

Coffeyville Community College

#PSYC 100

COURSE SYLLABUS

FOR

College Orientation I

Chris Cameron

Instructor

COURSE NUMBER: PSYC 100

COURSE TITLE: College Orientation I

CREDIT HOURS: 1

INSTRUCTOR: Chris Cameron

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PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: On Course: Strategies for Creating Success in College and in Life by Skip Downing (5th Edition)
Student Handbook, Pen or Pencil, Spiral Notebook

COURSE DESCRIPTION: This required course is designed to help students make a successful transition to the community college. The students will recognize and appreciate the diversity while adjusting to the academic, social, cultural and civic awareness necessary for college and lifetime success.

EXPECTED LEARNER OUTCOMES:

- 1. Students will learn to take personal responsibility for their choices, experiences and outcomes.**
- 2. Students will maximize their learning opportunities.**

METHOD: Students will be reading, writing, and talking about how to create a successful life (self-defined). By reading *On Course* (our text book), students will learn about many powerful success strategies that have worked for others. By keeping a guided journal, students will become more aware of life choices—past, present, and future—and discover how to apply the success strategies to stay on course to their goals and dreams. By participating in class activities and discussions, students will further deepen their understanding of and their ability to use the success strategies. Once students incorporate these success tools, they not only do better in college, but will also have the ability to improve the quality of their whole life.

LEARNING TASKS & ACTIVITIES:

1. QUIZZES (210 Possible Points)

This is a course for students who wish to be successful in college and in life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation at every class, 14 unannounced quizzes on the readings will be given. Students, who have read the assignment and completed the journal entry before the class, should have no trouble earning the maximum number of points (15) for each quiz. Great success is created one small step at a time. Each time that points are earned steps are taken toward success in this course...and in life! **Note: No quiz may be made up.**

2. SUCCESS JOURNAL (210 Possible Points)

Purpose: The SUCCESS JOURNAL provides students with an opportunity to explore thoughts and feelings as they experiment with the success strategies presented in our text, *On Course*. By carefully examining their experiences in their journal, students will discover which success strategies will best assist them to create a rich, personally fulfilling life. Although journals will be collected and read by the instructor, students should write journal entries for themselves, not the instructor.

Journal Writings: During this semester, students will write in a composition notebook the 14 selected journal entries from our textbook. These entries will be written outside of class. Additionally, students will write lettered journal entries based upon class activities. These entries will be written in class. At various times students will have an opportunity to read a journal entry to one or more classmates. **THEREFORE, PLEASE BRING YOUR TEXTBOOK AND JOURNAL TO EVERY CLASS.**

Note: If students wish to write a first draft of journal entries on loose sheets of paper, that is fine, but all journal entries must be written in the **composition notebook** when it is handed in for evaluation. This requirement will assure that none of the entries are lost. At the end of this semester, students will have the entire journal to keep for years to come. Many students come to regard their personal journal as one of their most prized possessions. If you wish to write your journal on a computer, remember to see me to discuss the appropriate format.

Journal Evaluations: Journals will be collected as scheduled. (See schedule below.) It is not the instructor's intention to read every journal entry written. Instead, the instructor will thumb through your journal book to verify the completion of each assignment and to give credit for a job well done. On average, the instructor will read 6-10 journal entries. This reading gives the instructor a sense of some of the issues that students are working on, so that the instructor may be of greater assistance this semester. If the student desires comment from the instructor on a specific journal entry, simply turn down the corner of the appropriate page. On that page, write a note about the response you desire to receive.

Privacy: Occasionally students may write a journal they wish to keep private. If this occurs, simply fold the appropriate pages over and staple them closed at the top and bottom. The instructor will respect privacy. The instructor does reserve the right to confirm that there is, in fact, a journal entry on these pages. Students may lock up to 3 journal entries; more than that will require my permission. Locked journals will be given scores equal to the average scores of all other journals.

Journal Points: Each journal entry will be awarded up to 15 points. Thus, all 14 journal entries will be worth a possible total of 210 points. A journal entry will be awarded the maximum of 15 points if it fulfills the following two criteria:

1. The entry is complete (*i.e.*, all directions have been followed), and
2. The entry is written with high standards (an obvious attempt has been made to gain great personal value from the journal activity by diving deep).

Grammar, spelling, and punctuation will NOT be factors in awarding points; in this journal. You are free to express yourself without concern for Standard English conventions.

Note: All 14 journal entries must be completed to earn a passing grade in the course.






**ASSESSMENT OF
OUTCOMES:**

Possible Points

1.	14 Quizzes (15 points each)	210
2.	14 Success Journals (15 points each)	210
	Total possible points	420

GRADING POLICY:

This is a class designed to help the student make the transition to the community college, to provide answers to questions, and acquaint the student with a caring advisor and mentor; thus, the student will be expected to complete each activity.

	A	=	378-420
	B	=	336-377
	C	=	294-335
	D	=	252-293
	F	=	251 or below

ATTENDANCE:

Students are expected to be on time and in class each day.

TARDIES:

Tardies after the first week of school are handled much like absences; two tardies equal one absence.

PLAGIARISM:

Plagiarism is not allowed or acceptable. Academic Honesty is addressed in the student handbook and discussed in class.

COMPETENCIES:

Students will learn how to take personal responsibility for their choices, outcomes and experiences.

1. Adopt the Creator role
2. Master the Creator Language.
3. Learn the “wise” choice process
4. Demonstrate setting goals
5. Learn to commit to their goals turning them into realities
6. Learn how to motivate self
7. Manage stress
8. Define healthy and unhealthy stress management techniques
9. Revise self-defeating behaviors
10. Employ self-management skills
11. Develop self-discipline and confidence
12. Recognize when they are employing self-sabotage

Students will maximize their learning opportunities.

1. Assess their learning styles and emotional intelligence
2. Discover their learning and emotional intelligence styles and attributes
3. Define and demonstrate active learning
4. Strengthen relationships through active listening
5. Create a support network through friends, students, faculty and staff
6. Enhance critical thinking skills
7. Develop creative thinking skills in solving academic, professional and personal problems