

# HD120: Destination Graduation\*

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Discovery consists of looking at the same thing as everyone else and thinking something different.

attributed to Albert Szent-Györgyi

In the classroom, I share as much as possible the need for critical thinkers to engage multiple locations, to address diverse standpoints, to allow us to gather knowledge fully and inclusively. Sometimes, I tell students, it is like a recipe. I tell them to imagine we are baking bread that needs flour. And we have all the other ingredients but no flour. Suddenly, the flour becomes most important even though it alone will not do. This is a way to think about [lived] experience in the classroom.

bell hooks, *Teaching to Transgress*

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\*9a Fridays in IA-224

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## Office hours

### Mondays

10:30am-12pm in WH-143 (my office in the Albany campus library)

## Required course materials

**I do not require any textbooks for this course; please don't buy any.** All the readings and activities you will need are available as links in this document and Moodle.

## Course overview

Destination Graduation is a ten-hour, one-credit course designed to:

1. Help students make a smooth academic and social transition to college life.
2. Develop students' ability to use tools, information, and resources to be successful at LBCC.
3. Help students establish a long-term academic advising relationship with a designated academic advisor, most frequently a faculty member.

## Learning outcomes

Upon successful completion of Destination Graduation (DG), you will be able to:

1. Identify responsibilities and characteristics of successful students and the barriers to college success.
2. Apply introductory critical thinking skills.
3. Navigate important electronic educational resources.
4. Develop a specific Education Plan related to your career/educational goal.
5. Locate and know how to access support services and educational resources.
6. Establish relationships with peers, LBCC faculty, staff, and an advising relationship with a designated academic advisor.

I have an additional learning outcome:

1. Develop strategies to engage with the professional/academic writing style of your discipline.

## Expectations

1. Attend all class sessions
2. Participate in discussions (if this is an intimidating context for you, talk with me and we can work on a strategy to get you involved)
3. Complete all assignments
4. Come to class prepared

## Grading

In order to pass this course, you must:

1. Attend all classes. I allow one missed class – no questions asked – but any other absence *must* be discussed beforehand, unless extenuating circumstances exist.
2. Complete all assignments in a timely manner.
3. Complete an Education Plan and get it signed by their advisor.
4. Meet with their advisor.
5. Attend one event on campus that is approved by your instructor, and mention it to your colleagues at the beginning of the next class. LBCC is a vibrant scholarly community, and I'd like you to take advantage of some of the excellent learning opportunities these events provide. I will be posting possible events to Moodle, but feel free to suggest others to me.

## File formats

You will be creating most of your assignments in some text editor and submitting them via Moodle. I am very flexible about which file format you use. In fact, many of the assignments are quite short, so I encourage you to use them to experiment with tools that you are unfamiliar with. Here are some ideas:

- ▷ Typical word processor formats, such as those used by Microsoft Word and OpenOffice/LibreOffice

- ▷ PDF formats
- ▷ HTML, L<sup>A</sup>T<sub>E</sub>X, LyX, Docbook, or other typical markup languages
- ▷ Submit a link to a Google doc, YouTube video, blog post, or other online document you've created that meets the stated criteria

However, there are a few formats that are a total pain to open – particularly documents created using Apple's *Pages* product. Please don't submit Pages documents. If you would like to submit something in an offbeat file format not listed here, check with me first to make sure that I can access it with my tools.

## Unique features of this DG section

Like your colleagues in other sections of DG, you will be learning about campus resources and planning for a successful education here at LBCC. However, a key part of your work at LBCC will be participation in scholarly conversations. To prepare you for this responsibility, we will spend time thinking about research methodologies, documentation of sources, claims and evidence, novel concepts, and knowledge gaps. During the last part of this term, we will use these discussions to inform lasting contributions to a frequently-used knowledge base, Wikipedia.

## Nondiscrimination and non-harassment statement

Linn-Benton Community College is committed to providing an atmosphere that encourages individuals to realize their potential. We embrace diversity and inclusion of all persons. The college prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, or age in any area, activity or operation of the college. In addition, the college complies with related federal, state, and local laws (Civil Rights, Disability & Rehabilitation Acts, Veterans Acts).

## **Disability services and emergency planning statement**

Students who may need accommodations or special tools due to a disability or disabilities should contact the Office of Disability Services (ODS) at 541-917-4789 or Red Cedar Hall 101/103 or access information on the LBCC website (<http://linnbenton.edu/disability-services>.) Students who have medical information which the instructor should know, or who need special arrangements in an emergency, should notify their instructor and Public Safety (Red Cedar Hall).

## **Know your rights (and responsibilities)**

LBCC students have rights: the right to free speech, the right to assemble, the right of a free press, etc. LBCC students also have responsibilities to their community: the responsibility to participate and engage in class, the responsibility to advocate for their needs (ask for help), the responsibility to support a respectful teaching and learning environment, the responsibility to treat all persons with respect, the responsibility to be truthful and honest in all work and communications, and the responsibility to follow staff directions, local, state, and federal laws. Rights and responsibilities balance together to create the best learning environment. For example, while you have free speech in the café or courtyard, in class the instructor decides whose turn it is to talk and what the topics for conversation will be. Students are free to believe what they believe, but instructors may require students to learn and recite concepts, principles, or theories for a class even if the student does not believe those concepts. You play a role in creating a positive community at LBCC.

Please review your rights and responsibilities at this link: <http://linnbenton.edu/go/studentrights>.

If you believe a student is violating your rights, ask to be treated with respect. If that does not cure the situation, report to Associate Dean Dr. Lynne Cox, Takena 107.

If you believe a faculty member or LBCC employee is violating your rights, please report to Human Resources, Scott Rolen, CC-108.

## Schedule

All readings and assignments listed are due at the start of the relevant class period.

### **January 8: Introduction to the course and important computer systems**

#### **Due**

No assignments due

#### **Agenda**

- ▷ Introductions: names, potential majors, your motto
- ▷ Plans for the course
- ▷ Syllabus
- ▷ Email, Moodle, WebRunner
- ▷ Office software options: Office 365, LibreOffice, Google Drive, L<sup>A</sup>T<sub>E</sub>X

### **January 15: Resources for student success**

#### **Due**

- ▷ Assignment 1: Visit one of the student services sites and have a 15-30 minute conversation with somebody who works there. Share your findings in class.
- ▷ Assignment 2: Add a profile picture to your Moodle account.
- ▷ Viewing: [Tannahill, 2015]

#### **Agenda**

- ▷ Share your findings
- ▷ Take survey about your classes

## **January 22: Participating in a scholarly community**

### **Due**

- ▷ Assignment: Write at least 200 words about where you see yourself in 5 years. Include career goals or any other goals that are important to you.
- ▷ Reading: [Wellsley College Project on Social Computing, 2008]

### **Agenda**

- ▷ Library and its scholarly research tools
- ▷ Diversity Achievement Center
- ▷ Email and text etiquette / strategize for emailing your advisor
- ▷ Getting started on career skills assignment

## **January 29: Preparing for a career**

### **Due**

- ▷ Assignment: Use LBCC or OSU library resources to identify a scholarly article (preferably peer-reviewed) that discusses the skills necessary for a field of study that interests you. Read the article, and create a document that describes two of these skills, why the author(s) felt they were important, how you can develop them during your time at school. Also include a complete citation for the article you read. Upload the document to Moodle.
- ▷ Reading: [Linn-Benton Community College, 2015]
- ▷ Supplemental reading: [American Job Center Network, 2015, Bureau of Labor Statistics, 2014]

### **Agenda**

- ▷ Explore Occupational Outlook Handbook and QualityInfo
- ▷ Discuss the degrees, programs, and certificates offered by LBCC
- ▷ Talk about education plans and get started on one
- ▷ Share out any experiences you've had with student services this term

## **February 5: Critical thinking, grit**

### **Due**

- ▷ Assignment: Prepare a draft educational plan. Make an appointment with your advisor to develop it further.
- ▷ Viewing: [Duckworth, 2013]
- ▷ Reading: [Sultan, 2015]

### **Agenda**

- ▷ Special guest: Chareane Wimbley-Gouveia
- ▷ Key terms: positionality, claim, evidence, hypothesis, theory, methodology
- ▷ Talk about grit

## **February 12: Financial literacy, time management**

### **Agenda**

- ▷ Special guest: Rob Priewe
- ▷ Continue our discussion from last week
- ▷ Financial aid discussion
- ▷ Satisfactory academic progress

## **February 19: Navigating readings**

### **Due**

- ▷ Assignment 1: Go through the reading and fill out the worksheet I've provided.
- ▷ Assignment 2: Create a Wikipedia account and add a statement about your interests and areas of expertise to your User page.
- ▷ Reading: [Guillory and Wolverton, 2008]
- ▷ Supplemental reading: [Rosenberg, 2009]

### **Agenda**

- ▷ Discuss [Guillory and Wolverton, 2008].



## **February 26: Barriers to college success**

- ▷ Assignment: Identify one passage from the reading that you had a strong reaction to (either negative or positive) and one passage that you didn't understand. We will use these to kick off our class discussion.
- ▷ Reading: [Guillory and Wolverton, 2008]

### **Agenda**

- ▷ Discuss [Guillory and Wolverton, 2008].

## **March 4: Participating in scholarly conversations, part 1**

### **Due**

- ▷ Assignment: Identify a short Wikipedia article about something in your community. Find some missing information and add a comment to the talk page.
- ▷ Assignment: Complete your academic plan.
- ▷ Reading: [Ross and Salvaggio, 2014]
- ▷ Supplemental reading: [Wikipedia, 2015]

### **Agenda**

- ▷ Wikipedia
- ▷ Citations
- ▷ Primary, secondary, and tertiary sources
- ▷ Getting ready for finals

## **March 11: Participating in scholarly conversations, part 2**

### **Due**

- ▷ Assignment: Uncover a novel fact that is missing from the article you identified last week. Add your fact and a citation for a secondary source to a Wikipedia Page. Your source must be appropriate, authoritative, and accessible.

- ▷ Reading: [Salvaggio, 2014]
- ▷ Supplemental reading: [Doyle, 2015]

### **Agenda**

- ▷ Review your assignments
- ▷ What to do with feedback from your instructors
- ▷ Discussion: plans for next term

## Reading list

- [American Job Center Network, 2015] American Job Center Network (2015). Military occupational classification (MOC) crosswalk. <http://www.onetonline.org/crosswalk/>.
- [Bureau of Labor Statistics, 2014] Bureau of Labor Statistics (2014). Occupational outlook handbook. <http://www.bls.gov/ooh/>.
- [Doyle, 2015] Doyle, S. P. (2015). How to turn professors' feedback into a plan for success. <http://www.firstgenerationstudent.com/blog/turn-feedback-into-success/>.
- [Duckworth, 2013] Duckworth, A. (2013). The key to success? grit. [https://www.ted.com/talks/angela\\_lee\\_duckworth\\_the\\_key\\_to\\_success\\_grit](https://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit).
- [Guillory and Wolverton, 2008] Guillory, R. M. and Wolverton, M. (2008). It's about family: Native American student persistence in higher education. *The Journal of Higher Education*, 79(1):58–87. [http://ezproxy.libweb.linnbenton.edu:2048/login?url=http://go.galegroup.com/ps/i.do?id=GALE\delimiter"026B30DA174751958&v=2.1&u=lbcc&it=r&p=ITOF&sw=w](http://ezproxy.libweb.linnbenton.edu:2048/login?url=http://go.galegroup.com/ps/i.do?id=GALE%delimiter).
- [Linn-Benton Community College, 2015] Linn-Benton Community College (2015). Programs of study. <http://linnbenton.smartcatalogiq.com/en/2015-2016/Catalog/Programs-of-Study>.
- [Rosenberg, 2009] Rosenberg, B. (2009). How to read an academic article. <http://faculty.washington.edu/davidgs/ReadArticle.html>.
- [Ross and Salvaggio, 2014] Ross, S. and Salvaggio, E. (2014). Evaluating Wikipedia. [https://upload.wikimedia.org/wikipedia/commons/9/96/Evaluating\\_Wikipedia\\_brochure\\_%28Wiki\\_Education\\_Foundation%29.pdf](https://upload.wikimedia.org/wikipedia/commons/9/96/Evaluating_Wikipedia_brochure_%28Wiki_Education_Foundation%29.pdf).
- [Salvaggio, 2014] Salvaggio, E. (2014). Using talk pages. [https://upload.wikimedia.org/wikipedia/commons/c/c9/Using\\_talk\\_pages.pdf](https://upload.wikimedia.org/wikipedia/commons/c/c9/Using_talk_pages.pdf).
- [Sultan, 2015] Sultan, A. (2015). The limitations of teaching *Grit* in the classroom. *The Atlantic*. <http://www.theatlantic.com/education/archive/2015/12/when-grit-isnt-enough/418269/>.
- [Tannahill, 2015] Tannahill, P. (2015). Moodle student orientation video. <http://elearning.linnbenton.edu/mod/page/view.php?id=103290>.

- [Wellesley College Project on Social Computing, 2008] Wellesley College Project on Social Computing (2008). How to e-mail your professor. <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>.
- [Wikipedia, 2015] Wikipedia (2015). Training for students. <https://en.wikipedia.org/wiki/Wikipedia:STUDENT>.