
INSTRUCTORS' MASTER SYLLABUS:

Complete/expand information. Delete instructions highlighted in yellow.

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COURSE INFORMATION

Course Title: Advanced Academic Achievement

Course Prefix, Number & Section: AAA109- **Add section**

Credits: 3

Course Description: Examines theories and practices associated with successful learning to enhance college success. Areas of study include education and career planning, effective communication, personal management, critical and creative thinking, development of community and awareness of diversity, leadership, and techniques for successful academic performance. Recommended for new and returning students.

Prerequisite(s)/Co-requisites: None

Semester and Year: Fall 2013

Meeting Location, Times and Days: **Add**

Start Date: **Add**

REQUIRED Check CCDConnect, Student Tab to be certain the start and end dates are correct!

End Date: **Add**

REQUIRED

Last date to drop with a refund: 09/05/2013

Last date to withdraw: 11/17/2013

REQUIRED - Faculty need to open each class in CCD Connect--Faculty tab to determine the Part of Term for the class. Faculty should then cross reference their POT list for the Drop and Withdrawal dates. This list can be found on the intranet: <http://insideccd/content/917> or from their centers.

INSTRUCTOR INFORMATION

REQUIRED

Name:

Voicemail:

Fax:

e-mail:

Office Location:

Office Hours:

REQUIRED COURSE MATERIALS

TEXT: Articles and videos in D2L

MATERIALS: Three ring binder, Notebook or paper, writing utensils, including pen, pencil, and eraser

RECOMMENDED: Highlighters, post-it notes, college dictionary, 3 X 5 note cards

COURSE OUTCOMES/COMPETENCIES

- I. Create educational and career plans
- II. Communicate effectively
- III. Demonstrate enhanced personal management
- IV. Integrate critical and creative thinking in all activities
- V. Demonstrate an awareness of community and diversity
- VI. Demonstrate leadership qualities
- VII. Enhance personal strategies for improved academic proficiency

TOPICAL OUTLINE

- I. Education/Career planning
 - a. Personal, educational and career goals
 - b. Purposeful action to attain goals
 - c. Academic plan completion
 - d. Career planning resources
- II. Effective communication
 - a. Oral strategies
 - b. Written strategies
 - c. Interpersonal strategies
 - d. Intrapersonal strategies
- III. Personal resource management
 - a. Time management
 - b. Materials organization
 - c. Personal/campus/community resources
 - d. Learning styles
 - e. Wellness
- IV. Critical/creative thinking integration
 - a. Multiple creative and critical thinking strategies
 - b. Problem-solving/decision-making strategies
 - c. Metacognitive awareness
- V. Community and diversity
 - a. Acknowledgement of diversity
 - b. Supportive relationships

- c. College mission, vision and values
- d. Community/service learning participation
- VI. Leadership development
 - a. Investigation/development of personal code of ethics
 - b. Personal interaction styles
 - c. Cooperative learning
 - d. Personal choices
 - e. Group dynamics
- VII. Academic proficiency strategies
 - a. Analysis/evaluation of multiple learning strategies
 - b. Evaluation/application of technology
 - c. Exploration of academic topics

CCD INSTITUTIONAL OUTCOMES ADDRESSED IN THIS COURSE

Outcome Objectives	Application in this Course
Critical Thinker	Students will become proficient in complex thinking by evaluating available tools and strategies to achieve academic success
Effective use of technology	Students will attain proficiency in effective and ethic use of technology by completing D2L assignments and discriminating Internet resources within CCD Academic Integrity Standards
Effective communicator	Student will achieve proficiency at communicating effectively by participating in meaningful interactions with classmates and the instructor.

CCD POLICIES AND PROCEDURES

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY

Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is at this web site: <http://www.ccd.edu/ccd.nsf/html/CCD+Student+Code+of+Conduct>

AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT OF 2008 (ADAAA)

All students who identify themselves to faculty as having a disability or suspect that they have a disability are encouraged to contact the Accessibility Center (AC). The AC office is located in room 121, Confluence Building. Faculty is not obligated to provide accommodations without proper notification from the AC Office. Students may also contact AC staff by telephone to make an intake appointment at (303) 556-3300 or by email at ccd.access@ccd.edu. More information is available at www.ccd.edu/accessibilitycenter.

GRADE OF INCOMPLETE

Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. The instructor's decision to authorize or not authorize an incomplete grade is final. The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

COURSE POLICIES AND PROCEDURES

Policy	Explanation															
Attendance	Your attendance is critical to how well you learn the content of this course. This course relies heavily on online reading and writing and group discussions. It is strongly recommended that students who wish to be successful in this course log on 3 times weekly. If special circumstances arise regarding attendance, it is the student's responsibility to immediately contact the instructor. If possible, it is always best to notify an instructor before an absence.															
Grading Scale	The grading scale used is: <table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">A</td> <td style="width: 30%;">90-100%</td> <td style="width: 60%;">Superior mastery or achievement.</td> </tr> <tr> <td>B</td> <td>80-89%</td> <td>Better than average mastery or achievement.</td> </tr> <tr> <td>C</td> <td>70-79%</td> <td>Acceptable mastery or achievement.</td> </tr> <tr> <td>D</td> <td>60-69%</td> <td>Less than acceptable mastery or achievement.</td> </tr> <tr> <td>F</td> <td>Below 60%</td> <td>Fails to demonstrate achievement of course objectives.</td> </tr> </table>	A	90-100%	Superior mastery or achievement.	B	80-89%	Better than average mastery or achievement.	C	70-79%	Acceptable mastery or achievement.	D	60-69%	Less than acceptable mastery or achievement.	F	Below 60%	Fails to demonstrate achievement of course objectives.
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F	Below 60%	Fails to demonstrate achievement of course objectives.														
Assignment Weight	<ul style="list-style-type: none"> • Class Discussions – 400 points • Games – 400 points • Assignments and Quizzes – 300 points • Final Presentation - 100 points 															
Exam Makeup	Late work is not accepted															
Late Work	Late work is not accepted															
Cheating/Plagiarism	Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. DO NOT PLAGIARIZE. Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. No credit will be given for plagiarized papers.															

OTHER INFORMATION

Course Structure

This course is organized in weekly learning modules. The weeks begin at **6:00 am Tuesday morning and end at midnight on Monday night**. This weekly structure may not be consistent with other online courses you have taken, or are currently taking, so please be sure to note this schedule so you can plan accordingly.

Required online activities are described in the Weekly Agendas, which are accessible in the Course Content area of the course. Each weekly learning module includes the following:

- Online Lecture via podcast or video
- Articles to supplement lecture via links or downloadable PDFs
- Online Discussion
- Online preparation activity to support game and in-class interaction
- Game
- A Rubric for each assignment will be listed with the assignment. See the how-to section for that level for details on finding the rubric for each assignment.

Online Discussions

Weekly discussions can be found under Discussions on the top tool bar in the course. For some discussions you will be in groups. Click on the Discussions link in the learning module to see the instructions.

Expectations

- Each week you will be required to discuss a particular topic and then respond to a minimum of two peers postings.
- Original Post: You must submit your original post in response to questions by no later than midnight **Friday night**.
- Response Posts: Submit your response posts by midnight **Monday night**.

Activities

These activities support the textbook topics and allow you to interact more with the topics.

Career Exploration and Development Paper

Every student will write a paper about the career of his/her choice. You will first complete a draft, receive comments from peers and your instructor, and then complete a final draft of the paper based on the feedback you receive. The paper will cover your career exploration as well as how you plan to develop yourself for your career.

Community Enrichment

You will be required to volunteer 4 hrs. total for this semester. You may choose to volunteer anywhere that benefits your community.

Before volunteering, you need to submit your volunteer activity proposal explaining what you plan to do and how it will benefit your community. Ideally this is an activity that you will be able to add to your resume.

The essay for the volunteer activity is due at the end of the course and the goal of the essay is to explain the benefits of volunteering in your community and promoting volunteer activities.

Presentations

Each student will virtually present their final paper through [VoiceThread](#). Peers will be able to make comments and ask questions. Students will be given the opportunity to do a practice presentation to prepare for the final presentation.

- Practice Presentation
- Final Presentation

Games

Each week you will be challenged with a game based on the materials for that week and, potentially, prior weeks.

- Level 1 - Scavenger Hunt
- Level 2 - Explore Your World
- Level 3 - Show and Tell
- Level 4 - Poster Contest
- Level 5 - Schedule It!
- Level 6 - Mind Map It!
- Level 7 - Make a Draft
- Level 8 - Get ready to present
- Level 9 - Practice Interview
- Level 10 - Be a volunteer

Learning Online

Learning online is both a great educational opportunity and challenge. Although you have more flexibility to schedule your course time around your needs with a hybrid course, you also must take a greater responsibility for managing your time and getting work done. You will find that not having a class as often means you have to do more written work.

We meet once a week, but assignments are due throughout the week. If you participate during the week and prepare for class, then you will be successful when we have class.

This course is structured with a mix of reading and online participation coupled with peer feedback and graded assignments. The best way to succeed in this environment is to do the weekly work to avoid falling behind. The average student can anticipate two hours of preparation for every credit hour of class. I suggest you schedule at least 12 hours of time in your week to handle the course work. This equates to roughly 3 hours of "in-class" time, 2 hours of preparation time, and 7 hours of homework.

Students who fall behind will find it difficult to catch up. The best approach is to schedule the time and keep up with the work. Since each assignment in this course builds on the previous assignment, falling behind is extremely detrimental. With that said, all assignments throughout the semester are inserted into the final project, so you will mostly avoid the end-of-term crunch.

Participation

In order to receive full discussion points, you need to post your initial comment by Thursday at midnight and respond to classmates by Monday at midnight. In order to receive full points for papers and assignments, you need to turn them into the dropbox by midnight Monday.

Attendance

You are required to do all the homework in the course, but will receive full attendance points as soon as you participate in the course at least once each week. You "attend" online by at least turning in a paper/assignment, blogging, or participating in the discussion in the course each week.

Student Expectations

1. **Read the assignments and be prepared** to participate in class. Without your participation, the class becomes lifeless; I consider your participation extremely important. Class participation will work to improve or lower your grade. Class participation is included with each class period.
2. **There will be no make-ups for assignments; please complete assignments timely.** If you find yourself in an unusually difficult life situation and need more time to turn in your work, please first contact me so we can discuss the options.
3. **Remember that all homework should be completed as assigned.** All homework assignments are to help you practice concepts and strategies we will be discussing in our class; they should not be viewed as busy work, but rather these assignments should help you become more proficient at studying.
4. **Check your grades weekly.** Please email me if there are any questions.

Contacting me

(The general rule requires an instructor to reply to students' emails and grade submitted work within 48 hours. I realize how important it is for you to receive the answers to your questions as soon as possible, therefore, I will do my best to get back to you and return your work within maximum 24 hours (in case of emails, it will be probably a matter of a few hours since I check my email frequently) on weekdays.

However, I reserve weekends for my family and please, if you have an important question, contact me early during the week).

Email is the best way to get a hold of me and you can email me at my campus email address listed at the top of the syllabus. As a general policy, I respond to emails within 36 hours; typically, though, I respond to emails within several hours. I also sign in to Skype, if you prefer to chat with me there. My id is listed at the top of the syllabus.

Because this is a hybrid course, it is up to each student to be sure to address questions, comments and concerns to me in a timely manner. Likewise, I will work to quickly answer your questions and ensure you have the information you need to be successful in this course! Students are responsible for keeping all contact information current with the university. Remember, it is university policy that you use your university provided email address for all university communication.

Classroom Etiquette

Our classroom environment is one where instructor and students respect all ideas and opinions and encourage one another to take risks as learners. It is important that we participate as mature, intelligent, and responsible adults in all class discussions. Although we will not always share one another's beliefs, values, and opinions, we should carefully attend to each other's ideas in a courteous and engaged manner.

Inappropriate behavior (as described in the CCD Student Handbook under the Code of Conduct section) in the classroom shall result in a request to leave class.

Netiquette

Because this is a hybrid class, interactions can be in written form. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online. The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown with the growth of the Internet to help users act responsibly when they access or transmit information online. As a CCD student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

- Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.
- Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING! Use boldface and italics sparingly, as they can denote sarcasm.
- Always practice good grammar, punctuation and composition. This shows that you've taken the time to write your response and that you respect your classmates' work.
- Keep in mind that threaded discussions are meant to be constructive exchanges.

Center for Educational Advancement
Auraria Campus, Confluence, 301
Phone: 303-556-8455
FAX: 303-556-4563



CALENDAR/ASSIGNMENTS

We can add these when they are finalized