Fall 2019

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

**Course Title:**  Introduction to Higher Education

**Course Number:** EDC-110-01

**Credits: 3**

**Class Times:** Fall 2018 – Mondays and Wednesdays, 1:00pm- 2:25 pm, Room 504

**Instructor:** Mary Revoy Lopez

Office phone 715-634-4790 x131

Main Campus Room 101

E-mail [mrevoylopez@lco.edu](mailto:mrevoylopez@lco.edu)

**Office Hours:** Wednesdays 5-6pm or by appointment

**Required Text(s):** On Course, 8th edition, Skip Downing, ISBN # 9781305397477

**Required Supplies/Materials:** Students must purchase a flash drive for assignments and have access to LCO College Student Writing Handbook

**Recommended Texts & Other Readings:** Additional readings will include postings on Canvas and in class handouts.

**Course Description:** This course is intended to build skills that will help students succeed academically. This is a required course for all students and is taken during the student's first semester at college. Topics include self-assessment, study skills, setting goals, time management, library skills, critical thinking, career development, learning styles, understanding emotional intelligence, and interpersonal skills.

**Pre-requisites:**  None

**This course is required for:** This is a required course for all students.

**Classroom rules: Show Respect** -**Mnaadendimowin**

Be on time for class.

Listen when others are speaking. Participate in a positive manner.

Silence electronic devices before class begins.

**Course Specific Outcomes:** Upon successful completion of this course, students will be able to:

1. Apply personal responsibility to college and personal life.

**Assessment: Journal entries, activities, quizzes, essay, Gikinoo’amaagan Odanokiiwin**

2. Demonstrate self-management to achieve goals.

**Assessment: Journal entries, activities, quizzes, essay, Gikinoo’amaagan Odanokiiwin**

3. Integrate interdependence in classroom activities.

**Assessment: Journal entries, activities, essay**

4. Examine emotional intelligence skills to support goals and dreams.

**Assessment: Journal entries, essay, quizzes, Gikinoo’amaagan Odanokiiwin**

5. Master effective study skills to achieve successful grades in college by improving essential skills such as reading, taking notes, studying, memorizing, and taking tests.

**Assessment: Quizzes, Journal entries, Essay, Assignments**

6. Demonstrate ways to use Ojibwe tradition in their daily lives.

**Assessment: Journal entries, essay, Gikinoo’amaagan Odanokiiwin**

**General Education Program Outcomes:**

*Students receiving an associate degree will:*

**Gen Ed 1 Communication:**

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

**GEN ED 2 Mathematic Literacy:**

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

**GEN ED 3 Social Responsibility**

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

**GEN ED 4 Culture: Ojibwe and other Native Cultures**

Students demonstrate understanding of Ojibwe and other Native American culture.

**GEN ED 5 Critical Thinking:** Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

**GEN ED 6 Global Awareness:** Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

**General Education Program Outcomes:**

This course measures the following outcomes:

|  |  |  |
| --- | --- | --- |
| **GEN ED** | **Assignment/Activity** | **Assessment** |
| Communicate effectively | Journals, class participation, essays, Gikinoo’amaagan Odanokiiwin | Grade |
| Social responsibility | Journals, class participation, essays, Gikinoo’amaagan Odanokiiwin | Grade |
| Culture | Journals, class participation, essays, Gikinoo’amaagan Odanokiiwin | Grade |
| Critical thinking | Journals, class participation, essays, Gikinoo’amaagan Odanokiiwin | Grade |
| Global awareness | Journals, class participation, essays, Gikinoo’amaagan Odanokiiwin | Grade |
|  |  |  |

**Program Outcomes (if applicable): Not applicable**

**Culture & Tradition:**

**The Mission Statement of LCOOCC states:**

*The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.*

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Outcomes** | **Week** | **Course Schedule/Outline/Calendar of Events** | **Course Assessment** |
| **1,3,5,6** | **1** | ***Chapter 1- Read pages 1-28***  **Ice Breaker, Syllabus, Class expectations, Canvas, MYLCO, email letter from previous classes, Seven Grandfathers Teachings** | *Journal 1 & 2,*  *LCOOCC Scavenger Hunt* |
| **1,2,5,6** | **2** | ***Chapter 1-Read pages 28-40,***  **Explain NQA Coupon, Success Quotes**  ***NO Class Sept. 2rd-Labor Day*** | *Journal 3,*  *Reflective essay, Quiz Ch. 1* |
| **1,2,3,4,6** | **3** | ***Chapter 2- Read pages 41-54***  **Medicine Pole Ceremony Sept 18-Main Campus**  **Video Stuck on an escalator, Discuss victim vs naagaanizid (the one who leads).** | *Journal 4 & 5*  *Reflective Essay* |
| **2,3,4,6** | **4** | ***Chapter 2- Read pages 55-70***  **Wise Choice Process, Stinkin Thinkin, Historical trauma**  **Gwekwasdziwin-Honesty** | *Journal 6 & 7*  *Quiz Ch. 2* |
| **2,4,6** | **5** | ***Chapter 6 Read pages 163-187***  **Self-Awareness, dealing with conflict**  **Videos: Microaggressions, It’s Not about the Nail**  **Debwewin-Truth** | *Journal 20, 21, & 23*  *Quiz Chapter 6* |
| **2,3,5,6** | **6** | ***Chapter 3- Read pages 71-87***  **Self-Motivation, Intrinsic versus extrinsic motivation, affirmations, visualizations, think positive, self-fulfilling prophecy** | *Journal 8 & 9*  *Reflective Essay* |
| **1,3,4** | **7** | ***Chapter 3-Read pages 88-100***  **Setting goals, Do One thing different** | *Journal 10 & 11*  *Quiz Chapter 3* |
| **2,3,4,6** | **8** | ***Chapter 4 Read pages 101-118***  **Self- Management & Acting on Purpose**  ***NO CLASS Oct. 14th Indigenous People’s Day***  ***Mid-term draft due*** | *Journal 12 & 13*  *Letter of reference* |
| **1,3,5,6** | **9** | ***Chapter 4 Read pages 119-134***  **Self-Discipline, Procrastination Video**  **Aakdehewin-Courage** | *Journal 14 & 15*  *Reflective Essay*  *Quiz Chapter 4* |
| **1,3,6** | **10** | ***Chapter 5 Read pages 135-144***  **Employing Interdependence**  **Nbwaakaawin- Wisdom** | *Journal 16*  *Reflective essay replacing journal 17* |
| **1,3,6** | **11** | **Chapter 5 Read pages 145-162**  **Guest Speaker Tribal Governments and Sovereignty**  **Professor Rogers Trial Zaagidwin-Love** | *Journal 18 &19*  *Quiz Ch. 5* |
| **1,4,5,6** | **12** | ***Chapter 7 Read pages 188-204***  **Learning Styles-Online Assessments and Quizzes**  **Three rules of Success**  **NO CLASS NOV. 11 Veteran’s Day** | *Journal 24 & 25*  *Reflective Essay-Assessments* |
| **1,2,3,4,6** | **13** | ***Chapter 7 Read pages 204-217***  **Critical thinking-Riddles**  **Mnaadendiwin- Respect** | *Journal 26 & 27*  *Reflective Essay*  *Quiz Ch 7* |
| **1,4,6** | **14** | ***Chapter 8 Read pages 218-246***  **Emotional Intelligence, Stress, Money management**  **Procrastination trial**  **NO CLASS- Wed Nov. 27**  **COLLEGE CLOSED Nov. 27-29** | *Journal 28, 30 & 31*  *Quiz Ch 8* |
| **1,2,3,6** | **15** | ***Chapter 9 Read pages 247-255***  **Staying On Course, Living in Two worlds, Re-visit key ideas**  **self-assessment, Ddaadendizwin-Humility** | *Journal 32 Self-Assessment Pages 258-260 AGAIN!*  *Quiz Ch 9* |
| **1,2,3,4,5,6** | **16** | **Gikinoo-amaagan Odanookiiwin – student work**  **Final- Personal Philosophy of Success paper due December 11th**  Last Class Dec. 11th-Reflections on the semester and time to celebrate your accomplishments! | *“My Personal Philosophy of Success” Final paper*  *Due Dec 11th at 4pm* |
|  |  |  | **Final Grades due** |

**All journals, reflective essays, and quizzes are to be uploaded in Canvas. Quizzes are located within Canvas site.\***

**Evaluation Procedures and Grading Criteria:**

**Five components of your grade:**

1. Participation- attendance will be counted as part of your grade.

2. Class Assignments- *Journals and other homework as assigned* - The entry must be complete, and the entry must be written with high standards (i.e. an obvious attempt has been made to dive deep). *Reflective Essays*- these essays are reactions to topics presented outside of the text. Save Journal entries, reflective essays and other assignments to your flash drive. Everything should be posted to Canvas.

3. Chapter Quizzes-Quizzes will be in Canvas.

4. Mid-term Paper- rough draft of your final paper

5. Gikinoo’amaagan Odanokiiwin Final Essay**- Complete a minimum of 3-page essay, in which you will present your own Personal Philosophy of Success, identifying On Course success strategies described in the textbook, while incorporating Ojibwe culture.** The final essay must be submitted to Canvas on the designated day unless prior arrangements have been made with your instructor.

Attendance/Participation 25% of final grade A = 90-100%

Journals 25% of final grade B = 80 to 89%

Quizzes 25% of final grade C = 70 to 79%

Mid-term draft 10% of final grade D = 60 to 69%

Final Paper 15% of final grade F = < 60%

100%

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

|  |  |  |  |
| --- | --- | --- | --- |
| **GRADING SCALE** | | | |
| **A** |  | **100- 90** | EXCELLENT! |
| **B** |  | **89-80** | ABOVE AVERAGE |
| **C** |  | **79-70** | AVERAGE |
|  |  |  |  |
| **IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION** | | | |
| **D** |  | **69-60** | **BELOW AVERAGE** |
| **F** |  | **59 or below** | **FAILING** |
|  |  |  |  |
| I |  | N/A | INCOMPLETE |
| W |  | N/A | WITHDRAW |
| Z |  | N/A | AUDIT |
| P |  | N/A | PASS |

##### **Attendance Policy:**

##### Attendance is imperative. You cannot participate if you are absent, and participation is counted toward your final grade. From time to time, you may experience an unexpected event that prevents you from attending class. It is your responsibility to find out what you have missed and what is due, by checking the Canvas site. Students will be allowed up to a maximum **of 3 hours of missed class periods** per semester (only 1 class if your class meets once weekly, day or night,) missing any more class than that can severely affect your final grade.

##### **Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.** Please refer to the current Student Handbook, for the Class Attendance Policy.

**Outside of Class Study Expectations:**

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

#### **\*\*IMPORTANT\*\***

#### **Students with Disabilities**

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities.  If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact Odawa White ADA 715.634.4790 X [owhite@lco.edu](mailto:owhite@lco.edu) at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

##### **Academic Honesty & Integrity Policy:**

*Make sure to give credit where credit is due.*

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

**Assignments and Tests:**

Assignments are required to be submitted electronically in Canvas and must be in Microsoft Word or equivalent word processing program. Each week, there are assigned journal entries, reflective essays, and quizzes that are be due by 11:55 pm Sunday in Canvas. All assignments are posted in Canvas. Each week begins on Monday, all assignments for that week are due the following Sunday night at 11:55pm. *Late journals and essays are allowed with prior permission only. Quizzes will not be re-opened under any other circumstances.*

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have 1 class period** to turn in your work or make-up your test, or instructor approval.

**Reading Assignments:**

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). As part of your learning experience in this course, it is highly recommended that you participate in class discussions. Reading as assigned will enhance your experience.

**Special Note Regarding Incompletes:**

Please refer to the current Student Handbook for the policy on Incompletes.

## **Mid-term and Final Examinations:**

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

##### **Computer Use:**

##### All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Canvas, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

## Necessary Technologies:

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas or other Learning Management Systems

**\*\*Note\*\*:** ***Not having computers or Internet at home is NOT an excuse to be late with homework.*** Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

**Maintaining a Copy of the Course Syllabus:** Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

**Addendum Section**

**Journals will be evaluated according to the following grading scale:**

|  |  |  |
| --- | --- | --- |
| KNOWLEDGE  UNDERSTANDING  Information & ideas | Makes considerable personal connections and presents insightful ideas. | NO submission, or submission severely off-track. |
| Grade: | 1 | 0 |

**Gikinoo'amaagan Odanokiiwin - Student Work:**

Gikinoo’amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo’amaagan Odanokiiwin project is *a 3or more Page Minimum Essay:* **MY PERSONAL PHILOSOPHY OF SUCCESS.** The results of this project will assess students’:

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s) 1,2,4,6)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gikinoo’amaagan Odanokiiwin**  **WRITING RUBRIC**  **My Personal Philosophy of Success Essay**  **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
|  | **9-10(Excellent )** | **6-8 (Effective)** | **3-5 (Developing)** | **0-2 (Off-Track)** | **Total** |
| **Structure and**  **Organization** | Intro and Conclusion are effective. Paragraphs  well developed with strong topic sentences | Intro/Conclusion  Development competent but occasionally weak | Intro/Conclusion weak or missing. Paragraphs underdeveloped, topic sentences are missing or unfocused. | Intro or conclusion missing. Paragraphs undeveloped. Topic sentences missing |  |
| **Content and Focus** | Content responds to assignment appropriately and with focus | Content responds to assignment appropriately with minor digressions. | Content digresses from assignment enough to distract the reader | Content fails to respond to assignment |  |
| **Logic and Flow** | Logical and clear. Points are addressed individually and linked appropriately | Logical and clear. Some points are bunched together or not clearly linked | Development is flawed. Logic is unsound. Points are not sufficiently linked | Development is missing or flawed. Points are not linked |  |
| **Writing Style** | Clear and Concise. Sentences are direct. Tone is appropriate | Sentences are usually clear, concise and tone is appropriate | Occasionally wordy or ambiguous. Tone too informal | Sentences are unclear enough to impair meaning |  |
| **Mechanics** | Strong skills. Less than 2 errors per page | Competent skills. Less than 4 errors per page. | Low skills impair meaning and clarity | Skills are inadequate |  |
| **Ojibwe Cultural Knowledge** | Writing makes significant connections between the topic and Ojibwe values, culture or people in a transformative and creative manner. | Writing links the topic to Ojibwe values, culture or people in a creative manner | Writing mentions Ojibwe values, culture or people, but barely links any or all to topic | Writing makes no connection to Ojibwe values, culture or people |  |
| **Comments** |  | | | |  |