

**IDST 007: 15 Colloquium
Fall 2014**

Course Meets: Mondays 6:30 - 7:30 **Course Location:** Taylor 106 **Group A**

Instructor/Faculty Advisor: Mike Hitchman, 503.883.2430, mhitchm@linfield.edu

Peer Instructor/Peer Advisor: Kyle Hirata, 808.342.7856, khirata@linfield.edu

Course Overview:

Colloquium is a required course for all first-year students entering Linfield in the fall semester. Taught by a faculty and peer advisor team, the course focuses on analyzing the Linfield common read, the value of Linfield's liberal arts curriculum, and how to successfully navigate the college experience. This course will introduce students to academic advising, however academic advising will continue after Colloquium throughout the duration of a student's time at Linfield. This course teaches students how to cultivate skills for academic success, engage in long-term academic planning and goal setting, and begin to identify a major to declare.

Learning Outcomes:

As a result of successful completion of IDST 007, students will be able to...

- Engage in Critical Self Reflection:
 - Identify academic interests
 - Develop a deeper sense of self-knowledge
 - Begin to act as civically engaged members of the Linfield community
 - Make intentional academic decisions
- Examine Ideas:
 - Formulate inquiries
 - Gather relevant information
 - Critically analyze evidence
 - Develop solutions to shared problems
- Establish Goals:
 - Create aspirational academic and co-curricular goals
 - Develop realistic academic plans to achieve goals
 - Manage time effectively
- Engage in the Curriculum:
 - Describe the significance of a liberal arts education
 - Articulate the components of a Linfield degree
 - Maintain good academic standing
 - Uphold academic integrity
- Employ Academic Tools and Resources:
 - Navigate WebAdvisor
 - Upload documents to TaskStream
 - Develop a collaborative advising relationship with a faculty advisor

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Course Materials:

1. Firestein, S. (2012). *Ignorance: How It Drives Science*. New York: Oxford University Press.
2. *Orientation and Academic Advising Guide 2014*, printed and www.linfield.edu/new-reg
3. *Linfield College Academic Advising Syllabus*, printed and www.linfield.edu/colloquium
4. *The Linfield College Catalog, 2014-2015*, printed and www.linfield.edu/catalog
5. *The ASLC Student Handbook, 2014-2015*, printed and <http://www.linfield.edu/assets/files/policy/student-handbook.pdf>
6. Additional handouts distributed during the semester.

Format for Papers:

Unless otherwise specified, all papers/assignments are to be typed, in Times News Roman 12pt font, with one-inch margins, double-spaced text. Any citations or sources MUST be cited according to APA standards.

Individual Appointments:

You are required to schedule and attend two individual meetings with your Peer Advisor and one individual meeting with your Faculty Advisor throughout this course. It's expected that prior to your meeting you will review your Program Evaluation and generate a list of questions to ask your advisor. Spending time preparing for the meeting will ensure that the time together is more productive.

Course Schedule:

Date	Time	Class Topic	Due
Fri, Aug 22	10:30 - 12:00	Class: Introductions (parents and students)	Advising Interest Survey
	2:00 - 3:30	Class: Introduction to academic culture/community-building (students only)	Common Read
	5:30 - 7:00	New Student Picnic	
Sat, Aug 23	12:15 - 1:30	Class: course scheduling and preparing for advising appointments	
Sun, Aug 24	10:00 - 4:00 6:45	Individual advising appointments "Welcome to the Time of Your Life" (in colloquium rooms)	
Mon, Aug 25	All day 6:30 - 7:30	Classes begin- check your schedule for course times and locations. First week debrief, add/drop process, talking with professors, academic expectations, review of syllabus and course expectations.	
Mon, Sept 1		<i>Labor Day. No Class.</i>	
Mon, Sept 8	6:30 - 7:30	PLACE & common reading	Letter to Faculty and Peer Advisors
Sept 8-17	TBD	Individual meetings with Peer Advisors. Check in on course progress, accessing academic resources, and transition to Linfield.	Majors Checklist
Mon, Sept 15	6:30 - 7:30	Goal setting, campus resources, Linfield culture, learning styles, & strategies of the successful student	Locus of Control Inventory Paper
Mon, Sept 22	6:30 - 7:30	PLACE, major exploration and liberal arts	

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Mon, Sept 29	6:30 - 8:00	Departmental Open Houses	Major Investigation
Mon, Oct 6	6:30 - 7:30	Creating a four-year plan, using the catalog and using the program evaluation tool on WebAdvisor	
Oct 6-17	TBD	Individual meetings with Peer Advisors. Preparation for individual advising appointments with Faculty Advisor.	
Mon, Oct 13	6:30 - 7:30	Group A: Finding your Career Path (Ice Auditorium) Group B: International Programs Discussion (in colloquium rooms)	Group A: Career Lift-Off and Reflection Paper
Mon, Oct 20	6:30 - 7:30	*PLACE Event & discussion (Powell Lecture)	
Mon, Oct 27	6:30 - 7:30	Group A: International Programs Discussion (in colloquium rooms) Group B: Finding your Career Path (Ice Auditorium)	Group B: Career Lift-Off and Reflection Paper
Oct 20-31	TBD	Individual advising appointments w/Faculty Advisor in preparation for course registration	Long-Term Educational Plan: during your individual advising appointment
Mon, Nov 3	6:30 - 7:30	*PLACE Event & discussion	
Mon, Nov 10	6:30 - 7:30	Time Management, TaskStream, registration issues. Declaring your major and changing advisors.	Case Study
Mon, Nov 17	6:30 - 7:30	Current student panels	Take Faculty to Lunch
Mon, Nov 24		<i>Thanksgiving Break. No Class.</i>	
Mon, Dec 1	6:30 - 7:30	Preparation and expectations for final exams. Final project presentations	Final Project TaskStream Upload
Mon, Feb 23	6:30 - 7:30	Fall/January term debrief. Spring semester goal setting.	

Assignments:

Advising Interest Survey – Due Aug 22

Complete step #3 at www.linfield.edu/new-reg to tell your Faculty Advisor a little bit about you and your academic interests.

Common Read – Due Aug 22

Read *Ignorance: How it Drives Science* by Firestein, S. Take notes and write down any themes or questions from the text so that you'll be prepared for class discussions.

Majors Checklist – Due Sept 8-17

Review the list of majors offered at Linfield and mark your level of interest in each one. Select the top five majors that you're most interested in and write them on the top of the page.

Letter to Faculty & Peer Advisors – Due Sept 8

Compose a minimum 250 word letter to your Faculty and Peer Advisor introducing yourself and sharing details about your background, academic and personal interests, and goals and aspirations for college. Identify a role model that you look up to and explain how they have influenced you. E-mail the letter (as an attachment) to both your faculty and peer advisor.

Locus of Control Inventory Paper – Due Sept 15

Complete the inventory: http://www.mindtools.com/pages/article/newCDV_90.htm.

Write a minimum 500 word paper reflecting on the following questions:

- What was your inventory result, more of an internal or external locus of control? How do you think your locus of control has served you thus far?
- What is an example of a situation in your life where you can clearly see the impact of your locus of control?
- How could your locus of control affect the goals you set for yourself at Linfield?
- How could your locus of control affect your relationships with your professors?
- What are some examples of challenges students with an external locus of control may face at Linfield?

Major Investigation – Due Sept 29

Select your top two majors of interest to complete this sheet. The first section will require you to research the academic components and requirements of the major, while the second section will require you to learn about the career possibilities associated with the major. You will attend the Departmental Open Houses for the two majors you researched and utilize this sheet to guide your questions for the faculty.

Career Lift-Off and Reflection Paper – Due Oct 13 for Group A, Due Oct 27 for Group B

Follow the instructions to complete the Career Lift-Off survey:

<http://www.linfield.edu/career/students/explore/career-liftoff.html>. Save a PDF copy for your final report. This tool will give you information about your interests and personality type. It is NOT a placement test, instead it's just another piece of information to utilize in your major and career decision-making process.

Write a 500 word paper that reflects on the following questions:

- What were your results?
- Were your results surprising?
- Did they illuminate anything new about you?
- In what ways did your results resonate with you?
- In what ways did you feel like your results didn't align with your personality or interests?
- How can you use this information to better clarify your academic or career goals?

Long-Term Educational Plan – Due Oct 20-31

Utilize the educational planning grid to map out a tentative plan to graduation based on the major you're most interested in. Refer to the catalog to ensure you have included all of the Linfield Curriculum requirements, BA or BS requirements, and the major requirements. Don't forget to check for pre-requisites to determine the order of the courses. Map out some ideas for your co-curricular goals as well, such as being an RA or studying abroad.

Case Study – Due Nov 10

Read the student case studies and write one paragraph for each scenario that explains what campus resources you would refer the student to and why. There should be more than one

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campus resource for each case study. Consider the situation broadly and think creatively about resources that could address the student's needs.

Take Faculty to Lunch – Due Nov 17

Identify a faculty member you're interested in learning more about because of their field of study, the major they're associated with, research they're involved in, or a class they teach. If you're not sure where to start, look back to your Majors Checklist or Major Investigation to find a major that you're interested in and go to that department's web site to locate a faculty member. Send the faculty member an email introducing yourself and asking them out to lunch at the dining hall. We will cover the cost! Utilize your time with the faculty member to ask them about their academic and career path, courses they teach, ways to explore the major you're considering, advice about being a successful student, etc. This assignment will require advance preparation to arrange the lunch date with the professor and to plan some questions to ask during lunch.

Final Project – Due Dec 1

Utilize a modality (i.e. video, powerpoint, photography, song, poem, poster, diorama, essay, sculpture, etc. The more creative the better!) that speaks to your learning style, MBTI or Strong results to create a final project that addresses these questions:

- Who do you want to be when you graduate from Linfield? How do you hope to change or be different than you are today as a result of your experience here?
 - What qualities do you hope to exemplify?
 - What skills or knowledge do you want to be proficient in?
 - What values will be important to you?
- How do you think your liberal arts educational experience at Linfield will impact your growth?
- What do you plan to do during your time at Linfield to ensure you become the person you hope to be? Provide concrete examples of your action steps.

You will create a 15 minute presentation about your final project to share with your colloquium class. Be sure to address why you chose the modality you did and how it connects to what you've learned about yourself in regards to your learning style, MBTI or Strong results.

TaskStream Upload – Due Dec 1

Review the course learning outcomes listed on the first page of the syllabus. Identify an assignment you have done for this course that meets one or more of these outcomes/objectives. Upload an electronic copy of your assignment and complete the **Colloquium Requirements Form in TaskStream**. Instructions for uploading your work will be provided in class.

Grades:

Colloquium is graded Satisfactory/Unsatisfactory with no retake permitted. An unsatisfactory grade will be calculated as a failure in the GPA. Grades will be based on:

- Attendance at group and individual meetings
- Assessment of all course assignments
- Participation in group discussions

Failure to satisfactorily complete any of the assignments above will result in an unsatisfactory grade.

Attendance Policy:

As with all courses at Linfield, attendance and participation are expected. If you will be absent from class because of illness or other extenuating circumstance, please notify your Colloquium Faculty advisor ahead of time. **Students with more than 1 unexcused absence will receive a failing grade for the course.**

Academic Honesty:

Colloquium advisors adhere to the college policy on academic honesty, as published in the Linfield College Catalog.

Disability Statement:

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is temporarily located in Malthus Hall, Room 3 (503-883-2562), and will relocate to Melrose Hall 020 during the semester. We will email notification to all students and faculty when this occurs. We also encourage students to communicate with faculty about their accommodations.