



SHIRLEY M. HUFSTEDLER SCHOOL OF EDUCATION ALLIANT INTERNATIONAL UNIVERSITY

Alliant International University Course Syllabus: HUM 1020-Interdisciplinary Explorations: College Experience

Instructor:
Telephone:
E-mail:
Dates:
Class Time:

Location:
Grading: Letter Grade
Units: 3

Hufstedler School of Education Mission Statement:

The Hufstedler School of Education (HSOE) at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society. We accomplish this by offering our candidates exceptional preparation centered on multidisciplinary and holistic approaches to education.

Hufstedler School of Education Conceptual Framework

The Conceptual Framework for Alliant International University's Hufstedler School of Education is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are reflexive domains which intersect across the education continuum. The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background and prior knowledge and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation of, the commitment to, and the support for issues of diversity, inclusive of multiculturalism, cross-culturalism, and globalism. The third is grounded in neuropsychological research which addresses intelligences, problem solving and conceptualization, planning and organization, academic skills, memory and cognition, language, emotions, behavior and personality, perceptual motor abilities, and attention.

Course Description:

Through the use of guided assessments, selected readings, films, discussions, lectures, workshops and expert presentations from the University's faculty and staff, students will participate in a multifaceted exploration of the self, culminating in a self-identity profile. Students will deepen self-knowledge and knowledge of others, explore career possibilities, and gain appreciation of the world community and their place in it.

This course is designed to provide an opportunity to learn and adapt methods necessary to achieve success in college and provide assistance in making the transition to Alliant International University. Students will develop student success skills, understand the expectations of academic success and gain intellectual confidence. Topics will include study techniques, communication skills, time management/planning, critical thinking, diversity issues, community and campus resources, and managing personal and relationship issues affecting many college students.

Course Material:

Required Text: Carter, C., Bishop, J. & Kravits, S.L. (2009). Keys to success: Building analytical, creative and practical skills (Brief 5th Ed.). Upper Saddle River, NJ: Prentice Hall Publishing.

Attendance and Participation:

Class attendance is mandatory and will be taken at each class session. The instructor must be notified in advance of late arrivals or absences. The seminar class is designed to be experiential, and learning will occur through in-class activities and discussions. Students are expected to fully participate in all class discussions and activities. All assigned reading material will need to be completed before each class meeting. Attendance and class participation will contribute to 5% of a student's final grade.

Class Policies:

- Turn off your cell phone before entering class.
- Arrive on time; if you are unavoidably late, enter quietly. Excessive lateness will negatively impact your final grade.
- Except in the case of an emergency or an urgent need, do not leave the room during the class period.
- Follow all school rules and policies.
- Treat classmates with courtesy and respect. Information shared in the classroom should remain confidential.

Students with Disabilities:

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss necessary accommodations and/or contact the Disability Services Office. All documents are available in alternative format. Contact the Disability Service Office if an alternative format is required.

Student Learning Outcomes:

- Experience higher personal expectations of his/her ability to meaningfully participate in academic life
- Increase self-awareness
- Demonstrate creative and critical thinking skills
- Interact with other students regarding academic matters
- Learn new strategies to maximize learning and to be successful in a collegiate academic environment
- Affirm that careful thinking is an important aspect of the educational process

- Make a comfortable transition to college life and become familiar with the multiple resources available to students at Alliant International University

Assignments:

All assignments are due at the beginning of class. Late assignments will not be accepted. All assignments are expected to be neat, typed, and double spaced with 1-inch margins. . Times New Roman 12 point font and APA format is required.

Library Assignment:

Students will attend a library orientation session aimed at increasing student awareness and comfort level with using the Alliant library. During the orientation session, students will identify a personal topic of interest and find the following resources within the library in support of the chosen topic:

- One credible internet source
- One academic journal article (a copy of the article must be attached)
- One book must be checked out and show to instructor at the class period assignment is due.
- Students should submit a reference page citing three resources in APA format.

Student Learning Outcomes: a & e

- By challenging each student to learn the library, students will naturally develop a higher level of comfort with the library facilities and staff.

Critical Thinking:

- Definition of Critical Thinking:
 - “Analytical thinking – commonly known as critical thinking – involves analyzing and evaluating information, often in order to work through a problem or decision... Analytical thinking is required to solve problems and to judge the quality of ideas” (Carter, Bishop & Kravits, 2009, p. 9).

Assignment: Students will utilize critical thinking skills by completing a personality/career assessment. A two page paper analyzing the outcome of the assessment and how it has increased self-awareness will be due. Students should reflect on what they learned from the assessment and how that may or may not have changed their perception of themselves and their career goals. Paper must be a minimum of two full pages in length, submitted in APA format.

Student Learning Outcomes: a & b

- This assignment will challenge students to apply critical thinking skills and increase self-awareness.

Campus Involvement:

Students are required to attend 3 campus activities (3 separate papers) out of class. These can include theatre productions, student involvement activities, guest speakers, music department events, and athletic events. (One assignment must be attendance to a Multi-Cultural event on Campus). If students have questions regarding other activities, please ask instructor for approval.

Assignment: One page reflection paper for each activity attended. Each reflection paper should address the following questions:

- Rationale for attending event. Why did you choose this specific event?
- Did attendance to the event assist with transition to Alliant? Why or why not?
- Would this be an event to attend again in the future? Why or Why not?
- Student Learning Outcomes: e
 - This assignment will challenge students by creating opportunities for Alliant campus involvement.

Personal Essay, Curriculum Vita and Resume:

Students will produce a personal essay, polished resume and curriculum vitae. The personal essay should be a self-reflection paper that tells “your” story. This paper can be utilized for applying to scholarships and future academic programs.

Paper should be 500 words or less and be submitted in APA format. Students should focus on addressing the following topics:

- Accomplishments achieved thus far
- Involvement in extracurricular activities
- Career goals and academic ambitions

Tips for starting a personal essay:

- Make a list of all your accomplishments.
- Develop a list of your extracurricular activities.
- Write down the three accomplishments of which you are the most proud.
- Think of a problem that you have faced and write down how you were able to overcome it.
- Put in writing your career goals, or your reason for wanting to attend college.
- Pretend that you had to write a letter of recommendation for yourself. Write down the three most important things you would say.

Students will utilize handouts and lecture materials from class to create a polished resume and curriculum vitae. These documents should be submitted in a professional format that follows the lessons taught in class.

Student Learning Outcomes:

- Students will learn how to write a personal essay that can be utilized for future scholarship applications and academic programs. Students will learn how to create a professional resume and curriculum vitae.

Meeting with Academic Advisor:

Students will meet with their academic advisors. Students will submit a 3-page academic advising reaction paper outlining the following:

- Description of their experience, including both positive and constructive reactions will be provided.
- Students will discuss class choices and rationale for their choice of schedule.
- Discuss decision regarding major. What resources are employed to aid with decision-making?
- Explore the admission requirements for the major(s) and minor(s) fitting interests.
- Find out if there are any special requirements/pre-requisites courses required to be admitted to a specific major or minor.

Student Learning Outcomes: a, c, & e

- This assignment uniquely blends an opportunity for exploration of a major and minor within an area of interest, as well as illustrating a possible career path, thus providing meaning and purpose to the academic experience.

Weekly Journal:

- Twelve journals due throughout the semester.
- Students can be expected to use a binder to keep track of weekly 1-page typed journal entries on topics assigned by instructors.

Student Learning Outcomes: a, d, & e

- The goal of the journal is for active personal reflection over structured topics examining areas of challenge for first year students. This active reflection will enable students to bring connection to in classroom and out of classroom experiences with the opportunity to develop a higher understanding of personal values and growth.

Reflection paper:

Students will reflect on the semester as a whole by developing this 5-page paper, and answering the following questions:

- Discuss your personal involvement with the Alliant International University campus community. Talk about your level of involvement, and which activities you attended. Did attending campus events encourage involvement?
- What specifically assisted with your transition to Alliant? What services or assistance could Alliant have provided that would have made your transition easier?
- How will critical thinking be applied to your academic experience at Alliant?

- What are your academic and personal goals for spring semester? For the second year? What assistance do you need to achieve those goals?

Student Learning Outcomes: a, b, d, & e

- This is an assignment designed to bring together all the class components in a comprehensive reflection piece.

Academic Honesty:

“All students have a responsibility to maintain the academic integrity of the university and each student must at all times keep in mind that his or her behavior reflects not only upon him/herself, but upon other students, upon the faculty and upon the university as a whole. Each and every student is responsible for becoming familiar with and abiding by the University policy on plagiarism and academic honesty as well as the guidelines and policies established by their instructors and programs of study. Examples of violations include but are not limited to: plagiarism (such as using another’s phrasing, concepts, or line of reasoning as your own); submitting course assignments that are not your own; submitting the same paper in different classes without prior approval from both instructors; cheating on assignments, laboratory reports, or examinations; acquiring or using test materials without faculty knowledge; failure to follow class policy; obtaining academic benefits through inappropriate application of technology; computer fraud or unauthorized access; engaging in academic fraud alone or with others; downloading material from the internet without proper citation; illicit attempts to influence grading; failing to abide by test-taking procedures; signing the class attendance roster for an absent student”

Plagiarism-Submission of an academic assignment as one’s own work, which includes critical ideas or written narrative that are taken from another author without proper citation. This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student.

Grading:

All course work will be graded on content, neatness, and timeliness. Students should submit only their best work, and should be reminded to take time to proofread and correct papers ahead of submission.

Each assignment will be worth the following points:

- Attendance and Participation is 55 points (10 points deducted per absence, up to 55 points)
- Personal Essay, Curriculum Vita and Resume for up to 30 points.
- Weekly journal 96 points (12 journal entries at 8 points each, up to 96 points)
- Quizzes (over assigned readings) 24 points
- Library assignment 20 points
- Critical thinking paper 100 points
- Advising reflection paper 50 points
- Involvement reaction papers 25 points per paper (total of 3 papers at 25 points each =75 points)
- Final reflection paper 100 points

Grades will be based on the following point scale:

A = 90-100% 495-550 points
B = 80-89% 440-494 points
C = 70-79% 385-439 points
D = 60-69% 330-384 points
F = below 60% 329 or fewer points

Schedule:

Week 1 (August 26 & 28):

- August 26: Introduction to class:
 - Introductions
 - Syllabus Overview
 - Mentors
 - Personal Planner
 - **Journal Entry 1 is due 8/28/13: Topic: How did you experience your first college day.**
- August 28: Library Orientation & Tour:
 - Robin Schiff, MLIS, Web Services and Community Engagement Librarian
 - Classroom library orientation session aimed at increasing student awareness and comfort level with using the Alliant library.
 - Students will work on their library assignment.

Week 2 (September 2 & 4):

- September 2: Holiday, No class.
 - Work on library assignment due 9/4/13.
- September 4: Developing your resume, Curriculum Vita and Personal Essay
 - Library assignment is due 9/4/13.
 - **Journal Entry 2 is due 9/9/13: Topic: How have you balanced your family, friends and responsibilities with your school expectations/responsibilities?**

Week 3 (September 9 & 11):

- September 9: “
 - Welcome to College: Opening Doors to Success”
 - Assigned Readings: Chapter 1, pages 3-33
 - Journal Entry #2 Due
- September 11:
 - Personal Essay, Curriculum Vita and Personal Essay are due.
 - Chapter 1: Quiz
 - **Journal Entry 3 is due 9/11/13: Topic: Why will college make a difference in your life? Use critical thinking skills**

Week 4 (September 16 & 18):

- September 16: “Values, Goals, Time and Stress: Managing Yourself”
 - Assigned Readings: Chapter 2, pages 35-65
- September 18:
 - Chapter 2, Quiz #2
 - **Journal Entry 4 is Due 9/18: Topic: Why is time management an important skill to have?**

Week 5 (September 23 & 25):

- September 23: “Diversity Matters: How You Learn & Communicate”
 - Assigned Readings: Chapter 3, pages 67-108
- September 25:
 - **Guest speaker: I-MERIT Presentation**
 - **Chapter 3, Quiz #3**

Week 6 (September 30-October 2):

- September 30: “Critical, Creative and Practical Thinking: Solving Problems & Making Decisions”
 - Assigned readings: Chapter 4, pages 111-143
- October 2:
 - **Journal Entry 5 is Due 10/2/13: Topic: What has been a difficult decision for your to make and how did you come to a solution?**
 - **First Campus Involvement Paper is Due**
 - Chapter 4, Quiz 4; based on reading.

Week 7 (October 7 & 9):

- October 7:
 - Center for Academic Success, Meeting with your Academic Advisor
 - Campus Presenter: Michelle Jackson
 - **Set up appointment with academic advisor, paper due October 14, 2013.**
- October 9:
 - **Journal Entry 5 is Due 10/16/13: Topic: What strategies have helped you take effective notes to help you prepare for assignments (papers, reflection, and exams)**

Week 8 (October 14 & 16):

- October 14:
 - “Reading and Studying: Focusing on Content”
 - Assigned readings: Chapter 5, pages 145-179
 - Advising reflection paper is due.
- October 16:

- Quiz 5; based on reading

Week 9 (October 21 & 23): Day of Service & United Nations Day

- October 21: Role of Service and Community Engagement
 - October 26 is Alliant Makes a Difference Day
 - **Journal Entry 6 is Due 10/21/13: Topic: What does service (community engagement) mean to you?**
- October 23: Role of a Global Citizen
 - **Journal Entry 7 is Due 10/23/13: Topic: How does the vision of the United Nations affect you as a global citizen?**

Week 10 (October 28 & 30):

- October 28:
 - “Listening, Note Taking and Memory: Taking in, Recording, and Remembering Info”
 - Assigned readings: Chapter 6, pages 181-217
- October 30:
 - **Critical Thinking Paper is due**

Week 11 (November 4 & 6):

- November 4:
 - “Test Taking: Showing What You Know”
 - Assigned Readings: Chapter 7, pages 219-251
- November 6:
 - Quiz 6; based on reading
 - **Journal Entry 8 is Due 11/6/13: Topic: What does Veteran’s Day mean to you and why?**

Week 12 (November 11 & 13): Career Development Center Tour

- November 11:
 - NO CLASS. HOLIDAY.
- November 13:
 - Meet in Career Development Center
 - How to network and business cards
 - **Journal Entry 9 is Due 11/20/13: Topic: Why is it important to know how to use the Career Development Center and services in your future career job search?**

Week 13 (November 18 & 20):

- November 18:
 - Chapter 8: “Wellness, Money & Careers: Building a Successful Future”
 - Assigned Readings: pages 253-298
- November 20:

- Journal Entry #9 is due.
- Quiz on Chapter 8
- Casa Familiar Thanksgiving Dinner (Service Opportunity)

Week 14 (November 25 & 27):

- November 25: Guest Speaker
 - **Second Campus Involvement Paper is Due**
- November 27: Film

Week 15 (December 2 & 4):

- December 2:
 - Campus Presenter – Student Financial Services Office Managing your Money
 - **Journal Entry 10 is Due 12/2/13: Topic: What has been your major challenge you have overcome this semester?**
- December 4: Guest Speaker

Week 16 (December 9 & 11):

- December 9:
 - Final Evaluation & Critical Thinking Discussions
 - **Third Campus Involvement Paper is Due**
 - **Journal Entry 11 is Due 12/9/13: Topic: How do you Celebrate the Winter Holiday Season?**
- December 11
 - **Journal Entry 12 is Due 12/16/13: Topic: What has been the most memorable experience of your first semester at Alliant International University?**
 - **Reflection Paper is Due (5 pages).**