



COS 111
COURSE SYLLABUS: Fall 2015

Instructor: Dr. Pamela S. Webster

Office Location: Binnion Hall, Room 315

Office Hours: Monday/Wednesday, 10am – 11:30am
Tuesday/Thursday, 10am – 11am

Office Phone: 903-886-5950

Office Fax: 903-886-5945

Email Address: Pamela.Webster@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks: Moore, W. The Other Wes Moore: One Name, Two Fates. (2010. Spiegel & Grau Trade Paperbacks. ISBN: 978-0-385-52820-7.

Carter, C., Bishop, J., & Kravits, S. Keys to Success: Quick. (2012. Pearson Higher Education. ISBN: 978-0-13-254171-8.

Course Description:

COS 111 prepares students for optimal success at the university and beyond by motivating them to develop skills, knowledge and behaviors that will create confident, self-sufficient learners.

Student Learning Outcomes:

1. Students will demonstrate critical thinking by asking and answering higher level questions and solving increasingly complex problems.
2. Students will improve their listening, speaking, writing, and reading skills.
3. Students will demonstrate habits of the mind that produce academic improvement across the semester. This will include organization, time management, note-taking, and study skills.
4. Students will acquire the knowledge and apply the necessary skills to successfully navigate university life.
5. Students will take ownership of their learning experiences and develop greater awareness of self and others.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Instructional Methods: Class consists of various styles of presentation and interaction. In COS 111, students will be active participants regardless of the mode of instruction. Students should come to class ready to participate, both in terms of preparation as assigned and with a positive attitude toward class and colleagues.

Assignments:

Attendance: Roll will be taken each class day and students are expected to attend all scheduled class periods. Each section of this course is scheduled for 16 weeks of twice weekly meetings of 50 minutes each. Students should make arrangements to be in class on time and to stay until the class is dismissed. Attendance is part of your grade for COS 111. (100 points)

For students with excused absences, which include participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, a verifiable court appearance or any other similar circumstance in the view of the instructor, written documentation must be turned in to the instructor immediately upon return to class.

Each absence in this course will result in a point reduction on your final attendance grade according to the chart below.

Absences	0	1, 2	3, 4	5, 6	7, 8	9,10	11,12	13,14	15,16	17,18	19,20
Grade	100	94	88	82	76	70	64	58	52	46	40

Absences	21,22	23,24	25, 26	27, 28	29, 30
Grade	34	28	22	16	10

Participation: Students must attend all class sessions and participate to the extent possible in each class activity. The activities in this course are designed to help you improve your communication skills and increase your knowledge set in order to make you a more effective and successful college student. (100 points)

Journal: Students must complete at least 3 journal activities, each worth 20 points. Details of required journal activities and their due dates are listed in the weekly plan for the course attached to this syllabus. (60 points)

Event papers: Three (3) one page event papers, each worth 20 point, documenting attendance/participation in three different types of university events (athletic, academic, cultural, etc.). (60 points)

University success skills: Document three (3) visits to University support centers. (60 points)

Exams: Students will have a mid-term exam and final project, each worth 100 points, in this course over the materials presented. (200 points)

Grading

Students' course grade will be calculated according to the following scale:

A =	594-680 Points
B =	522-593 Points
C =	464-521 Points
D =	430-463 Points
F =	462 Points or less

NOTES:

Please be aware of the grading scale and the percentages utilized in the grade distribution. For example, a student does not need to earn 90% of the points in the course to earn an "A" ($594/680=88\%$), but a student must earn 70% of the points to receive a "C" in the course. The moral of the story is that students will be rewarded for working a little more diligently in the course, while students who seek to "survive" in the course will actually have to work harder to earn a lower grade. Due to these allowances, I do not curve grades at the end of the semester.

If you strive for a specific grade in the course, be sure to notice how many points you need to accumulate to achieve that grade rather than focusing on the percentage of points you have earned.

TECHNOLOGY REQUIREMENTS

COS 111 is a web-enhanced course. Delivery problems can result if technological requirements are not taken into consideration.

The following information has been provided to assist you in preparing to use technology successfully in this course. [List those technologies needed for your course.]

- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone (if required for synchronous sessions in an online course)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Students will be expected to interact with the instructor(s) in class or via electronic means in an appropriate manner. All instructor contact information is listed on this syllabus and should be used.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Supplemental Instructions: In the course of your work in this class, you will be given additional written instructions that govern the look, content and scope of your projects. These supplemental instructions have the same force as the syllabus for grading purposes.

Cheating: Plagiarism, appropriating or otherwise using the work of others or yourself, avoiding or aiding others in avoiding class requirements or other activities that contravene ordinary standards of academic integrity will not be tolerated. This includes submitting your own work on more than one assignment in this class. Students who cheat will be punished one or more of the following: point penalty, failure of the assignment in question or failure for the course. If you are in doubt about whether or not your conduct constitutes cheating, you had better ask the instructor. Do not find out the hard way.

Late Work: No work will be accepted late unless it is accompanied by a written excuse considered acceptable by the University. Specifically, this includes participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, or a verifiable court appearance. Instructor reserves the right to deduct points for late work regardless of reason.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

All students are expected to exercise self-discipline and respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Dean of Students.

Please be sure that cell phones and other electronic devices are off or silent. If you expect to have to get up, please select an inconspicuous position to minimize disruptions. Courtesy to others is important. That means respecting the opinions of others, and in general, doing your part to make this a positive learning environment for all students. Food and beverages, while acceptable, should be consumed as quietly as possible, and you must clean up after yourself.

COURSE OUTLINE / CALENDAR

The schedule attached shows planned weekly topics. In a perfect world, all things will go well, and there'll be no change from this schedule. We live in an imperfect world, and so, there may be disruptions. If the schedule has to be altered, it will be altered with proper notice and always in a way that benefits students before me.

*Remaining enrolled in this course constitutes acceptance
of all policies contained in this syllabus.*

Any changes to this syllabus will be communicated directly to you in class by the instructor. You are responsible for being aware of any such changes.

Good luck and work hard!!

COS 111

Writing Assignments

Journal entries must be type-written using Times New Roman or Courier 12 pt. font and double-spaced. Each entry must be a minimum of 2 full-pages in length. Entries are expected to reference information from the readings as appropriate. Journal entries must be submitted to the instructor on the assigned due date as instructed. **LATE assignments will NOT be graded!**

Journals

1. Chapter 1 & 2—Due week of 9/7-9/11

What role did your family, finances and/or mentor play in your decision to attend college to help you achieve your educational goals?

2. Chapter 4—Due week of 10/5-10/9

Every choice takes you closer to OR further away from your goal. Have you ever made a decision that you believe could have altered your life path?

3. Chapters 7 & 8—Due week of 11/2-11/6

Discuss the role of a mentor/role model in your life.

Final Essay Topic—Due week of 11/30-12/4 at the time designated by your instructor

THIS ASSIGNMENT MUST BE A MINIMUM OF FOUR TYPE-WRITTEN PAGES!

This assignment will be used as the entry into the Common Reader essay contest to determine who will travel to Washington, DC over Spring Break 2016. Essays will be submitted to two separate readers and then scores will be totaled. The highest 20 rated essays of all submissions will be notified and asked to participate in the DC trip. Essays of less than 4 pages will not be rated.

Describe your support system and resources along with choices you have made or opportunities you have taken throughout your life that resulted in you being a freshman at Texas A&M – Commerce this semester. Write about opportunities that you were given or maybe passed up and how that affected you either positively and negatively. Discuss decisions and choices you are making currently to ensure that you will have a successful first semester as a college freshman. List and describe your reasons for attending college, which should include your goals and aspirations for the future. **Use citations from The Other Wes Moore readings to support your writing.**

Week	Dates	Key Content/Strategies	Assignments/Assessment
One	8/31-9/4	<ul style="list-style-type: none">• Community Building	<ul style="list-style-type: none">• Introductions/Name Tents• Social Contract
Two	9/7-9/11	<ul style="list-style-type: none">• QEP Global Learning Assessment• Title IX questionnaire	<ul style="list-style-type: none">• Report to assigned lab for Global Learning Assessment• Journal assignment #1 due
Three	9/14-9/18	<ul style="list-style-type: none">• QEP Portfolio creation• Use of university e-tools (MyLeo, eCollege, LeoMail, Financial Aid/Scholarships, payment portal, DegreeWorks)-• <i>Keys to Success</i> Chpt 1	<ul style="list-style-type: none">• Report to assigned lab for QEP portfolio creation• Visually walk students through university related e-tools• Use www.polleverywhere.com to ask questions about university e-tools to engage students and review information

Week	Dates	Key Content/Strategies	Assignments/Assessment
Four	9/21-9/25	<ul style="list-style-type: none"> • Time management • Goal setting • <i>Keys to Success</i> Chpt 2 	<ul style="list-style-type: none"> • Use a daily schedule and have students plug in courses, meals, study time, work, social time, and sleep then discuss • Have students discuss their choice of major and how that figures in to their future career choice(s), how GPA figures into their choices, how setting short term and long term goals is necessary, and
Five	9/28-10/2	<ul style="list-style-type: none"> • Summarization –use journalists questions (who, what, when, where & why) • Note taking • <i>Keys to Success</i> Chpt 6 & 7 	<ul style="list-style-type: none"> • Assign parts of Wes Moore chapter and have students summarize and share out • Bring notes from another class and swap with partner for feedback
Six	10/5-10/9	<ul style="list-style-type: none"> • Read “A College Degree and a Dollar Will Get You Four Quarters” • <i>Keys to Success</i> Chpt 12 	<ul style="list-style-type: none"> • Discuss the “know how” groups and their importance in the workplace • Divide the Core Course requirements into the “know how groups” they most closely fit to help student understand the importance of a well rounded education • Journal #2 due
Seven	10/12-10/16	<ul style="list-style-type: none"> • Mid-Term • Navigating University Life (Success Coaches, Counseling Center, Student Health Services, Rec Center, Bursar’s Office, Financial Aid Office, Student Government Office, University Bookstore, Mane Card office, Library, Academic Success Center, Math lab, Writing Center, Career Development) 	<ul style="list-style-type: none"> • Exam • Divide class into pairs/groups and assign a student service area that they must visit and summarize then present to rest of class as the 30 second expert.
Eight	10/19-10/23	<ul style="list-style-type: none"> • Library Visit • Research Tools • Assessment/Reflection for EC at instructor discretion • <i>Keys to Success</i> Chpt 5 	<ul style="list-style-type: none"> • Occupation related scavenger hunt in library • Summarize findings and share out in class using word cloud feature of www.polleverywhere.com
Nine	10/26-10/30	<ul style="list-style-type: none"> • Self-advocacy • <i>Keys to Success</i> Chpt 4 	<ul style="list-style-type: none"> • Create a set of questions for students to interview an instructor in pairs (both students need to have same instructor and pairs need to report who they will be interviewing to avoid duplication). • Students are interviewing to find out about instructor expectations,

			suggested strategies for success, and to visit instructor under non-emergency circumstances
Ten	11/2-11/6	<ul style="list-style-type: none"> Inquiry & Critical Thinking <i>Keys to Success</i> Chpt 4 	<ul style="list-style-type: none"> Introduce Costa's Model of Intellectual Functioning (1) Gathering and recalling; (2) making sense of information; and (3) applying and evaluating information. Present students with a text selection and have them work in small group to write at least one question at each of the three levels of Intellectual Functioning. Journal #3 due
Eleven	11/9-11/13	<ul style="list-style-type: none"> Critical Reading <i>Keys to Success</i> Chpt 5 	<ul style="list-style-type: none"> Give students an informational text selection from the internet and have them evaluate it for credibility, accuracy, reasonableness, and support (CARS). Use www.polleverywhere.com to create a word wall each for credibility, accuracy, reasonableness, and support.
Twelve	11/16-11/20	<ul style="list-style-type: none"> Money Management (needs vs. wants, difference check usage, credit rating, income vs. expenses, credit card pitfalls, <i>Keys to Success</i> Chpt 11 	<ul style="list-style-type: none"> Revisit summarization Critical reading skills, etc. Demonstrate www.mint.com as a tool for assistance with planning, tracking, etc.
Thirteen	11/23-11/27	<ul style="list-style-type: none"> Wellness-sleeping, eating, impact of alcohol/drugs, consequences of good choices <i>Keys to Success</i> Chpt 10 	<ul style="list-style-type: none"> Use examples from Wes Moore book to discuss decision-making examples, compare and contrast where decision-making was faulty or led to positive outcome(s)
Fourteen	11/30-12/4	<ul style="list-style-type: none"> Final project 	<ul style="list-style-type: none"> Final essay due to instructor
Fifteen	12/7-12/11	<ul style="list-style-type: none"> NO CLASS 	<ul style="list-style-type: none"> STUDY FOR FINALS