

I. COURSE INFORMATION

Course Title:	Advanced Academic Achievement		
Course Prefix, Number & Section:	AAA109-70D		
Credits:	3 credits		
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.		
Semester and Year:	Fall 2013		
Meeting Location, Times and Days:	Online in D2L		
Start Date:	9/09/2013	End Date:	12/9/2013
Census Date:	09/23/2013	Withdraw Date:	11/21/2013

II. INSTRUCTOR INFORMATION

Name:	Naomi Wahls
e-mail:	Naomi.wahls@ccd.edu
Office Location:	Virtually through D2L chat and Skype I will be available on September 19 th , October 31 st , and November 7 th at CONFLUENCE 301. I may be available other times and I will announce those through D2L under "News" on the course homepage.
Office Hours:	Thursdays 3:30-4:30

III. 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

IV. 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

V. 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

VI. 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.

VII. 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 Amendment Act of 2008 (ADAAA)	ADAAA (Americans with Disabilities Act Amendments Act of 2008): 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). Students may contact AC staff by telephone to make an intake appointment at (303) 556-3300 or by email at ccd.access@ccd.edu . Special considerations and accommodations begin on the day/date the instructor receives your official documentation from your accessibility specialist and is not retroactive. 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).

VIII. COURSE POLICIES AND PROCEDURES

Policy	Explanation															
Attendance	<p>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.</p> <p>If possible, it is always best to notify an instructor before you are unable to virtually attend that week. Online attendance is counted when you turn in at least 1 assignment or participate in the discussion for that week.</p> <p>You will receive 25 extra points for perfect attendance (where you participate every week online).</p>															
Grading Scale	<p>The grading scale used is:</p> <table border="0"> <tr> <td>A</td> <td>90-100%</td> <td>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> <p>Students are solely responsible for their progress and grades, which includes tracking progress and grades throughout the semester via D2L. Questions regarding individual progress must be done outside of class time. All assigned exercises and all questions within assigned exercises must be completed by the due date to receive credit. You must submit all homework prior to an absence to receive credit unless you provide documentation for extenuating circumstances.</p>	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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Assignment Weight	<ul style="list-style-type: none"> • Class participation – 750 points • Preparedness and attendance – 100 points • Level activities – 900 points • Volunteer Experience – 130 points • Online discussions – 40 points 															

Policy	Explanation
Makeup Work	<p>Quizzes, tests, and exams cannot be made up. Students who miss quizzes, tests, and exams will receive 0 points for the missed activity. Extenuating circumstances sometimes occur over which the student has no control. <u>Illnesses, family deaths, court appearances, etc. may be excused with justification submitted with verifiable documentation prior to the day of the test.</u></p> <p><i>See Section IX: Other Information regarding extenuating circumstances and acceptable documentation.</i></p>
Late Work	<p>See course weekly assignments and dates for when assignments are due.</p> <p>Late work is not accepted. (Pay close attention to the assignment due dates.)</p>
Cheating/Plagiarism	<p>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.</p>

IX. OTHER INFORMATION

Course Structure

This course is organized in weekly learning modules. The weeks begin at 12:00 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 (at specific weeks)
- Online preparation activity to support game and in-class interaction
- Game
- A Rubric for each assignment will be listed with the assignment. See the assignment description for the rubrics.

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 on **Friday** for discussions.
- Response Posts: Submit your response posts by midnight on **Monday**.

Activities

These activities support the topics covered and allow you to interact more with the concepts taught in class.

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 a total of 2 hrs. during the semester. You may choose to volunteer anywhere that benefits your community. Please, be aware that some institutions might require you to volunteer for longer.

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.

WHAT TYPE OF PROJECT CAN I SELECT?

You may complete this extra credit activity by volunteering 2 hrs. total for this semester and writing an essay about your experience. By definition this means that you will not be paid for your time. You may choose to volunteer anywhere that benefits your community.

Some examples of community volunteering might be assisting at a shelter, animal shelter, red cross, good will, park services, community gardening, nursing homes, hospitals, crisis centers, boy/cub scout groups, big brother/big sister, etc.

Political and religious volunteering does not count unless it is unbiased and the activity involves a volunteer service as listed in the examples above. One example of acceptable religious or political

volunteering would be a clothing or shoe drive, such as soles4souls.

COMMUNITY VOLUNTEER PROJECT PROPOSAL

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

You will need to include responses to the following questions:

1. What is your community volunteer project?
2. How does your project benefit the community?
3. When do you plan to volunteer?
4. Who will supervisor or oversee your work as a volunteer?

ABOUT THE ESSAY

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 using one of the tools described in class. 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 an online course, you also must take a greater responsibility for managing your time and getting work done. You will find that not having a physical class means you have to do more written work.

Assignments are due throughout the week. If you participate during the week and prepare for class, then you will be successful.

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 "virtual 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

Class participation is evaluated each week and is valued at 50 points. You must participate during the week to receive participation credit – unexcused virtual attendance will result in a loss of all 50 participation points for the missed week. Disruptive behaviors such as, but not limited to posting inappropriate images will not be tolerated.

Note: Disruptive behaviors are regarded as unacceptable classroom conduct and may result in disciplinary action under the Student Code of Conduct up to and including suspension or dismissal from the college.

Student Expectations

1. **Read the assignments and be prepared** to participate in throughout the week. Without your participation, the course becomes lifeless; I consider your participation extremely important. Participation will work to improve or lower your grade. Participation is included with each week.
2. **There will be no make-ups for assignments; please complete assignments timely.** If you find yourself in an unusually difficult 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

Email is the best way to get a hold of me. You can email me at my campus email address listed at the top of the syllabus.

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 within 48 hours.

Because this is an online course, it is up to each student to be sure to address questions, comments and concerns 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 will result in a request to leave class.

Netiquette

Because this is an online class, interactions are mostly 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.

Extenuating Circumstances and Acceptable Documentation for Absences and Late Work

Under certain extenuating circumstances, I reserve the right to consider allowing students to submit late work or make **temporary, short-term** adjustments to course requirements to accommodate a student's unusual or exceptional needs. **Students must supply proof (acceptable documentation) of the extenuating circumstances before consideration and/or grade adjustments are made.**

Extenuating circumstances include the following and require acceptable documentation:

1. Urgent medical situations, hospitalization, or doctor-ordered bed-rest during the time period in question that prevents attendance (applies only to attendance/participation, not assignments).
2. Urgent hospitalization or doctor-ordered bed-rest during the time period in question of a spouse, child, legally recognized "significant other," parent, or sibling for whom the student must provide ongoing care due to circumstances arising **after** the beginning of the semester (applies only to attendance/participation, not assignments).
3. The death of a spouse, significant other, child, sibling, parent, or grandparent during the time period in question.
4. Documented ADA status submitted to and signed by the instructor.
5. Required jury duty (applies to attendance/participation only – assignments must still be turned in by the due dates listed in the syllabus).
6. Required court appearances (applies to attendance/participation only – assignments must still be turned in by the due dates listed in the syllabus).
7. Significant local or national disasters, both natural and manmade, terrorist actions, or resulting governmental orders or restrictions.
8. Requirements of active military personnel, National Guard Training, or in the case of a significant natural or manmade disaster or terrorist action, the temporary activities of police, fire or other emergency services personnel.

Extenuating circumstances specifically do NOT include the following:

1. Transportation problems.
2. Issues relating to dependent care.
3. College course load/overload.
4. Changes in work or employment status and/or schedules.
5. Weather problems.
6. Computer, internet, and/or software problems.
7. Learning/behavioral disabilities not documented through the Accessibility Center.
8. Pre-existing medical conditions except as documented through the Accessibility Center.
9. Most medical, legal, and/or personal situations not covered in the lists above.

Acceptable documentation for extenuating circumstances includes the following and must contain your name, the date/s involved, and, if necessary, familial relationship:

1. Doctor's orders/notes and/or hospital records.
2. For students with disabilities, documentation includes signed notification from your accessibility specialist at the Accessibility Center.
3. For deaths in the family (spouse, significant other, child, sibling, parent, or grandparent), documentation may include a death notice, obituary, or service bulletin that lists family members/relationships.

4. Travel tickets/vouchers for family emergencies/death when travel is required.
5. Proof of jury duty or court appearances from the court clerk (applies only to attendance/participation, not assignments).

COURSE CALENDAR

Please, remember that items in the calendar can change.

GAME RULES

Week of: 9/9

- Introductions
- Syllabus
- Concept of Game
- D2L Introduction
- Course Tour

LEVEL 1: LEARN D2L AND CAMPUS RESOURCES

Week of: 9/16

- Plagiarism
- Campus Resources

LEVEL 2: EXPLORE CAREER OPTIONS

Week of: 9/16

- Discover your Lifestyle
- Find your career interests
- Explore Career Options

LEVEL 3: SET YOUR GOALS AND FIND YOUR MOTIVATION

Week of: 9/23

- Discover your motivation
- Set your goals
- Tell your story

LEVEL 4: PLAN YOUR EDUCATION & PIT STOP

Week of: 9/30

- Meet With Your Advisor

- Plan Your Next Semester
- Design an Education Plan Poster

LEVEL 5: MANAGE YOUR TIME

Week of: 10/07

- Time Management

LEVEL 6: STUDY MORE EFFECTIVELY

Week of: 10/14

- Test Taking
- Note Taking
- Studying

LEVEL 7: RESEARCH, PRACTICE PRESENTING, & DRAFT WRITING

Week of: 10/21

- Research Steps
- Practice Presenting
- Write a Draft

LEVEL 8: PRESENT AND WRITE YOUR FINAL DRAFTS

Week of: 10/28

- Final Presentation
- Write Your Final Draft

LEVEL 9: DEVELOP YOURSELF IN YOUR CAREER

Week of: 11/04

- Update your resume
- Find a job

HAPPY THANKSGIVING!

Week of: 11/18

LEVEL 10: DISCOVER YOUR PERSONAL GROWTH

Week of: 11/25

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



- Healthy Choices
- Relationships
- Diversity
- Community Involvement / Enrichment

COURSE WRAP UP

PRESENTATIONS

Week of: 12/02

- Feedback on course
- Presentations