AASC 100 – Introduction to the University Experience
Department of Applied Arts & Sciences
Fall 2011 Course Syllabus

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Office Hours: By Appointment
Office Location: COT Campus, Room HB 02

Required Texts:
  ISBN: 978-0-13-248086-4
- The University of Montana Catalog, http://www.umt.edu/catalog/
- Additional readings will be posted online in MOODLE

Welcome to AASC 100! By becoming a university student, you have chosen to embark on an exciting new journey of discovery. The road ahead will be filled with challenges, choices, and opportunities. But like any journey into unfamiliar territory, there may also be unexpected surprises or obstacles along the way. Choosing majors, finding your way around campus, keeping up with assignments, learning what it takes to study effectively – all this can seem overwhelming at times. That’s why we created this course -- to help you “learn the ropes” of university life, develop effective study skills, and provide a forum where you can explore what it means to get a college education.

AASC 100 is designed to help new and non-traditional students make a successful transition to college. Students will explore the many programs and resources available at The University of Montana, develop learning strategies and study skills, read and discuss essays about the purposes of higher education, and reflect on their own goals and aspirations as college students. The course culminates with completion of a capstone project, the Discovery Paper.

LEARNING OBJECTIVES: Upon successful completion of this course, students will be able to:

1. Apply study principles and techniques to educational activities
2. Understand the transition to a four-year university after completing the AA degree
3. Express an understanding of the personal responsibility in becoming educated
4. Identify the resources found within the higher education community
5. Understand their roles in the diversity of a four-year university
6. Identify issues that may affect college success
7. Use self-knowledge and knowledge of UM to make educational decisions
8. Recognize the importance of correctly formulating ideas and opinions and expressing them clearly
9. Identify personal learning goals and processes leading to attainment of those goals
10. Apply research and writing techniques to “discover” an area of academic study
COURSE STRUCTURE & EXPECTATIONS

Preparing for Class: In this class, we will often explore ideas from our readings and activities in small group and full class discussions. Always come to class ready to take notes and share ideas! Do the readings before class and bring them with you. Please be aware that you need to express yourself appropriately: speak in turns, listen respectfully to others, and respond respectfully -- even if you disagree. Disrespectful behavior will not be tolerated. With this in mind, I will expect all students to attend regularly, be on time, be prepared, participate in discussions, and demonstrate mutual respect at all times.

Active Participation: Participation in a discussion or activity means more than simply agreeing or disagreeing with what others have to say about a question. Active participation means getting involved and adding your own perspective to the pool of ideas under consideration. Put your ideas on the table! This can take many forms, such as offering a tentative answer to a question, venturing an opinion, or sharing an experience. The goal is to share the effort and help each other learn. You will not be graded on the content of your opinions, but you are expected to have one.

Moodle Supplement: This course will use a Moodle Supplement website to post announcements and course information. This will include instructions for all major assignments, electronic copies of our syllabus and schedule, electronic copies of class handouts, additional required readings for class discussions, and an online grade book where you can check your progress throughout the semester. Students can access Moodle from the UM or COT websites; login through OneStop or UM Online using your NetID. (We will cover this in class 😊)

Electronic Readings: Some of our required readings will be posted in electronic form on our Moodle supplement website. To open these, you may need to install Adobe Acrobat Reader on your computer. This helpful software can be downloaded for free from: http://get.adobe.com/reader/.

ASSIGNMENTS & GRADING

1. Attendance. Attendance is a key factor in determining a student’s level of success in college; you cannot gain information and skills if you do not attend. I will expect you to be on time and stay for the full class period to allow everyone to get the most out of our time together. Roll will be taken at each class session and unexcused absences will affect your grade:
   - 7 or more unexcused absences will result in course failure.
   - Less than 3 unexcused absences will earn you a 5% bonus at the end of the course.

2. Participation. Your participation in class activities and discussions is very important to the learning process. Getting involved will enhance your learning by making the class more interesting and relevant to you. It also develops your speaking and listening skills, and enriches our learning community with your unique perspective. Participation points will be awarded when you participate actively in classroom activities and discussions.

3. Weekly Journal. You will be asked to write weekly journal entries where you reflect on the weekly readings and class activities and explore how these relate to your own experiences as a student. Journaling will help you prepare for class, understand new ideas, and develop skills of reflective writing and thinking. See the schedule for due dates. Journal entries are worth 10 points each.
4. **Homework Assignments.** Weekly homework assignments are designed to help you extend and apply your understanding of the topics we cover in class. These will introduce you to a variety of University resources, encourage you to practice new study skills, and help you develop the building blocks of your Discovery Paper. **Assignments are worth 10-20 points each, depending on the amount of time or work required for each.**

    **Tentative List of Assignments:**
    - UM Connect 101
    - Online Scavenger Hunt
    - UM Moodle Tutorial
    - Building a Weekly Schedule
    - Building a Degree Plan
    - Taking Notes: Cornell Method
    - Exploring UM: Activity Report
    - Critical Thinking: Identifying Common Errors in Judgment
    - Library Research Activity
    - Journal Article Summary & Citations
    - Discovery Paper Outline

    **Detailed Instructions will be announced in class and posted on Moodle.**

5. **Midterm Reflection.** The Midterm assessment will review key topics covered during the first half of the course. This will consist of several reflective writing questions. **The Midterm is worth 40 points.**

6. **Discovery Paper.** The Discovery Paper is a 5-7 page research paper on a topic that relates to your individual interests. This project will be developed in stages as you complete a series of related homework assignments that will help you select and refine your topic, access scholarly research databases, review and summarize sources, cite sources, and develop an outline for your paper. The finished product will be the capstone of our semester and represent an important milestone in your accomplishments as a student. **The Discovery Paper is worth 100 points.**

7. **Final Reflection.** Our Final assessment will review the main topics of the course, with emphasis on topics covered during the second eight weeks. This will include several reflective writing questions and a group activity component. **The Final is worth 40 points.**

**Late Work Policy:** Meeting due dates is an important element of college success. Turning work in late will affect your grade*:

- Maximum point value of assignments drops by 10% for each day it is late.
- Assignments over 2 weeks late will not be accepted (maximum points = 0).

(* Course instructor may grant extensions in event of excused absence or special circumstances.)

**Final Grades:** Traditional letter grades (A-F) will be based on each student’s overall percentage of the total course points earned. A summary of the approximate course points from graded work and the traditional grade percentages are shown in the following tables:
ADDITIONAL INFORMATION & RESOURCES

- **Getting Help**: Please feel welcome to talk with me about your assignment ideas and let me know if you have special needs or circumstances that affect your performance in class. I will have regular Office Hours each week and can arrange appointments at other times when we can meet outside of class. In general, the best way to contact me is by email, but I also receive phone messages and notes at my mailbox in HB 02.

- **Academic Support Center (ASC)**: The Academic Support Center is located in Room AD 06 in the COT Administration Building. This is the place to go for tutoring in a variety of subjects, special test arrangements, placement testing, and other resources.

- **The Writing Center**: The Writing Center is an excellent resource offering professional tutoring in writing for UM students at both the UM-COT Campus and on the Main Campus. Weekly hours are posted at the Academic Support Center (room AD 06).

- **Accommodations**: Students with disabilities will receive reasonable accommodations in this course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services (DSS) in the accommodation process. For more information, contact Disability Services at (406) 243-2243 or visit their website: [http://www.umt.edu/dss/](http://www.umt.edu/dss/).

- **UM Drop Policy**: “Beginning the forty-sixth (46) instructional day of the semester through the last day of instruction before scheduled final exams... Documented justification is required for dropping courses by petition. Some examples of documented circumstances that may merit approval are: registration errors, accident or illness, family emergency, change in work schedule, no assessment of performance in class until after the deadline, or other circumstances beyond the student’s control” (UM Catalog). Failing is not an acceptable reason to drop the course.

- **Student Conduct**: Please conduct yourself in a way that promotes learning for all students in the classroom (i.e., avoid language that might offend others, respect personal privacy, turn off cell phones, and take turns in class discussions). Be advised that plagiarism and cheating are not tolerated at UM and will be handled in accordance with the University of Montana Student Conduct Code: [http://life.umt.edu/vpsa/student_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>40 points</td>
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<tr>
<td>Journal Entries</td>
<td>100 points</td>
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<tr>
<td>Homework</td>
<td>160 points</td>
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<tr>
<td>Midterm</td>
<td>40 points</td>
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<tr>
<td>Discovery Paper</td>
<td>100 points</td>
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<tr>
<td>Final</td>
<td>40 points</td>
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<td><strong>TOTAL</strong> = 480 points</td>
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**OVERALL GRADING SCALE**

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
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<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
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<tr>
<td>0% - 59%</td>
<td>F</td>
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# AASC 100 Course Outline – Fall Semester 2011

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<thead>
<tr>
<th>Wk</th>
<th>Monday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29 – Introduction &amp; Welcome to College! Syllabus &amp; Expectations</td>
<td>8/31 – Getting Started &amp; Finding Information UM Catalog &amp; Websites</td>
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<tr>
<td></td>
<td><strong>DUE: HW #1 – UM Connect 101</strong></td>
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<td>2</td>
<td>9/5 – Labor Day Holiday</td>
<td>9/7 – Understanding College Culture Baldwin, Chapter 1, pp. 8-29 Using Moodle &amp; UM Online Journal Entry #1 DUE</td>
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<td><strong>DUE: HW #2 – Catalog Scavenger Hunt</strong></td>
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<td>3</td>
<td>9/12 – Setting Goals &amp; Staying Motivated Baldwin, Chapter 2, pp. 30-47</td>
<td>9/14 – Aligning Values, Goals, &amp; Majors E-RES 1: College Major Profile</td>
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<tr>
<td></td>
<td>Journal Entry #2 DUE</td>
<td><strong>DUE: HW #3 – MOODLE 101 Tutorial</strong></td>
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<td>4</td>
<td>9/19 – Managing Time &amp; Energy Baldwin, Chapter 3, pp. 48-71</td>
<td>9/21 – Planning &amp; Time Management Building a Weekly Schedule</td>
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<td></td>
<td>Journal Entry #3 DUE</td>
<td><strong>DUE: HW #3 – MOODLE 101 Tutorial</strong></td>
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<td>5</td>
<td>9/26 – Relationships &amp; Diversity Baldwin, Chapter 4, pp. 72-91</td>
<td>9/28 – Exploring Campus Activities E-RES 2: Culture &amp; Learning</td>
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<td></td>
<td>Journal Entry #4 DUE</td>
<td><strong>DUE: HW #4 – Weekly Schedule Analysis</strong></td>
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<td>6</td>
<td>10/3 – Reading, Listening &amp; Note Taking Baldwin, Chapter 5, pp. 92-115</td>
<td>10/5 – What is an Educated Person? E-RES 3: Purpose of College</td>
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<td>Journal Entry #5 DUE</td>
<td><strong>DUE: HW #5 – Explore UM Activity</strong></td>
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<tr>
<td>7</td>
<td>10/10 – Learning, Memory, &amp; Studying Baldwin, Chapter 6, pp. 116-137</td>
<td>10/12 – Library Research Presentation Guest Speaker: Mansfield Library Research</td>
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<td>Journal Entry #6 DUE</td>
<td><strong>DUE: HW #6 – Cornell Note-Taking</strong></td>
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<td>8</td>
<td>10/17 – Advising &amp; Registration Process E-RES 4: The Liberal Arts Advising Appointments &amp; Academic Planner <strong>Spring 2012 Registration Begins 10/24</strong></td>
<td>10/19 – Midterm Reflection In-class Activity (open book, open notes) <strong>Choose Research Topic</strong> <strong>DUE: HW #7 – Library Research Activity</strong></td>
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*Proposed schedule may be modified by course instructor

**CONTACT INSTRUCTOR AS SOON AS POSSIBLE IF YOU EXPECT TO MISS CLASS OR DUE DATES!**
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<thead>
<tr>
<th>Wk</th>
<th>Monday</th>
<th>Wednesday</th>
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</thead>
</table>
| 9  | 10/24 – Writing & Presenting  
**Baldwin, Chapter 7, pp. 138-157**  
Journal Entry #7 DUE | 10/26 – Semester Capstone Project  
**E-RES 5: What is an Idea?**  
*Finding a Researchable Question*  
**DUE: HW #8 – Degree Plan** |
| 10 | 10/31 – Managing Stress & Staying Healthy  
**Baldwin, Chapter 8, pp. 158-179**  
Journal Entry #8 DUE | 11/2 – Critical Literacy & Checking Sources  
**E-RES 6: Thinking & Learning**  
*Fact v. Opinion; Logical Fallacies*  
**DUE: HW #9 – Article Summary & Citation** |
| 11 | 11/7 – Planning for Next Semester  
**Baldwin, Chapter 9, pp. 180-198**  
Journal Entry #9 DUE | 11/9 – Planning Papers & Projects  
**E-RES 7: Steps of Discovery Paper**  
*Research, Outline, Writing*  
**DUE: HW #10 – Common Errors of Judgment** |
| 12 | 11/14 – Planning for a Career  
**Baldwin, Chapter 10, pp. 200-223**  
Journal Entry #10 DUE | 11/16 – Becoming a Self-Directed Learner  
**E-RES 8: Self-Directed Learning**  
**DUE: HW #11 – Discovery Paper Outline** |
| 13 | 11/21 – Collaboration & Group Projects  
**E-RES 9: Collaboration & Team Learning** | 11/23 – Thanksgiving Day Holiday  
(travel day) |
| 14 | 11/28 – Assessment, Grading & Rubrics  
*Evaluate sample Discovery Papers*  
*Review Finals Week Schedule* | 11/30 – Peer Review Writing Workshop  
*Rough Draft of Discovery Paper*  
*Due in class – Bring 2 copies*  
**DUE – Rough Draft (2 copies)** |
| 15 | 12/5 – Finishing the Final Draft  
*Fine Tuning, Citations, & Cover Pages* | 12/7 – Wrapping up the Semester  
*Review Goals & Progress, Reflect*  
*Rest, Reward & Refresh Yourself*  
**DISCOVERY PAPER DUE TODAY!** |

**FINALS WEEK: DECEMBER 12 – 16**  
Final Reflection & Group Activity in Class.

*Date ______________  Time _______________  Room _________________

**Final Exam Schedule:** All classes meet once this week for a special schedule of 2-hour Final Exam Periods -- Check the Schedule early to plan ahead for your Tests!**

*Proposed schedule may be modified by course instructor*  
**Finals Exam Schedule:** [http://www.umt.edu/registrar/students/finalsweek2/Autumn.aspx](http://www.umt.edu/registrar/students/finalsweek2/Autumn.aspx)