



Peru State College
College 101 Introduction to Collegiate Education – BUS/CMIS
Syllabus – Fall 2011

Instructor: Sheri Grotrian-Ryan, MBA
Office Location: TJM 245
Office Hours: Mon/Wed: 9:30-11:00 am; 1:00-2:00 pm
Tues: available by appointment and online
Thurs: 9:00-11:00 am
Fri: 10:00-11:00 am (by appointment)
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Course Meets: Fridays 11-11:50 am with periodic supporting activities
scheduled for Friday afternoons and other days/times.
Required Textbook: The Miniature Guide to Critical Thinking: Concepts and
(Provided by the College) Tools by Paul & Elder, ISBN 978-0-944583-10-4

Course Description:

This introductory course helps students begin to define the role of collegiate education in their personal and professional lives. Within a learning community composed of those who have similar disciplinary interests, students have the opportunity to participate in engaging and tailored activities designed to support the successful development of skills necessary for college-level work. The course is to be viewed as a first critical step to achieving the College's mission and goals noted below. Although the course is a requirement for all degree seeking students with fewer than 30 credit hours at the time of admission, other students are encouraged to participate. Students are automatically re-enrolled until they successfully complete the course. Successful completion of the course is a graduation requirement.

Mission Statement for Peru State College:

In educating the individual to the benefit of society, Peru State College cultivates the capacity and propensity for life-long learning by fostering independent inquiry and promoting the value of knowledge and discovery. Through innovative undergraduate and graduate programs, Nebraska's first college continues its commitment to making a vital contribution to the future of the region and the state.

College Goals:

- Effective communication
- Computer and information literacy
- Independent critical thought
- Intellectual capacity for change
- Preparation to assume social and civic leadership roles
- Ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives.

Prerequisites: Admission to College and degree-seeking status.

Course Objectives:

Upon completion of this course you should be able to:

1. Understand the role of collegiate education in preparing effective professionals, citizens, and in enriching lives.
2. Describe the value of life-long learning.
3. Understand the nature of the issues, opportunities and expectations associated with life/career paths related to one's chosen discipline and/or further refine your own disciplinary interests.
4. Demonstrate the ability to research a subject, evaluate positions, and make effective arguments orally and in writing.
5. Reflect on active and appropriate participation in all activities.

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

Expectations & Instructional Approach:

Classes will include group discussions and exercises, guest speakers, field trips, and lectures. There will be assignments to complete outside of class. These will need to be completed in preparation for class as assigned. Plan to attend each class and event on time and ready to participate.

Assessment and Grading:

This course is graded pass / no pass. More detail regarding performance expectations will be shared as each activity is assigned. Attendance, participation, and satisfactory completion of all requirements are mandatory. Any deviation from course expectations must be approved by the instructor in advance. Those who are consistently passive in class and unable to respond to questions or effectively contribute to discussions will be counseled regarding how they can improve. Those who do not show improvement after receiving feedback will not pass the course. To pass, students must successfully:

- Attend all classes/activities and actively participate
- Successfully complete at least four Success Skills workshops
- Complete the CAAP assessment
- Complete the APA/Information Literacy Assignment
- Complete the Issues in the Field Case Study
- Other specific grading criteria is presented at the end of this syllabus

College's Incomplete Coursework Policy:

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy:

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice:

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

*** Please proceed to the next page for a tentative course schedule. ***

Tentative Course Schedule

Class Date	Topics to be Discussed	Assignments to be Completed
New Student Weekend (Aug. 19)	Meet your Instructor! Meet all BUS/CMIS faculty!	
Friday, August 26	Course Introduction/Expectations Blackboard (BB) Introduction Workshop Requirements/Selection	* Study class requirements
Friday, September 2	BUS/CMIS Degree Programs Progress Sheets/Course Rotations	* Develop tentative 4-year Plan
Friday, September 9	CAAP Test (all morning)	* Continue working on 4-year Plan * Read Critical Thinking Material (BB)
Friday, September 16	Critical Thinking Introduction/Exercises	* Submit 4-year Plan
Friday, September 23	Homecoming Preparations for Campus Involvement with Campus Community	* Outside Assignment via BB
Friday, September 30	Guest Speaker – Barry Lockard	* Prepare questions for speaker
Friday, October 7	APA/Info. Literacy Class Discussion	* Submit guest spkr reflection via BB * APA Citations Assignment
Friday, October 14	Mid-term Check-up	* Outside Assignment via BB
Friday, October 21	Critical Thinking Exercises...followed by noon lunch at the President's house!	* Submit APA Assignment on BB * Develop field trip questions
Friday, October 28	Boyd Epley – College Theatre Field trip to Omaha Nighthawks	* Submit a summary of field trip
Friday, November 4	Critical Thinking Exercises Spring Semester Discussion	* Schedule Advisor Appointment for Spring Registration
Friday, November 11	Issues in the Field Case	* Outside research
Friday, November 18	Critical Thinking Exercises	* Issues in the Field Case work
Friday, November 25	Fall Break – No Class	* Outside readings
Friday, December 2	Issues in the Field Final Discussion	* Bring finals schedule to next class
Friday, December 9	Last Class – Prepare for Finals Review & Confirm Finals Schedule	* Study for finals!

Course-Specific Grading Criteria:

Homework assignments will be graded as follows, and you must cumulatively earn a 70% on graded work to pass:

* 4-year Plan	10 points
* APA/Info. Literacy Individual Assignment	15 points
* Field Trip Questions (5 pts) & Reflection (10 pts)	15 points
* Guest Speaker Questions (5 pts) & Reflection (10 pts)	15 points
* Critical Thinking Exercises	25 points
* Assessments in Blackboard	20 points
* Final Issues in the Field Case	<u>20 points</u>
Total Points	120 points

Along with successfully passing the homework assignments, you must also meet the following requirements in order to earn a passing grade in COLL 101:

* New Student Weekend	REQUIRED
* Attendance at all class sessions/activities	REQUIRED
* 4 Study Skills Workshops (minimum)	REQUIRED
* Successful completion of CAAP test	REQUIRED
* Attendance at 1 sporting event (minimum)	REQUIRED
* Attendance at 1 art/music/theatre event (minimum)	REQUIRED
* Membership in 1 campus club/organization (minimum)	REQUIRED