

# **IDST 199: University Learning**

Fall 2022 2<sup>nd</sup> Biterm Course, October 17-December 8

## **Instructor**

Wren Mills, Ph.D.

[My Pronouns](#): she/her/hers

## **Email**

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## **Phone/Voice Mail**

270-745-3169

## **Office Hours**

GRH 2015: Tu./Th., 9:00-11:00am, 2:15-3:15pm: Fri. 9:00am-1:00pm; other times by appt.

I am generally on campus during my office hours, but it is best to make sure I don't have another appointment if you want to stop by. I can also set up a Zoom session to talk. In general, ***email is the best way to contact me***. I always have my email open when I am at my desk during the week, and I check it at least in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during the week), whereas with a voicemail, you will have to wait until I am in my office. If I will be out of town or have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. ***I am happy to help you, so don't be afraid to ask.***

## **Blackboard Help/WKU IT Help Desk**

270-745-7000

## **Make Sure You Know How to Use Blackboard**

### **Bb Student User Training**

If you have not used Blackboard a lot, or if this is your first class that uses Blackboard, I *highly* recommend completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the TOOLS link on the right-side navigation. Look for ITS Blackboard Student User Training. This is not required, but it could be very helpful for you and important for your success!

### **WKU Student Resource Portal: Tools for Online Learners**

You may also want to visit the [WKU Student Resource Portal](https://www.wku.edu/online/srp/): <https://www.wku.edu/online/srp/>

## **Required Texts**

All readings are provided to you in our course on Blackboard.

## **Other Items Needed**

- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- [Adobe Reader](#) – to read PDF files
- Office 365—you have access through the [Microsoft Student Advantage program](#)
- I recommend Firefox or Chrome as the Internet browser you use.

## **Prerequisites**

None.

## **Course Overview**

For students to successfully navigate the rigors of college-level work, they must be proficient in their ability to read, write, listen, and speak. This class provides students with the knowledge and skill sets necessary to handle the workload they will encounter at WKU. This course fosters new and positive academic and behavioral habits while rectifying the ineffective and inefficient practices often espoused by students new to the college landscape. This is the primary focus of the course with particular emphasis on these changes as they relate to reading.

## **Course Description**

IDST 199 will refine students' skills in critical thinking, reading, study skills, and information literacy. Students will explore majors and careers, personal development, and campus resources. All students who have demonstrated a college readiness need in reading must pass IDST 199 to satisfy the college readiness requirement.

## **Course Objectives**

1. Read college-level text for sense and meaning.
2. Gather sound and relevant evidence to analyze issues.
3. Analyze/synthesize evidence to articulate an argument.
4. Implement evidence-based approaches to learning.
5. Investigate majors of study and careers, culminating in a roadmap to graduation.
6. Develop and refine personal development integral to achieving academic and career goals.

## **Course Policies**

### **WKU Syllabus Statements on Covid-19 Diagnosis or Contact**

All students are strongly encouraged to [get the COVID-19 vaccine](#). In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please [refer to the Healthy on the Hill website](#) for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

## **Attendance Policy**

Attendance is monitored in this online course. **It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment once you complete any work.**

Those who do not complete any of the Lesson 0 or 1 work by **October 19** will be dropped from the course.

## **Diversity, Equity, Inclusion and General Civility Statement**

We talk a lot in leadership courses (my home program) about how everything we do goes back to our personal values and that we feel and perform our best when we live a life aligned with them. While I could not have named the value of “inclusiveness” as such when I was younger, I have come to realize that this, alongside diversity is what I value highly in my classrooms, whether they be in-person or online. I love learning about others’ values because of this—it helps us to find commonalities when some of our personal beliefs may not align. Good leaders know more about the people around them than what tasks they are assigned to do, and I hope to demonstrate this and equity through my course design, my teaching, and the feedback I provide on your work.

Every student in this class is a valued and equal member of our learning community, regardless of socio-economic background, sex, gender identity, sexual orientation, race, ethnicity, political or religious affiliation (or lack thereof), physical or mental ability, or any identity category. The voice of every person in this course is important, and I hope hearing others’ thoughts and experiences is important to you, too. I want everyone to feel comfortable sharing their ideas freely and giving feedback to others with good intention. (If this means using emojis in discussions to help convey a sentiment that online text does not, or giving a framing/context statement of your intent before sharing your ideas, please do these things!) I recognize that it is not likely that we will always agree, but we can disagree and still be mindful and respectful of others’ points of view and personhood. We are all part of a learning community in this course and at this university, and I want to promote a space—real or virtual—where everyone is comfortable. This is a tall order, I know, but as I teach in my leadership courses, we all need a vision to work to achieve!

With these ideas in mind, if someone chooses to use hateful, bigoted, or inappropriate language (e.g., racist, misogynist, homo- or transphobic, discrimination against religious preferences), I will report that person to the Office of Student Conduct for further action. If the infringement happens in a virtual learning space where points are to be assigned, 0 points will be awarded for assignments where such a breach occurs. Repeated violations of the ideas expressed in this statement may result in permanent removal from the course.

## **Inclement Weather Policy**

Should WKU close campus for weather-related reasons, this course will proceed as scheduled via Blackboard unless we are told online classes must cease. If a weather event causes significant and extended power or internet outages that could delay our progress together, a new schedule may be announced and posted.

## **Student Email and Blackboard Announcements**

All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note that Blackboard automatically emails all announcements!)

## **Grading**

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?"

Submitted work can be expected to be graded and returned with 5-7 days of its due date.

The letter grades for the course: 1000-895 points = A, 894-795 points = B, 794-695 = C, 694-595 = D, and less than 594 = F.

## **Course Activities and Your Grade**

Satisfactory completion of the learning objectives will be measured as follows:

|  |                        |
|--|------------------------|
| • Syllabus Scavenger Hunt                    | 10 points extra credit |
| • Evidence Guides (5x50)                     | 250 points             |
| • Discussions (3 x 35)                       | 105 points             |
| • Reading Quizzes (4x10)                     | 40 points              |
| • Introductions                              | 25 points              |
| • Time Management Assignment                 | 50 points              |
| • Career & Academic Planning Project         | 100 points             |
| • Personal Finance Assignment                | 50 points              |
| • Library Modules/Quiz completion            | 55 points              |
| • Evidence & Argument Research Question      | 25 points              |
| • APA Quiz                                   | 25 points              |
| • IU Plagiarism Tutorial                     | 25 points              |
| • Evidence & Argument Annotated Bibliography | 50 points              |
| • Anti-Harassment Reflection Paper           | 50 points              |
| • Evidence & Argument Paragraph              | 100 points             |
| • Professionalism                            | 50 points              |

**Total: 1000 points**

## **A Word about Due Dates of Assignments**

All official due dates are listed on the schedule at the end of this syllabus. If Sunday night deadlines present a true hardship for you, please get in touch—we can arrange an alternative deadline for your work that works for us both.

## **Late Work**

While I know you'll do your best to submit all of your work on time... sometimes life happens. If you are not able to submit work on time, please let me know this as soon as possible so that we can make a plan for you to submit up to one week late. If I do not hear from you, then the late penalties below apply.

***Work not submitted by the deadline will have a 1-week grace period. After that, you will receive a 10% penalty on the grade earned. Note: work not submitted by the deadline will receive a 0 in My Grades, but if submitted WILL be graded. However, no work will be accepted beyond the last date listed for Lesson 7.***

## **Work Formatting and Submission**

All work is to be typed and formatted according to *APA Publication Manual*, 7<sup>th</sup> edition. In general, this is 1" margins on all sides, double spaced. As per the APA 7th edition manual, the following fonts are acceptable (each demonstrated here): Calibri, 11-point; Arial, 11-point, 10-point; Lucida Sans Unicode, 10 point; Times New Roman, 12-point; or Georgia, 11-point.

Submitting work in the wrong format will result in deductions. Work will be submitted in the space provided for it on Blackboard, submitted as attachments in Word (.docx) file format.

Emailed assignments will not be accepted unless I specifically ask you to submit that way.

### **Corrupted Files**

A word about "corrupted files": these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper you submitted to make sure it is still able to be opened. If it is not, email me a working copy if the one on Blackboard somehow got corrupted immediately (as in within minutes of your original submission).

*Uploading "corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments. This is unfair to those of you who are hard-working, honest students, and I don't tolerate it.* Note: I have not seen this happen in many years, so don't stress or panic about it. I'm just letting cheaters know I'm wise to their games.

### **If you submit the wrong file....**

If you submit a file and realize that it was a draft or just not the right file in any way, try to submit it again—I have set all of your assignments to allow for multiple submissions. I always grade the last one submitted before the deadline. If that won't work, simply send me an email letting me know you need me to create an additional attempt for you. No need to panic!

### **If Blackboard locks or is down when you need to submit....**

If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then when you next are able (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, though (that's not fair to everyone who was honest and did their work on time).

## **My Plagiarism Policy**

I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. If you submit work more than once that is not your own or deemed to be cheating of any kind, you will receive an F for the course without the opportunity to withdraw. Your work is submitted to plagiarism detection software, as well. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—work that is intended to help you to become a better student.

## **Recycled Writing**

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for IDST 199. All writing submitted for IDST 199 must be produced this semester. Students who submit writing completed during previous attempts at IDST 199 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at IDST 199 or for other courses will receive a failing grade for the course.

## **Failure of Technology**

We will be using Blackboard and the Internet for work in this course. *Problems with Blackboard should be directed toward the ITS Help Desk.* Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather!

If you have a problem and call the ITS Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on. In general, students are honest about having problems, but in the past, I've encountered several "not very honest" people who try to say they've called the Help Desk claiming not being able to access Blackboard in an attempt to get more time on work. If you are not honest about this, you will be reported to the Office of Student Conduct. I'm an understanding person, but for such behavior, I have no tolerance. It's not fair to those who are honest and who do from time to time have genuine problems!

## **Withdrawal Policy**

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Lesson 1 or attending class. The final withdrawal date can be found in the [WKU Registration Guide](#).

## **Incompletes (Grades of "X")**

Incompletes (grades of "X") are given only for documented, extreme circumstances when students have completed the majority of the work assigned. The Registrar sets the date for completion of X grade courses, generally 12 weeks into the next full semester.

## **Resolving Complaints about Grades**

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See [the Student Handbook](#) for additional guidance, available at <http://www.wku.edu/handbook>.

## **The WKU Writing Center**

Cherry Hall 123 and Cravens Library Commons (4<sup>th</sup> Floor)

I encourage you to utilize the services of [The Writing Center](#) in planning, drafting, and revising your work. They do offer online services!

<http://www.wku.edu/english/writingcenter/writingcenter.php>

## **ADA Notice: Disability and Accommodations**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270-745-5004 or [email](mailto:sarc.connect@wku.edu) at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

## **Title IX, Discrimination, Harassment, and Sexual Misconduct Policy**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

## **Regular and Substantive Interaction (RSI)**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly Announcements
- Feedback on assignments within 5-7 days.

## **My Pledges to You**

- ✓ To be available to you either in a real or virtual environment to help you as you need it.
- ✓ To do my best to have work graded and posted back to you within 5-7 days after due dates
- ✓ To answer reasonable questions in person or by phone at my office during office hours or by e-mail within 24 hours.

## **Description of Assignments**

### **Evidence Guides**

We will cover a variety of methods to extract information—or evidence—from materials we read. You will complete 5 Evidence Guides to show you know how to use these methods.

### **Discussion Boards**

You will participate in three discussions in this course. Examples of acceptable postings can be found in the Start Here area of Blackboard. Each discussion is worth 35 points. To receive up to 25 points for each discussion, you must fully and thoughtfully answer the question(s) posted. Although most questions are reflective, you must incorporate and cite ideas learned from the reading materials for the lesson in your posting to be eligible for full credit.

You can earn the other 10 points by posting meaningful comments to other student posts. Online discussion is generally looser and freer flowing than face-to-face, but you should still use correct grammar, spelling, and punctuation in your postings. You should exercise a basic respect for one another and not engage in derogatory arguments.

### **Reading Quizzes**

You will complete quizzes over some of the readings in this course. See the schedule for when they are due. The quizzes are not multiple choice but are short answer/short essay.

### **Evidence & Argument Project**

You will be responsible for developing a Research Question over a topic related to learning from among the readings we'll complete in Lessons 1-4. Then you will gather information; extract and analyze evidence; and produce college-level writing in evidence guides, an Annotated Bibliography, and Researched Argument Paragraph. During this course, to help you do this, you will learn to navigate WKU's library systems, learn to draft a research question, determine the reliability of and how to read academic sources, and participate in regular writing discussions that help you practice writing an argument.

### **Career & Academic Planning Project**

You will research potential careers related to your desired field of study consistent with the person you want to become. You will explore WKU's degree audit system, as well as the Colonnade coursework and other requirements necessary for graduation. Upon completion of IDST 199, you should have a preliminary roadmap that will lead to graduation from WKU.



## **College Skills Assignments**

You will complete assignments over various topics to help you to be successful in college: time management; APA; Plagiarism; Diversity, Equity, and Inclusion; and Personal Finance. Each will contribute to your course grade.

## **Professionalism**

Part of your job as a student while in college is to prepare yourself for the workforce. Part of this is behaving professionally. You will earn part of your grade by regularly logging on and completing work in a timely manner, or keeping your instructor informed if you are not able to do so. Your professionalism score will also be determined by the professional presentation of emails, phone calls, and course work. In short—work hard, and kindly let your instructor know if something will keep you from doing that so you can make a plan for you to complete the work.

Professionalism points will be awarded after Lesson 3 and at the end of the course.

## Schedule of Assignments

### **Lesson 0: Getting Started (thru October 19)**

#### **To Read, Review, and Do:**

- Begin in the Getting Started area of Blackboard
- Read the syllabus and post on the Ask a Question board any questions you have about it
- Read the Introductory Materials
- Watch the TedTalks by Myers and McCullough
- Syllabus Scavenger Hunt
- Introduction Discussion
- Begin Library Modules (due by end of Lesson 3)

**Note: Students who complete NO WORK by October 19 will be dropped from the course.**

### **Lesson 1: How to Learn (October 17-23)**

#### **To Read, Watch, Review, or Do:**

- Read the Learning How to Learn Materials
- Watch the 2 Cornell Notes Videos
- Read: *Make it Stick* Ch. 1
- Read: *You Are Not So Smart*, Introduction and Chapters 1, 2, and 4
- Read: Time Management

#### **What Is Due by Sunday:**

- *Make it Stick* Chapter 1 Quiz
- YANSS Chapters 1, 3, and 4 Quiz
- Time Management Packet (you have until 10/26 to submit)
- Evidence Guide 1: Cornell Notes over *MIS* Chapter 1 or YANSS chapter of your choice
- Continue the library modules (if not already finished)

### **Lesson 2: Memory/IQ and Text Annotation (October 24-30)**

#### **To Read, Watch, Review, or Do:**

- Read: Text Annotations (2 links/articles)
- Read and Watch the Memory and IQ Materials
- Read: *Beyond Feelings*, Chapter 1

#### **What Is Due by Sunday:**

- Memory & IQ Quiz
- Evidence Guide 2: Annotated Text of 1 of the Memory/IQ articles
- Evidence Guide 3: *Beyond Feelings*, Chapter 1, format your choice
- Discussion 1: *Beyond Feelings*, Chapter 1

### **Lesson 3: Career & Academic Planning Project, Financial Literacy (Oct 31-Nov 6)**

#### **To Read, Watch, Review, or Do:**

- Read Career and Academic Project materials
- Complete the PathwayU Assessments
- Read the Financial Literacy materials

#### **Due by Sunday:**

- Academic and Career Planning Project
- Financial Literacy Assignment
- Complete the library modules

### **Lesson 4: Using Evidence to Create an Argument (November 7-13)**

#### **To Read, Watch, Review, or Do:**

- Read the prompt for Evidence and Argument Research Writing Project
- Read the Evidence and Argument materials
- Read *Beyond Feelings: A Guide to Critical Thinking* Ch. 2, 6, and 7

#### **What Is Due by Sunday:**

- Research Question
- Discussion 2: *Beyond Feelings: A Guide to Critical Thinking* Chapters 2, 6, and 7

### **Lesson 5: Writing Using APA 7 (November 14-20)**

#### **To Read, Watch, Review, or Do:**

- Read the posted information on APA Resources:
  - Mastering APA Style
  - Analyzing a Scholarly Article
  - Source Evaluation Worksheet for Annotated Bibliography
  - Bias-Free Language Guidelines
  - APA Inclusive Language Guidelines
- Find a peer-reviewed journal article to support your research question
- Review the Evidence & Argument Research Writing Project Prompt

#### **What Is Due by Sunday:**

- APA quiz
- Indiana University Plagiarism Tutorial Certificate
- Evidence Guide 4: Peer Reviewed Journal Article, your choice of style
- Annotated Bibliography

## **Lesson 6: Diversity, Equity, and Inclusion (November 21-27)**

### **To Read, Watch, Review, or Do:**

- Review the Diversity, Equity, and Inclusion materials

### **What Is Due by Sunday:**

- Anti-Harassment Reflection Paper
- Diversity Discussion
- Work on your Evidence & Argument Paragraph
- Enjoy Thanksgiving!

## **Lesson 7: Mindmapping (November 28-December 4)**

### **To Read, Watch, Review, or Do:**

- Watch TEDTalk: Want to Learn Better? Start Mindmapping
- Read *Make It Stick* Ch. 8

### **What Is Due by Sunday:**

- Quiz: Make it Stick Chapter 8
- Evidence Guide 5: *Make It Stick* Chapter 8 Using Mindmapping
- Final Evidence & Argument Paragraph Due