> <p>Topic: Goal Revision</p> <p>Participation: Discussion Review goals from week 2 (bring two printed copies to class) Group activity: goal revision</p> <p>Assignments and Assessments: Academics quiz (due before class)</p>
<b>WEEK 8 October 9<sup>th</sup>-15<sup>th</sup></b>  Fall Break: Mon & Tues October 9 <sup>th</sup> and 10 <sup>th</sup>  Last day to withdraw from 16 week classes: Friday, October 27 <sup>th</sup>	<p>Day of week: _____</p> <p>Topic: Professional Communication Skills</p> <p>Reading: Chapter 10: Presenting in front of a crowd: learning to present your work in public</p> <p>Participation and Assignments: Activity</p> <p>Assessments: Chapter 10 Quiz (due before class) Reflection Response Piece (due before class) Campus Events Assignment (due before class) Final Exam: cumulative (due by Friday at 5:00 p.m.) Student Success Survey (due by Friday at 5:00 p.m.) End of Term Evaluation (due by Friday at 5:00 p.m.) Tutoring</p>