

Course Number/Title: SO 100 Student Success Seminar

Year: Fall 2012

Department: Sociology

Credit Hours: 1

Required Text: None

Office/Hours: Student Union, 8-5 by appointment

Course Placement: Full-Time,
First Year

Pre-requisite: None

Rationale: The purpose of the course is to prepare first-time students to be responsible, contributing members of society by providing information to navigate higher education and develop life management skills. This is a required course for graduation from Colby Community College.

Course Description: This course is designed to facilitate transition into college life, and prepare students to successfully enter the workforce. All first-time, full-time students, including students who have college credit earned while they were in high school and students who have not earned more than 12 hours of previous college credit, should take the class. Students will become more familiar with career objectives, peers, college faculty, and advisors.

Course Outline: This course will assist new college students in acquiring essential skills needed for academic success. The topics to be covered include: owning your education, personal education plan, technology, library resources, self-advocacy, goal setting and personal organization, student responsibility and behavior, diversity and conflict management, finances, health and wellness, transfer and articulation, and life choices.

Course Learning Objectives Assessed:

As a result of attending and participating in class the student will be able to demonstrate the ability to do the following through orally or in written format as determined by the instructor:

- Identify their personal reasons for attending college
- Create a working plan for a course of study leading to degree completion (and transfer if applicable)
- Identify library resources, hours and available tutoring
- Demonstrate self-advocacy problem solving and critical thinking skills based on assigned scenarios
- Use Google calendar
- Offer options for conflict resolution based on diversity
- Determine a plan for financing the next semester's course work
- Provide examples of how health and wellness effect college success and options for improving success
- Visit with their advisor to determine how their credits will transfer
- Discuss how personal choices influence long term life outcomes

Method of Instruction: Material for this course will be presented by discussion, lecture, guest speakers and class participation. The instructor may modify the syllabus and class activities in the best interest of student learning and will notify the students of any changes.

Method of Evaluation: The student will be given a letter grade for the course. The class meeting time is by arrangement and the schedule will be determined by the instructor and students from Aug. 20-Oct. 17, 2012. There may be assignments that will be graded. The grading scale is as follows: A=90-100%; B=80-89%; C=70-79%; D=60-69%; and F=59% and below. Opportunity for completion of make-up work by students who will be absent for valid reasons is made available at the discretion of the instructor. He/she may call the instructor at home (462-2753 or 443-3767).

Course Requirements:

1. To attend **all** meetings. An absence is a missed experience which cannot be made up in a private conversation.
2. To know your instructor: name, office, and phone.
3. Participate--learning and understanding require you to be an active participant.
4. Meet the objectives of the course as established by the instructor.

Assignment, Test and Attendance Policies:

The student is expected to have assignments done when the instructor determines they are due. Unless otherwise noted, all assignments should be typed in Times New Roman font and double-spaced using proper grammar and spelling. There may be both in-class and out-of-class assignments. The instructor determines acceptance of late assignments. There are no written examinations in this class. The instructor expects the students to attend class regularly and to participate in class activities. Attendance and participation (oral and written) determine the final grade. For further information, refer to "Method of Evaluation".

Academic Integrity Policy:

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

Assessment

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

Syllabus Information Disclaimer

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to stay current with any changes, modifications, adjustments or amendments that are made to this document.

Accommodations for Students with Disabilities

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

Equipment:

Bibliography: *A list of references used to develop course content. Below are some of the various style methods followed by examples of each style*

APA: psychology, education, and other social sciences.

MLA: literature, arts, and humanities.

AMA: medicine, health, and biological sciences.

Citations for books in each style.

APA Okuda, M., & Okuda, D. (1993). *Star Trek chronology: The history of the future*. New York: Pocket Books.

MLA Okuda, Michael, and Denise Okuda. Star Trek Chronology: The History of the Future. New York: Pocket, 1993.

AMA Okuda M, Okuda D. *Star Trek Chronology: the History of the Future*. New York: Pocket Books; 1993.

Journal citations

APA Wilcox, R. V. (1991). Shifting roles and synthetic women in Star Trek: The Next Generation. *Studies in Popular Culture*, 13(2), 53-65.

MLA Wilcox, Rhonda V. "Shifting Roles and Synthetic Women in Star Trek: The Next Generation." Studies in Popular Culture 13.2 (1991): 53-65.

AMA Wilcox RV. Shifting roles and synthetic women in Star Trek: The Next Generation. *Stud Pop Culture*. 1991; 13:53-65.