



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: First Year Experience

Course Number: SD 125

Credit Hrs 3. Lecture Hrs 3. Lab Hrs. 0 Clinical Hrs. 0 Variable 0Hrs.

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Students will learn to identify and develop the beliefs, attitudes, behaviors, life and study skills that lead to academic, career and personal success. Through self-assessment, readings, projects, classroom activities and journal writing, students will learn to take charge of their lives, increase self-esteem and self-awareness, and create a compelling college and life plan and learn to maximize their college experience.

New certificate- or degree-seeking students with placement into MATH 093 or ENG 095 are required to take SD 125 within the first two semesters of attendance.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

Successful completers of this course will be able to:

- Assess personal development and growth over the course of the semester and identify next steps towards reaching personal goals.
- Demonstrate proper sentence structure, paragraph structure and composition of ideas in written work.
- Identify and apply the beliefs, attitudes, behaviors, life and study skills that lead to academic and career success by developing an academic and career plan.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Assess personal development and growth over the course of the semester and identify next steps towards reaching personal goals. (DQP #2, 10, 11, 15, 17)
- Demonstrate proper sentence structure, paragraph structure and composition of ideas in written work. (DQP # 6, 10, 14, 15)
- Identify and apply the beliefs, attitudes, behaviors, life and study skills that lead to academic and career success by developing an academic and career plan. (DQP #6, 10, 11)



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Suggested Methods of Instruction:

Lecture, discussion, study pairs/ group work.

Suggested Methods of Assessment and Evaluation:

Guided journal entries/writing assignments; quizzes; academic and career plan; self-assessments.

Adopted Text at Time of Course Adoption/Revision:

Downing, Skip. *On Course: Strategies for Creating Success in College and In Life, Study Skills Plus edition*. Houghton Mifflin Company.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- WEEK 1** **First Steps Towards Success. (Pre- On Course assessment)**
- WEEK 2, 3** **Accept Personal Responsibility**
- WEEK 4** **Discover Self-Motivation**
- WEEK 5** **Individual Review and Planning Meeting with Instructor**
- WEEK 6, 7** **Master Self-Management**
- WEEK 8** **Develop Academic and Career Plan**
- WEEK 9** **Develop Interdependence and Enhance Relationships**
- WEEK 10** **Increase Self-Awareness**
- WEEK 11** **Become an Effective Life-Long Learner**
- WEEK 12** **Strengthen Emotional Intelligence**
- WEEK 13** **Individual review and planning meeting with instructor**
- WEEK 14** **Staying On Course to Success**
- WEEK 15** **Student Presentations of Career/ Life Plans**
- WEEK 16** **Student Presentations of Career/ Life Plans**

Part 1 & Part 2 approved by CRDAP on: 10/09/15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012