

COLL 133: Foundations: Becoming Educate

Location:	Fort Sill
Address:	4700 Mow-Way Rd, Suite 502 Fort Sill, OK 73503-9009
Section:	19SPRG2/COLL/133/AOK1
Semester Credit Hours:	3
Class Day(s) and Time(s):	Tuesday 5:30 PM - 9:30 PM from March 02, 2020 to April 25, 2020

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📘 Course Information

Catalog Description

The Foundations Seminar provides an intensive academic experience designed to help new students learn the strategies necessary for success in college. Through exposure to a variety of broad topics, students will develop skills ranging from critical thinking and inquiry to maintaining one's personal wellbeing. Students will also be introduced to digital literacy, and to the expectations of Columbia College and its faculty, including becoming familiar with the general education curriculum, degree requirements, and college catalog. All students with fewer than 24 credit hours post-high school are required to take this course in their first semester.

📖 Textbooks

As part of Truition[®], students will receive their course materials automatically as described below.

📖 Gediman. (2013). *This I Believe: Life Lessons*. Wiley. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details. Recommended texts are not included in the Truition[®], No Book Costs, model. Students are responsible for purchasing their own recommended text if they desire to have it for class. Recommended eTexts are available for purchase directly from VitalSource.com.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [Tuition](#)[®] are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Develop and apply academic skills such as critical thinking, inquiry, and analysis
2. Develop and apply appropriate academic strategies to coursework, including collegiate-level study skills
3. Demonstrate safe, ethical, legal, and responsible use of information and technology
4. Use technological applications to create original academic work
5. Develop a plan relevant to their academic and career goals
6. Develop and apply appropriate strategies to effectively manage time and priorities
7. Develop positive relationships with peers, faculty, and staff
8. Examine, develop, and apply strategies that promote personal wellbeing
9. Identify appropriate campus resources and engage in opportunities that contribute to learning and wellbeing within and beyond the classroom
10. Examine the history of Columbia College and consider one's place within the College

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	160	16%
Attendance and Participation	200	20%
Plagiarism Quiz	40	4%
Final Paper	250	25%
Oral Presentation	150	15%
Drop Box Assignments	200	20%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Online Assignments	20	March 6, 2020
Attendance & Participation	25	March 3, 2020

Week 2

Assignment	Points	Due
Online Assignments	20	March 13, 2020
Attendance & Participation	25	March 10, 2020
Plagiarism Quiz	40	March 10, 2020

Week 3

Assignment	Points	Due
Online Assignments	20	March 20, 2020
Attendance & Participation	25	March 17, 2020
Syllabus and Resources Scavenger Hunt	50	March 17, 2020

Week 4

Assignment	Points	Due
Online Assignments	20	March 27, 2020
Attendance & Participation	25	March 24, 2020
Learning Style Paper	50	March 24, 2020

Week 5

Assignment	Points	Due
Online Assignments	20	April 3, 2020
Attendance & Participation	25	March 31, 2020
Email Professor	50	March 31, 2020

Week 6

Assignment	Points	Due
Online Assignments	20	April 10, 2020
Attendance & Participation	25	April 7, 2020
Using Excel	50	April 7, 2020

Week 7

Assignment	Points	Due
Online Assignments	20	April 17, 2020
Attendance & Participation	25	April 14, 2020
Oral Presentation	150	April 14, 2020

Week 8

Assignment	Points	Due
Online Assignments	20	April 24, 2020
Attendance & Participation	25	April 21, 2020
Final Paper	250	April 21, 2020
Total Points: 1000		

Assignment Overview

Online Component Summary and Expectations

- The goal is to encourage students to explore particular aspects of course material in greater depth.
- Initial posts responding to discussion prompts should be a minimum of 200 words.
- Any references must be in a consistent style format of the student's choice (MLA, APA, etc.).
- A minimum of two responses to peers or the instructor required.
- Responses must go beyond simple reactions, and be approximately 8-10 sentences or 100 words.
- Each discussion is worth 20 points (15 for the initial post and 5 points for the responses)

Assignments

Attendance & Participation

- Students are required to attend every in-seat class.
- If a student cannot attend class, the instructor must be notified as soon as possible.
- Each class attendance is worth 25 points.
- No points will be received for those students who are not present for class and did not contact the instructor. Partial points will be given for those that contacted the instructor prior to an absence.

Discussions

- There will be 1 Discussion per week, for a total of 8 discussions.
- Your initial post is due by 11:59 pm on Friday. Your initial post must be a minimum of 200 words (unless otherwise indicated), and an effort should be made to write an initial post that prompts further discussion.
- You must post at least two responses to classmates, which are due by 11:59 pm on Sunday, except in Week 8, when your response post is due by 11:59 pm on Saturday.
- Your response to a classmate must be minimum of 50 words and help facilitate discussion, avoiding a simple "I agree" or "Great job."
- You are required to post your initial post before reading and replying to other posts.
- Weekly discussions are worth 20 points: 15 points for your initial post, 5 points for your response to a classmate.
- Spelling and grammar are important in both your initial and response posts. Text speak/slang/abbreviated words are not acceptable.
- In addition, be sure to cite appropriately when providing examples or referencing sources.
- Late Discussion posts will not be accepted.

Dropbox Assignments

- There will be a total of 4 assignments to complete throughout the course.
- There is no required format (e.g., MLA, APA) in which Dropbox Assignments must be written, unless otherwise indicated by instructor.
- Dropbox Assignments are due by 11:59 pm on Tuesday of each week.
- Dropbox Assignments are worth 50 points each.
- Late Dropbox Assignments will be penalized 10%.

Writing Assignment

- Each student will complete a final writing assignment. Topic will be discussed in class.
- The academic paper will be a minimum of 5 pages.
- The paper will be worth 250 points.
- Final writing assignment will be due by 11:59 pm on Tuesday of the final class.
- This paper must be written in MLA format. It is expected to be typed and double spaced. Margins should be one inch on all

sides. Times New Roman, Ariel or Calibri font preferred, no larger than 12 pt. font.

- All resources must be properly cited, to include correct formatting.
- No late papers will be accepted.

Oral Presentation

- Each student will present the material covered in their final paper.
- All presentations must include a PowerPoint presentation and will be 3 – 5 minutes in length.
- The presentation will be worth 150 points.
- Oral presentations will be given in class, week 7 of the course. All PowerPoints will be uploaded to the DropBox before class.
- No oral presentation will be accepted after the last class meeting.

Examinations

- There will be one quiz, completed in class on week 2 of the course.
- This quiz is worth 40 points.
- No late quiz will be accepted.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: March 3, 2020

Online Assignments

Readings:

Online Lectures:

- What does it mean to be an “educated person”?
- Introduction to D2L
- Introduction to eTexts
- Online Safety—Being Safe and Professional Online
- Plagiarism and Academic Integrity

Discussion 1

Initial Post: After reading the lecture on what it means to be an “educated person,” consider what that means to you personally. Consider such questions as:

- How might you have defined an “educated person” prior to reading the lecture?
- Did your perspective change?
- What do you believe to be the value of a college education, both in general and to you personally?

Response Posts: In responding to your classmates, consider how they describe the value of education, or what their personal definition of “educated person” entails. React to what they wrote. Consider your own view or the view of an authority (an article online, the experience of an educator, etc.). Do you agree or not? What is similar or different?

Attendance & Participation

Week 2: March 10, 2020

Online Assignments

Readings:

Online Lectures:

- The purpose of *This I Believe*
- Performance vs. learning goals
- Goal setting

- How to be convincing
- Using MS Word for writing papers Part 1

This I Believe:

- From the Introduction through “Deciding to Live”

Discussion 2

Initial Post: Why have you decided to attend college? Using the information in the “Goal Setting” lecture found in the Content area, create a SMART goal related to your college education. Keep your focus on your education as a whole as opposed to any one particular class.

Response Posts: In responding to your classmates, consider the similarities and/or differences between your goal and theirs. Do you and a classmate share a similar approach to achieving your goal, or a similar goal but a different approach?

Attendance & Participation

In-Class Lecture

- Using MS Word for Writing Papers
- Using your resources
- Final Paper and Oral Presentation overview

Plagiarism Quiz

Week 3: March 17, 2020

Online Assignments

Readings:

Online Lectures:

- Mindset and Performance and Learning Goals
- Professor’s perspective on how to be a good online student
- Study skills

This I Believe:

- From “Walking in the Light” to “A Lesson I Hold Dear”

Discussion 3

Initial Post: Using the information in the lectures, discuss three habits or behaviors you think every “good” student should have. At least one of these habits must relate directly to students taking online classes.

Response Posts: In your responses to classmates, consider whether or not you agree with the habits/behaviors they chose. Are they new to you? Do you think they might be helpful?

Attendance & Participation

In-Class Lecture

- Learning Styles
- Using PowerPoint to create a presentation
- Public Speaking

Syllabus and Resources Scavenger Hunt

Columbia College offers many different ways to find the information you need to be successful in this course and any other Columbia College course. It is important for you to know where each of those places are, so you can track down accurate information when you need it. But first, write down your most burning questions about the course. Now let’s see how well the Syllabus answers those questions. For this assignment you will need to gain access to this course’s Syllabus via the main CCIS.EDU webpage or in the Content area of your Course access page, respond to the following questions in class. Happy hunting!

Look at the main page of the COLL 133 D2L site.

1. What is the name of your instructor?
2. What is their highest degree earned?
3. What is the title of the first Announcement?

Click on the Content menu item and find the course syllabus.

1. On what day of the week are the initial discussion posts due?
2. How long should your initial discussion posts be?
3. On what day of the week are the classmate response posts due?
4. How long should your classmate response posts be?
5. What is the late policy for discussion posts?
6. On what day of the week are your Dropbox assignments due?
7. What is the late policy for Dropbox assignments?

Consider the information in the syllabus and in the course site as a whole. Is there any information you feel is missing? Are there any questions you have about the course that do not appear to be addressed anywhere? Post your thoughts on these questions here.

The following questions will be answered by accessing your CougarTrack account.

1. What is your student ID number?
2. How can you change your address or phone number?
3. What steps do you take to find out if you are missing any important Financial Aid documents?
4. How do you find out which classes you have remaining to complete your degree?
5. If you are unsure where to find information you need, or to complete a task requested by main campus, what should you do?

Week 4: March 24, 2020

Online Assignments

Readings:

Online Lectures:

- Time management
- The "How" of time management
- Digital privacy, security, and data
- Google Apps

This I Believe:

- From "A Taste of Success" to "My Parents as Friends"

Discussion 4

Initial Post: To prepare for this post:

1. List all the things you need to do on an average, busy day. This should include *everything* you do: work, study, participating in your classes, driving to and from the various places you go, eating, exercising, sleeping, spending time with family or friends, and so on.
2. For each task on your list, list how many minutes or hours you need to complete that task effectively.
3. Add the times you have listed to determine the total number of hours you need per day to accomplish all your tasks.

For your post, share a summary of your listed tasks and the outcome of this exercise. Did the total time you need exceed 24 hours? What did this exercise tell you about your time management skills? What, if anything, do you need to do to improve them?

Response Posts: In your responses to classmates, consider what they might have missed in their list. Did their list open your eyes to one or more things you missed yourself?

Attendance & Participation

In-Class Lecture

- Time Management
- Email Etiquette
- Academic paper writing and citing sources

Learning Style Paper

For this informal paper, reflect on your learning style and some of the skills you have learned to help for future success. What have you learned about your specific learning style/styles? What skills that you've learned do you already use? Did you learn any skills that you believe will help you in the future? As you look toward the future, what do you believe you need to do in order to be successful on your journey towards becoming an educated person?

- The Learning Style Paper should be a minimum of 5 pages in length and must be double-spaced, with 1-inch margins.
- You should use Times New Roman, 12-point font.
- All resources used should be properly formatted.
- You can use “I” statements and contractions, following a more informal style.
- The paper will be graded according to the Rubric available in the Content area of the course.

Week 5: March 31, 2020

Online Assignments

Readings:

Online Lectures:

- Personal financial planning
- Using MS Excel
- Why a “General Education”?
- Navigating the Undergraduate Catalog and Course Schedule

This I Believe:

- From “A Good Neighborhood” to “Here Comes (the Real) Santa Claus”

Discussion 5

As we’ve discussed, being “educated” is more than just academics. An educated person has many skills, which extend beyond the specific content of their courses.

Initial Post: How do you see personal financial planning skills fitting in to this notion of being an educated person? What role does good personal financial planning play in 1) the process of becoming educated, and 2) functioning and behaving as an educated person?

Response Posts: Do you agree with your classmates’ description of personal financial planning in relation to being educated? Why or why not?

Attendance & Participation

In-Class Lecture

- Using MS Excel
- Test Taking Skills

Email Professor

Imagine that you have received a grade on an assignment and you are confused. Perhaps the feedback is missing or unclear, or you believe the grade is unfair. Keeping in mind this is just simple vignette, where anything (academically, ethically, professionally) you wish to be upset about is fair game. Just remember to always be professional in your communication (facts work the best) and watch your tone (remember, you are supposed to be a bit upset).

- Craft an email to your professor in which you describe your concern and request assistance.
- The email you write should be 50-75 words in length and formatted to look like an email.

Week 6: April 7, 2020

Online Assignments

Readings:

Online Lectures:

- CC History
- Using CC’s library resources
- Evaluating Sources and recognizing fake news

This I Believe:

- Appendix “How to Write Your Own This I Believe Essay”

Discussion 6

Initial Post: Why did you choose Columbia College? Share your reason(s), and then reflect on what you learned about CC history. What surprised you or stood out to you?

Response Posts: In your responses, react to at least two other classmates. Some discussions in the online courses you will take do not prompt you to respond to a classmate in a specific way or with specific information. It is up to you to relate to and connect your knowledge and understanding of the material to what your classmates have posted.

Attendance & Participation

In-Class Lecture

- Being an online student
- Using Google Docs
- Using the Stafford Library

Using Excel

Using MS Excel, create a budget that includes all the requirements found on the MS Excel Budget Checklist document, found in the Content area.

- Then, upload the Excel spreadsheet to the Dropbox.
- Details for this assignment can be found in Create a Budget with Excel in the Content area.

Week 7: April 14, 2020

Online Assignments

Readings:

Online Lectures:

- Health, wellness, and stress management
- Using MS PowerPoint

This I Believe:

- Appendix

Discussion 7

Initial Post: Create two SMART goals related to your health, wellness, and/or stress management and share them with the class. Then discuss the reasons you chose those specific goals and describe the various considerations you had as you developed them. For example, were your goals impacted by responsibilities to your work or to family?

Response Posts: In responding to your classmates, consider the similarities and/or differences between your goals and theirs. Do you and a classmate share a similar approach to achieving your goals, or a similar goal but a different approach?

Attendance & Participation

Oral Presentation

- Each student will present the material covered in their final paper.
- All presentations must include a PowerPoint presentation and will be 3 – 5 minutes in length.
- All PowerPoints will be uploaded to the DropBox before class.
- The presentation will be worth 150 points, and will be graded based on the Rubric found in the Content area under week 7.
- No oral presentation will be accepted after the last class meeting.

Week 8: April 21, 2020

Online Assignments

Readings:

Online Lectures:

- What it means to be educated - revisited

Discussion 8

Initial Post: Reflect on the content of this course and share at least two “take-aways.” These can include information or

skills you have learned that will benefit you as a college student or as a person, goals you have developed for yourself as a result of this course, and so on.

Also consider whether your thoughts on what it means to be “educated” have changed. Why or why not?

Response Posts: Respond to at least two classmates, reacting and adding to what they’ve written.

Attendance & Participation

Final Paper

- Each student will complete a final writing assignment. Topic will be discussed in class.
- The academic paper will be a minimum of 5 pages.
- Writing assignment must be written in MLA format. It is expected to be typed and double spaced. Margins should be one inch on all sides. Times New Roman, Ariel or Calibri font preferred, no larger than 12 pt. font.
- All resources must be properly cited, to include correct formatting.
- The paper will be worth 250 points, and graded according to the Rubric found in the Content area under week 8.
- No late papers will be accepted.

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains

the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.