Course Syllabus
HUDE 0111—Transition to College Success
8 Week Session

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Office Hours: Online on Fridays from Noon to 1:00 pm
    Other times can be arranged by appointment.

Course Information: This is an 8-week online class. You will need to log onto blackboard and participate in this course several times each week. You will be graded on attendance, participation, and work completed.

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 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, online discussions and homework assignments.

Required Texts/Materials:
College Study: The Essential Ingredients, 2nd edition, by Sally Lipsky, Prentice Hall
The Discovery Wheel, Dave Ellis, Houghton Mifflin, 11th ed.
The ACC Student Handbook (Available for free from the Student Services Office & Online)
Grading: The final grade will be based on the scores for the following items:

1. **Attendance and class participation** is worth 20 points toward your final grade.

   **Attendance** is based on your logging into the blackboard course minimum of two times each week and checking on and submitting assignments.

   **Participation** is based on your engaging in online blackboard activities such as journals, discussions, and group work.

   Consistent attendance and participation is very important in this class. Much of the benefit from what we do comes from the activities and interactions we do online, and your participation is essential for your own learning as well as that of others. If you attend every class session, you will receive a bonus of 2 points toward your final grade. The first two absences will not affect your grade, but for each absence after that you will lose 2 points from your final average.

2. **There will be four graded assignments** during the sessions, each one worth 10 points. The assignments are described later in this syllabus. Assignments will be on the dates indicated in the session schedule, and there will be a 1-point penalty for each class day assignments are late.

3. **There will be a Learning Profile paper** required for this class. It is described at the end of the syllabus. This paper will be worth 20 points toward your final grade. A 2-point penalty will be assessed for each class day it is late.

4. **There will be two exams** during the semester and each will be worth 10 points toward your final grade. A 1-point penalty will be applied for each class day an exam is late.

The final average will be assigned a grade based on the following scale:

A= 90-100; B= 80-89; C= 70-79; D= 60-69; F= 59 and below

Withdrawal: Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans’ benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; discuss potential withdrawals with their instructor; and contact an advisor or counselor for assistance when needed. Check the ACC website for the final withdrawal date.

Incomplete Grade: Students are expected to complete the course within the session time frame. A grade of incomplete will only be given in very special circumstances. If you fail to complete the requirements of the incomplete grade agreement by the due date, you will receive a grade of “F”.
Online Classroom Climate:  
Learning takes place best in a setting where there is respect, positive regard, and freedom from distraction. It is my responsibility and intention to provide these conditions during the semester, and I will need your help to do so. Make every effort to provide positive feedback when responding to other students on the discussion board, and use complete sentences and proper English. One way to enter a discussion is to read others’ comments, and respond first by typing your comments into a MS Word document. This way you can review what you are saying, and check for grammar and spelling errors. Once you are satisfied with your response or comments, just copy and paste them into the discussion board window.

We will cover proper online protocol in our first on-campus meeting, but feel free to contact me at any time if you have questions.

Academic Freedom:  
Each student is strongly encouraged to participate in class. In any online 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.

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 determined by the instructor and could result in an “F” in the course and referral to the Dean of Students. Feel free to consult with me in advance if you are unclear about a situation in this regard.

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).

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
Two Sessions per week

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<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1.) Orientation to the online course/Set up <strong>ACCelD &amp; Email</strong></td>
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<td>2.) Review of Syllabus and Materials/Pre-course Assessment</td>
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<td>3.) Success in College</td>
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<td>4.) What Education represents</td>
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<td><strong>Homework:</strong> For Week 2, Read Chapter 1 and complete the Discovery Wheel</td>
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<td><strong>Journal Writing</strong></td>
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<td>Week 2</td>
<td>1.) Assessment activities</td>
<td><strong>COMPLETED Discovery Wheel</strong></td>
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<td>2.) Personal Action Statement</td>
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<td>3.) Educational Journey</td>
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<td>4.) <strong>ACC</strong> Resources</td>
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<td><strong>Homework:</strong> For Week 3, complete Reflection Paper</td>
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<td><strong>Journal Writing</strong></td>
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<td>Week 3</td>
<td>1.) The Writing Process</td>
<td><strong>Reflection Paper due</strong></td>
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<td>2.) Time Management</td>
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<td>3.) Online Library Project</td>
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<td><strong>Homework:</strong> For Week 4, Read Chapter 2 and complete Educational Journey activity/Start Time Monitor Project</td>
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<td><strong>Journal Writing</strong></td>
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<td>Week 4</td>
<td>1.) Values and Goals</td>
<td><strong>My Educational Journey Paper due</strong></td>
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<td>2.) Time Management</td>
<td><strong>Time Monitor Project due</strong></td>
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<td><strong>Homework:</strong> For Week 5, Complete Goal Setting activity</td>
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<td><strong>Journal Writing</strong></td>
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<td>Week 5</td>
<td>1.) Study Environment/Setting the Stage</td>
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<td>2.) <strong>Note Taking</strong></td>
<td><strong>Goal Setting Reflection Paper due</strong></td>
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<td><strong>Homework:</strong> For Week 6, Write Learning Profile Paper</td>
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<td><strong>Journal Writing</strong></td>
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<td>Week 6</td>
<td>1.) Reading</td>
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<td>2.) <strong>Learning and Studying</strong></td>
<td><strong>Learning Profile Paper due</strong></td>
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<td><strong>Homework:</strong> For Week 7, Complete Essay Exam</td>
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<td><strong>Journal Writing</strong></td>
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<td>Week 7</td>
<td>1.) Test Preparation Strategies</td>
<td><strong>Take Home Exam due</strong></td>
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<td>2.) Test Taking Skills</td>
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<td><strong>Journal Writing</strong></td>
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<td>Week 8</td>
<td>Post-test analysis and assessment/Final Discussion Board</td>
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<td><strong>Journal Writing</strong></td>
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A more detailed list of assignments and materials is available each week on the Blackboard site, so check there for further information.
Graded Assignments—10 Points

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 *one to two 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. See page 6 for the reflection paper format.

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 *one to two page* reflection paper 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 prepare you for managing your time more effectively. You will monitor your use of time during a one-week period and identify any changes you might want to make in order to achieve your goals. You will need to complete the Assessing Your Use of Time packet for this project.

4. Goal Setting Report
   This assignment is based on the goal setting process that we will study towards the middle of the course. At that time you will select a specific goal that you intend to accomplish within one week. Your goal setting report will be a *one to two page* reflection paper on the results of your efforts and what you learned from the process.

Additional assignments will be given that are not graded, but their completion will be considered as part of class participation.
Format for Reflection Papers

For the reflection papers that accompany the Discovery Wheel activity, the My Educational Journey exercise, and the Goal Setting Report use the format below:

1. The papers should be between one and two pages in length, typewritten and double-spaced, using Times New Roman type style in size 12 point type and with 1 inch margins on each side. Check before you write your paper to make sure the settings in your word processing program are appropriate. Indent 5 spaces at the beginning of each new paragraph and do not skip an extra line between paragraphs. If you need assistance you can get help in the Learning Lab or Computer Center from a tutor or staff member. Prepare a cover sheet for your paper with the title of your paper, your name and the date, my name as your instructor, and the name of the course.

2. Your paper should reflect your own thinking and feelings with an emphasis on what you experienced when doing the activity and what you have learned about yourself as a result of it. Discuss how this learning can be applied in your other educational activities in the future. A general format that can be used to structure your reflection paper is to consider the following questions:
   - What did you expect or plan would happen in this activity?
   - What actually happened? How did it turn out?
   - How do you feel about what happened?
   - What have you learned from this experience?
   - How will you apply what you have learned in the future?

3. These papers will be graded on the basis of your effort and insight and papers with more depth and detail will earn better grades. Be sure to use the computer tools for correcting spelling and grammar errors prior to turning in the paper. I recommend that you get a Learning Lab tutor or a friend who reads and writes well to assist you in proofreading and editing so that your ideas come through as clearly and smoothly as possible. Learning how to write effectively is one of the most valuable skills you can get from a college education and this is a good place to practice that process. These reflection papers will also be valuable resources when it comes time to write your Learning Profile Paper at the end of the course, so give them the time and attention they deserve.

4. If you have any questions about the reflection papers, please let me know. I will be happy to work with you to make this a positive learning experience.
Format for the Learning Profile Paper

As one of the requirements for this course, you will need to write a *three to four page typewritten paper (double-spaced)* summarizing your educational experience, goals and plans for the future. The paper should be an honest, open review of your own past experience and self-knowledge, the results of the Discovery Wheel and other assessments we did in class, as well as the goals and plans you have for your future. Your paper should address the three elements outlined in the following general framework.

**Key elements for your paper:**
(The questions below are guides to stimulate your thinking; do not just answer each one of them in order. Give them some thought and then come up with your own ideas that relate to them in a personally meaningful way.)

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.
   - How would you describe your overall experience with school to this point?
   - What are the key lessons you have learned about yourself as a student so far?
   - Considering your results on the Discovery Wheel and on the other assessments we completed, what are some specific strengths and weaknesses you are aware of now?
   - What are the biggest barriers to success you have encountered so far?
   - What are the most important learning and study strategies you have learned about during this course that can help you past those barriers?
   - Which ones have you been using and how have they helped?

3. Discuss your future goals and plans for succeeding at ACC and beyond.
   - What are your specific academic goals for this semester and for this year?
   - What resources do you intend to make use of to reach your goals?
   - What are your educational and/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!

**Exams**

There will be two exams for this course. I will discuss with you the format, scope, and type of these exams as we reach the mid-point of the course. You will need to plan for these tests as you are presented with material during the course, so that your preparation will not be left for the last minute. These tests will be opportunities to demonstrate what you have learned during the course.
I acknowledge having received the syllabus and having read it carefully. I understand and agree to the requirements and policies stated in the syllabus and will ask for clarification whenever I am not sure of what is expected of me in this class.

My goal is to be successful in my studies and to support that goal I agree to attend this online class regularly, get in contact with my instructor if I have to miss class, and to discuss my situation with him if complications arise or I am thinking about withdrawing.

Name __________________________

Date __________________________