

Course Master Syllabus
HUDE 0111-Transition to College Success

(Blank spaces to be filled in by instructor as appropriate)

Instructor:

Office Hours:

(Other times available by appointment)

Office Location:

Phone #

Email Address:

Fax: (if available)

Course Information: Section # Synonym #
Campus/Room location:
Days and times:
Dates of term:

Course Description: This is a developmental level course designed for entering freshmen with priority needs. It provides an overview of key aspects, knowledge, and skills needed in the transition to college life. Students identify their educational goals, personal strengths, and areas for development; become familiar with college resources and services; and briefly explore strategies for academic success such as time management, and study skills. Course formerly called Orientation. (HDP 1601)

Course Purpose: The purpose of this course is to facilitate students' transition into and success at Austin Community College.

Course Objectives:

To provide students with an orientation to the college experience, ACC, and the course itself.

To assess students' current expectations, motivation, strengths and areas for improvement.

To assist students in setting effective academic, personal, and career goals.

To ensure students are familiar with college support services and resources.

To increase students' skills in self-management for successful outcomes.

To introduce essential learning and study skills for college-level work.

Instructional Methodology: This course will include the following teaching and learning methods: lecture, individual application exercises, small group activities class discussions and homework assignments.

Required Texts/Materials:

College Study: The Essential Ingredients, Sally Lipsky, Prentice Hall
The Discovery Wheel, Dave Ellis, Houghton Mifflin
The ACC Student Handbook

Grading: The final grade will be based on the scores for the following items:
(Instructor will revise as needed, but will include the following elements)

1. Attendance and class participation: (Instructor will specify policy and impact on grade)
2. Four major assignments: The assignments are described in detail at the end of this syllabus.
3. Learning Profile paper: This paper is described at the end of the syllabus.
4. Exam: (One or more to be designed by instructor)

Withdrawal: Students are responsible for withdrawing themselves from class if they are unable to complete the semester. Instructors have the right to withdraw students for excessive absences, failure to progress, and other reasons as appropriate. Students should consult with the instructor whenever there is concern about completing the course satisfactorily.

Incomplete Grade: Students are expected to complete the course within the session time frame. A grade of incomplete may be given at the discretion of the instructor but only in very special circumstances and with specific requirements to be fulfilled by (date) . If you fail to complete the requirements by the due date, you will receive a grade of "F".

Scholastic Honesty: Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework. (Student Handbook) The penalty for violation of this policy will be assessed by the instructor as appropriate.

Academic Freedom: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

Student Discipline: “Students at the College have the rights accorded by the Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the College community and not to interfere with or disrupt the educational process. As willing partners in learning, students must comply with College rules and procedures” (Student Handbook p. 31).

Office for Students with Disabilities: Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students With Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of each semester. (Student Handbook)

Session Schedule

Session

Topic

Assignment Due

(Instructor should provide a session calendar indicating topics, assignment due dates, etc.)

Graded Assignments

1. The Discovery Wheel
At the beginning of the semester we will complete a brief assessment inventory called the Discovery Wheel. You will need to write a 1 to 2 page reflection paper on the results of the exercise and what they suggest to you about your strengths and areas for improvement during the semester.

2. My Educational Journey
In class we will complete an exercise on your previous educational experiences. After we have done that activity, you will need to prepare a 1 to 2 page summary report of what you discovered during the exercise and how it may affect your behavior and level of success in college.

3. The Time Monitor Project
This assignment will begin in the (fill in appropriate number) session and will continue for one week. You will monitor your use of time during that week and compare it to how you estimated you would be using your time. Specific instructions will be given in class, and the completed assignment will be due at the beginning of the (fill in) session of class. *You will need to have calculated your results and be prepared to turn in your time monitor pages at that time.*

4. Goal Setting Assignment
This assignment will be a reflection paper outlining your experience in completing a self-chosen one-week goal. I will give you guidelines for the goal setting project and guidance on what to cover in the paper when we cover that topic in class.

Other assignments that are given during the session may or may not be graded, but their completion will be considered as part of class participation.

Format for the Learning Profile Paper

As one of the requirements for this course, you will need to write a *three page typewritten paper (double-spaced)* outlining your educational experience, goals and plans for the future. The paper should be an honest, open appraisal of your own past experience and self-knowledge, the results of the Discovery Wheel and other assessments, as well as the goals and plans you have for your future. It should address the three basic elements outlined in the general framework identified below, but be sure to make it reflect your own particular situation in a personally meaningful way.

Key elements for your paper:

(The questions below are guides to stimulate your thinking, you do not need to answer each one of them and you may come up with your own to consider.)

1. Describe your main purpose for attending college.
 - Why are you attending college now?
 - What do you really want to gain from your efforts?
 - What motivates you the most to succeed in school?
2. Briefly describe your “educational journey” from the past up to the present.
 - What has your experience been in school up to this point?
 - Considering your results on the Discovery Wheel and other assessments we have completed, what strengths and areas for improvement do you plan to focus on this semester?
 - What are the most important things you learned so far about yourself and about studying that you will make use of in the future?
3. Discuss your future goals and plans for succeeding at ACC and beyond.
 - What are your specific academic goals for this semester?
 - What resources do you intend to make use of to reach your goals?
 - What are your educational or career goals for after you leave ACC?

Don't sit down and write this paper all at once. Gather the information, work on it a section at a time and give yourself time to reflect on and refine what you have written. Be as thorough as you can be *and write in enough depth and detail to cover each area well*. This is paper describes a path from your past to your future—give it enough attention and effort to make it a great one!

Exam(s)

(To be determined and explained by instructor)