HD120: Destination Graduation*

Jane Sandberg†

August 15, 2015

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something   Somebody

Office hours

Mondays

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

Thursdays

4:30-5:30pm in the Benton Center Learning Annex

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.

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*3:30-4:20p Thursdays in BC-105

†You can email me at sandbej at linnbenton dot edu, call me at (541) 917 4655, or stop by my office hours.

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

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

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).

Grading

In order to pass DG a student must:

1. Attend a minimum of 70% of all classes. Attendance is strongly suggested for all classes.
2. Complete of a minimum of 70% of the specified assignments.
3. Complete an Education Plan and get it signed by their advisor.
4. Meet with their advisor.

Extra credit

Your instructor will provide information about these opportunities in class and on Moodle.

Attendance

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 caf 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.

Introduction to the course and important computer systems

Due

No assignments due

Agenda

 ▷ Syllabus
 ▷ Introductions: names, potential majors, interesting things about you
 ▷ Email
 ▷ WebRunner
 ▷ Moodle
 ▷ DegreeRunner
 ▷ Scheduler

Participating in a scholarly community

Due

 ▷ Assignment: Watch the assigned video *Why OER?* Then write a response of at least 200 words and submit it via Moodle.
 ▷ Viewing: [Tacoma Community College, 2015]
 ▷ Reading: [Wellsley College Project on Social Computing, 2008]
 ▷ Supplemental reading: [Lathrop, 2015]

Agenda

 ▷ Learning Center/Annex
 ▷ Library
 ▷ Center for Accessibility Resources
 ▷ Veteran's Affairs
 ▷ Diversity Achievement Center
 ▷ Student Leadership Council
 ▷ Email and text etiquette
 ▷ How to make the most of group assignments
 ▷ A campus conversation: Open Educational Resources

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 offers three of these skills, why the author(s) felt they were important, how you can develop them during your time at school, and a complete citation for the article you read. Upload the document to Moodle.

▷ Reading: [Bureau of Labor Statistics, 2014]

▷ Supplemental reading:

Agenda

▷ Talk about education plans.

Career choices, interdisciplinary thinking

Due

▷ Assignment: Prepare a draft educational plan. Make an appointment with your advisor to develop it further.

▷ Reading: [Linn-Benton Community College, 2015]

▷ Supplemental reading: [Austin, 2011]

Agenda

▷ Watch [Mthunzi, 2015] and discuss its relevance to various fields

▷ Discuss the degrees, programs, and certificates offered by LBCC

▷ Get into AdvisorTrac

▷ Spend time exploring Occupational Outlook Handbook

Financial literacy

Due

▷ Assignment: Choose a chapter from [Riggs, 2008]. Read the chapter, write a response of at least 200 words, and upload it to Moodle.

- ▷ Reading: [FINRA Investor Education Foundation, 2012]
- ▷ Supplemental reading: [National Endowment for Financial Education,]

Agenda

- ▷ Financial aid discussion
- ▷

Setting goals, managing your time, the research process

Due

- ▷ Assignment: Use the Research Project Calculator to create a plan for an assignment in one of your other classes. Print out a copy for yourself, and take a screenshot and upload that to Moodle. Also, let Jane know what you think of it – is it something that LBCC should implement?
- ▷ Viewing: [Baird, 2011]
- ▷ Supplemental viewing: [Klaudinyi, 2009]

Agenda

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Advising

Due

- ▷ Assignment:
- ▷ Reading:
- ▷ Supplemental reading:

Agenda

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Barriers to college success

Due

> ▷ 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]
> ▷ Supplemental reading: [Rosenberg, 2009]

Agenda

> ▷ Discuss [Guillory and Wolverton, 2008].

Critical thinking, evaluating what you read

Due

> ▷ Assignment: Find an article according to the criteria given in Moodle. Use the criteria listed in [Driscoll and Brizee, 2013], then fill out the Moodle worksheet about your article.
> ▷ Reading: [Driscoll and Brizee, 2013]
> ▷ Supplemental reading:

Agenda

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Participating in scholarly conversations

Due

> ▷ Assignment: Uncover a novel fact about something in your community. Upload a document with your fact and a citation you feel is appropriate, authoritative, and accessible. Your instructor will evaluate your submission and may add it to Wikipedia.
> ▷ Reading: A Wikipedia article on something in the local community
> ▷ Supplemental reading: [Doyle, 2015]

Agenda

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

Reading list

[Austin, 2011] Austin, M. W. (2011). The value of general education. *Psychology Today Blog.* `https://www.psychologytoday.com/blog/ethics-everyone/201104/the-value-general-education`.

[Baird, 2011] Baird, M. (2011). Deciphering your assignment. `http://www.clipinfolit.org/tutorials/deciphering-your-assignment`.

[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/`.

[Driscoll and Brizee, 2013] Driscoll, D. L. and Brizee, A. (2013). Evaluation during reading. *Purdue Online Writing Lab.* `https://owl.english.purdue.edu/owl/resource/553/03/`.

[FINRA Investor Education Foundation, 2012] FINRA Investor Education Foundation (2012). Oregon survey data at a glance. `http://www.usfinancialcapability.org/results.php?region=OR`.

[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`.

[Klaudinyi, 2009] Klaudinyi, J. (2009). Incorporating sources into your paper. `http://www.clipinfolit.org/tutorials/incorporating-sources-into-your-paper`.

[Lathrop, 2015] Lathrop, S. (2015). Initiative seeks to lower LBCC student costs. *Albany Democrat-Herald.* `http://democratherald.com/news/local/initiative-seeks-to-lower-lbcc-student-costs/article_5e6670c7-f81b-5728-8f2a-9dedaf46557d.html`.

[Linn-Benton Community College, 2015] Linn-Benton Community College (2015). Programs of study. `http://linnbenton.smartcatalogiq.com/en/2015-2016/Catalog/Programs-of-Study`.

[Mthunzi, 2015] Mthunzi, P. (2015). Could we cure hiv with lasers? `http://www.ted.com/talks/patience_mthunzi_could_we_cure_hiv_with_lasers`.

[National Endowment for Financial Education,] National Endowment for Financial Education. 40 money management tips every college student should know. `http://www.smartaboutmoney.org/Portals/0/ResourceCenter/40MoneyManagementTips.pdf`.

[Riggs, 2008] Riggs, T., editor (2008). *Everyday Finance: Economics, Personal Money Management, and Entrepreneurship*. Gale, Detroit. `http://go.galegroup.com.ezproxy.libweb.linnbenton.edu:2048/ps/i.do?id=GALE|1RCM&v=2.1&u=oregongeo&it=aboutBook&p=GVRL&sw=w`.

[Rosenberg, 2009] Rosenberg, B. (2009). How to read an academic article. `http://faculty.washington.edu/davidgs/ReadArticle.html`.

[Tacoma Community College, 2015] Tacoma Community College (2015). Why OER? `http://link.videoplatform.limelight.com/media/?mediaId=213add14d2434c4fbccbb30b6445c744&width=720&height=457`.

[Wellsley College Project on Social Computing, 2008] Wellsley College Project on Social Computing (2008). How to e-mail your professor. `http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html`.