

Hanover 101
TR 12:00-12:50
Science Center 114
Fall 2015

Professor: Dr. Ellen Altermatt
Office: Science Center 152
Phone: (812) 866-7317
Email: altermattel@hanover.edu
Course Webpage: <http://ellenaltermatt.weebly.com/hanover-101.html> and www.turnitin.com
Office Hours: MWF 9:00 – 9:50 and by appointment.

Peer Mentor: Cassidy VanGundy
Email: vangundyk18@hanover.edu

Overview

Hanover 101 is designed to introduce students to the skills and tools that will help them succeed at Hanover College. Our goal is to challenge you to actively engage with scholarship about learning and critical thinking, and to apply what you learn to your work in other courses.

Hanover College takes seriously the idea that you are a “whole person” whose health and well-being are crucial to your success as a student. Hanover has a multitude of fun and engaging co- and extra-curricular activities that can provide you with different types of learning experiences. These opportunities will be a part of our discussions.

The success or failure of all of our activities will depend, in large part, on your level of commitment to thinking critically about your college experiences. At the end of the course, successful students will be able to do the following:

1. Explain HC 101 course content and apply it to their lives at Hanover College
2. Define and analyze their own learning styles, strengths, and weaknesses so that they can engage course content and all other types of information in ways that are most effective for them
3. Identify and apply foundations of academic excellence, including effective note-taking, critical reading, skillful writing and speaking, and time management and study skills
4. Understand and apply strategies for adjusting to college life and for successfully navigating social and professional situations at the college level and beyond.

Grading

Attendance

Near-perfect attendance is an expectation in this course. However, “stuff happens,” so you will be allowed two absences before absences will begin to lower your grade. Each absence beyond two will result in a 3-percentage-point reduction in your final course grade. Three tardies will count as one absence. If you do miss class, please get notes from a classmate. You will be held responsible for the material covered on the day(s) you were gone.

Participation (80 points, 20%)

Intelligent participation requires that you read and then think critically about what you’ve read. Such preparation for class gives you a basis for informed participation in class discussions. Please note that during class discussions, disagreement is acceptable (even encouraged!), but you must be respectful of your instructors and classmates even when you disagree with them. Please bring all required reading materials and assignments to class each day. Failure to bring these materials will lower your participation grade.

Discussion Leader (40 points, 10%)

Each of you will be asked to serve as a discussion leader for one of the reading assignments. On the day that you serve as discussion leader, you must a) prepare a short, three- to five-minute oral presentation in which you summarize and briefly reflect on some of the key points from the assignment, and b) develop three discussion questions for your classmates to ponder. Please submit a copy of your presentation notes and discussion questions to Cassidy.

Cultural Events (20 points, 5%)

Due December 10. During the semester, you must attend two cultural events. These events might include a play, a musical event, or a speaker sponsored by a campus group. I will try to notify you of these opportunities, but I encourage you to keep an eye out on the intranet. To receive credit, you will need to write and submit a half-page, single spaced summary of/response to each event. Late cultural events assignments will not be accepted.

Journal (120 points, 30%)

For each day of class that has a journal prompt, you should turn in a typed (one-page, single spaced) journal entry. Each entry is graded out of 10 points. Late journal entries will be accepted for reduced credit; you forfeit 1 point for each day it is late. Please note that your journal will only be read by your instructor and/or peer mentor. You can expect that the contents will be kept confidential.

Final Project (Paper: 80 points, 20%; Presentation: 60 points, 15%)

Due December 10. You will write a six- to eight-page final paper in which you discuss your college experiences during the Fall 2015 semester and your plans for the future. This assignment should combine the information you've learned about being a successful college student throughout the semester, and it should reflect on your Strong Interest Inventory, your personality assessment, your growing knowledge of academic disciplines, and your first-semester experiences (in and out of class). Your paper should explore your answers to questions like: What do I find rewarding? What are my academic strengths and weaknesses? What do I want to explore next at Hanover? What are my goals as a sophomore, junior, and senior, both in and outside of the classroom? Where do I want to be at graduation? After graduation? We will provide a grading rubric for this assignment. Late submissions will be accepted, but your grade will be reduced by one full letter grade per day late.

During the final weeks of the course, you will give a 10 minute presentation on your final paper. You should plan a presentation that lasts 5-6 minutes and leaves 4 minutes for questions from your peers. We will provide a grading rubric for this assignment.

Course Policies

Technology Policy: Any unapproved use of electronics (cell phone, tablet, laptop, etc.) during class time is an interruption and a distraction. Any student using electronic devices in class will be counted as absent for the class period unless such use is explicitly allowed by the instructor. Please silence (and ignore) your phones during class, and ask permission before using tablets, laptops, etc.

Cheating: Any form of academic dishonesty (cheating, plagiarism, etc.) will result in an F on the assignment, the reduction of your final grade by *at least* one letter grade, and a report to the Student Academic Assistance Committee. We will follow the College's procedures for cases of Academic Dishonesty.

Required Text:

- ✓ Nist-Olejnik and Holschuh, *College Rules!*, 3rd edition. Abbreviated "CR" below.

During the days before a class meeting, we may email you relevant articles or links to articles for you to read before class. We will give you at least 24 hours advance notice, and we won't make a habit of sending you extra reading.

Statement on Self-Care

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Please take care of your mental and physical health throughout the term so that you are in good shape to meet the demands of midterms and finals and anything else that comes your way.

Please feel free to talk with me or Cassidy, or with any of your professors, about difficulties you may be having that might impact your academic performance. Let us know as soon as adverse events occur and before your stress levels become unmanageable.

There are on-campus support services to assist you, whatever your stressors may be. We strongly encourage you to contact the relevant person(s) below if you are in need of assistance.

Learning Center:	Kay Stokes	866-7215	stokes@hanover.edu
Counseling Services:	Catherine LeSaux	866-7399	lesaux@hanover.edu
	Sara Crafton	866-7074	crafton@hanover.edu
Health Services:	Sandi Alexander-Lewis	866-7082	alexanderlewis@hanover.edu
Chaplain's Office:	_____	866-7087	_____
Your Peer Advisor:	_____		
Your Resident Advisor:	_____		
Your Faculty Advisor:	_____		

Tentative daily assignment schedule

Please complete each day's assignment BEFORE CLASS on the date for which it is assigned. Bring reading and other requested materials with you to class.

Week 1

September 8: Course Introduction and Getting Acquainted

September 10: Strategies for College Success – Tips for Starting Out Strong

- Assignments:
 1. Read CR Ch. 1. Discussion leader: _____
 2. Journal Entry #1: Part 1. In the reading for today, the authors provide tips for college success. Which tip(s) are you most interested in trying to implement? Part 2. What matters to you? What are your goals for the next year? The next four years? Take your time with this part of the assignment as we'll be returning to it in a few weeks.

Week 2

September 15: Time Management – Because Everything Takes Longer than You Think it Will!

- Assignments:
 1. Read CR Ch. 14 and Ch. 7. Discussion leader: _____
 2. Journal Entry #2: Part 1. In the reading for today, the authors provide tips for managing your time. Which tips(s) are you most interested in trying to implement or better implement? Part 2. Make a list of how you *want* to spend your time at Hanover. What matters to you? How does this list fit in with the goals you outlined in your first journal entry (or, maybe, with new goals that you've developed in the past week?). Take your time with this part of the assignment as we'll be returning to it in a few weeks.
- In Class: Bring planner/calendar.
- In Class: Distribute Strong Interest Inventory. You must complete this inventory (in pencil!) and return it to me by Thursday, September 17. Failure to do so will result in a 1% deduction in your final course grade for each 24 hours it is late.

September 17: Note Taking, Listening, and Participating in Class – How Do You Know What's Important?

- Assignments:
 1. Read CR Ch. 16. Discussion Leader: _____
 2. Journal Entry #3: Think about your note-taking. What do you feel are your note-taking strengths? What are your weaknesses? Reflect on the point in CR about self-testing as a study method. Do you do this? Do you think you should? Are there ways to do this other than the split-note method?
- In Class: Bring notes from one or more classes.

Week 3

September 22: Reading to Remember – Otherwise, What's the Point?

- Assignments:
 1. Read CR Ch. 18 and Ch. 19. Discussion Leader: _____
 2. Journal Entry #4: Describe the way that you actively read – what marks do you make in your books? What do those marks mean? How do you plan to return to those notations? Why do you think this is an important skill to have figured out?
- In Class: Bring a text from one or more classes.

September 24: Interacting with Professors – Strategies for Getting Off on the Right Foot

- Assignments:
 1. Read CR Ch. 3. Discussion Leader: _____
 2. Journal Entry #5: How is college teaching/learning different from high school teaching/learning? Answer in general, and then specifically for you (comparing your HC professors with your high school teachers).

Week 4

September 29: College-Level Writing Expectations

- Assignments:
 1. Read CR Ch. 22 (pp. 281-290. Discussion Leader: _____
 2. Journal Entry #6: What comments have you received on your papers so far? What do those comments tell you about what you need to work on? What are your writing strengths? What gives you the most anxiety about writing? What kinds of activities might help you with writing?
- In Class: Bring any feedback you have received on writing assignments to date.

October 1: Academic Integrity and Plagiarism

- Assignments:
 1. Read CR Ch. 22 (pp. 290-292).
 2. Read <http://www.nytimes.com/2010/08/02/education/02cheat.html> Discussion Leader: _____
- In Class: Bring one question you have about academic integrity/plagiarism.

Week 5

October 6: Individual Differences --- Getting and Staying Motivated

- Assignments:
 1. Read CR Ch. 9.
 2. Watch Angela Duckworth's TED talk at http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en Discussion Leader: _____
 3. Journal Entry #7: Write a summary of and reaction to what you learned from the above assignments.
- In Class: Distribute time logs. You must complete at least 5 days of the time log by Tuesday, October 13th. Failure to do so will result in a 1% deduction in your final course grade for each 24 hours it is late.

October 8: Individual Differences -- Personality

- Assignments:
 1. Complete the Big Five Personality Inventory at <http://www.outofservice.com/bigfive/>
- In Class: Bring a record of your results on the Big Five Personality Inventory to class. Be prepared to evaluate and discuss.

Week 6

October 13: Time Management Check Up

- Assignments:
 1. Read "If You're Busy You're Doing Something Wrong" at <http://calnewport.com/blog/2011/11/11/if-youre-busy-youre-doing-something-wrong-the-surprisingly-relaxed-lives-of-elite-achievers/> Discussion leader: _____
 2. Journal entry #8: Part 1. Do you agree with the points made in the article? Part 2. Review your time logs. How are you spending your time? How does this match up with the goals you outlined in Journal Entry #1 and with the list of how you want to be spending your time that you created for Journal Entry #2? How do you make sense of any discrepancies?
- In Class: Bring your completed time logs to class.

October 15: Course Planning – A Look Ahead to Winter Term 2016 and Beyond

➤ Assignments:

1. Read CR Ch. 4 and Ch. 5. Discussion leader: _____
2. Bring one question you've been dying to ask about course planning, registration, etc. to class.

Week 7

October 20: No class – Fall Break!

October 22: Midterm Check-In – Getting and Staying Motivated

➤ Assignments:

1. Read CR Ch. 8. Discussion leader: _____
2. Journal Entry #9: Write about your mid-term grades in all your classes (after viewing them on the Academic tab of My Hanover). Were you surprised by your midterm grades? Explain. For any class in which your mid-term grade is lower than you find acceptable, what specific actions will you take in response?

Week 8

October 27: Managing Life – Good Stress / Bad Stress

➤ Assignments:

1. Read CR Ch. 10 and Ch. 2. Discussion leader: _____
2. Journal Entry #10: Review the stress-control strategies in CR (pp. 130-132). Which strategies are you already using effectively? Also, choose a strategy that you're not making good use of already, and make a plan for putting that strategy into action. Why did you choose that particular strategy?

October 29: Social Issues – Alcohol, Drugs, and Sex

➤ Assignments:

1. Read Hanover College Student Handbook: Alcohol and Drug Policy, Sexual Misconduct Policy
2. Read <http://op-talk.blogs.nytimes.com/2014/10/15/yes-means-yes-the-big-consent-debate/>
3. On an index card or small piece of paper, write at least one question related to today's readings. Don't put your name on it. Hand it to Cassidy when you come to class.

Week 9

November 3: Diversity – Appreciating Our Differences

➤ Assignments:

1. Read <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>
2. Watch Andrew Solomon's TED talk "Love No Matter What" at https://www.ted.com/talks/andrew_solomon_love_no_matter_what?language=en
Discussion leader: _____
3. Journal Entry #11: Respond to the article and the talk. (How) have they changed your notions of diversity?

November 5: Information Literacy and Research – Tour Duggan Library with a Professional Librarian

➤ Assignments:

1. MEET IN THE DUGGAN LIBRARY LOBBY AT 12 NOON ON 11/5

Week 10

November 10: Strong Interest Inventory Results – Which Careers Might Match Your Interests?

- In Class: A Career Center representative will distribute and go over our Strong Interest Inventory results, and he/she will have a homework assignment for you to work on before 11/12.

November 12: Strong Interest Inventory Follow-up – Learn More about Careers You Might Enjoy

- Assignments:
 1. Complete Strong Interest Inventory Homework Assignment [on My Hanover]
 2. Bring the results of your Strong Interest Inventory to class.

Week 11

November 17: Preparing for Exams and End-of-Term Success Strategies

- Assignments:
 1. Read CR Ch. 25. Discussion leader: _____
 2. Bring one question you've been dying to ask about studying, final exams, etc. OR write down one piece of studying advice that you'd give to yourself if you could go back in time

November 19: Making Great Presentations

- Assignments:
 1. Read CR pp. 293-295.
 2. Watch "The Best Gift I Ever Survived" TED talk at https://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived?language=en
Discussion leader: _____
 3. Journal Entry #12: What made the TED talk so effective? What strategies employed by the speaker might you use in your own presentation?
- In Class: Review paper and presentation grading rubrics

Week 12

November 24: No Class

- Ellen and Cassidy will be available this week for individual meetings re: presentations and papers

November 26: No Class – Thanksgiving Day

Week 13

December 1: Final Oral Presentations, Round 1.

- If you are not presenting today, we expect you to ask at least one of your classmates an insightful question about her/his presentation.

December 3: Final Oral Presentations, Round 2.

- If you are not presenting today, we expect you to ask at least one of your classmates an insightful question about her/his presentation.

Week 14 – "Dead" Week

December 8: Final Oral Presentations, Round 3.

- If you are not presenting today, we expect you to ask at least one of your classmates an insightful question about her/his presentation.

December 10: Course Wrap-Up and Evaluation

- Final papers are due.

Week 15 – Exam Week

- No exam for HC 101.