2014

ATTR 100-01 Athletic Training Freshman Seminar

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COURSE TITLE: Athletic Training Freshman Seminar  
COURSE NUMBER: ATTR 100  
CREDIT HOURS: 1  
CLASS TIMES: Wednesdays 6:30-7:45  
LOCATION: Schmidt Memorial Fieldhouse 3  
TERM: Fall 2014

CATALOGUE DESCRIPTION: This course is designed to introduce athletic training majors to learning strategies and behaviors necessary for academic success.

INSTRUCTOR: Heather Kilgore, MS  
cell: 937-708-6682  
email: kilgoreh@xavier.edu

OFFICE HOURS: Available by appointment

COURSE OBJECTIVES:  
1. Students will utilize the StrengthsQuest in order to identify strengths and learn about study strategies that might best suit them.  
2. Students will understand learning theories in order to formulate individual learning strategies.  

REQUIRED TEXTS & MATERIALS:  
Online version of StrengthsQuest: Discover and Develop Your Strengths in Academics Career and Beyond (2006) by Clifton, Anderson, and Schreiner.

COURSE REQUIREMENTS/ EVALUATION CRITERIA:  
1. Assignments: 80% of your total class grade  
2. Academic Action Plan: 10% of your total class grade  
3. Participation: 10% of your total class grade

GRADING SCALE:  
A = 100-90%  B+ = 89-87%  B = 86-83%  B- = 82-80%  C+ = 79-77%  
C = 76-73%  C- = 72-70%  D+ = 69-67%  D = 66-63%  D- = 62-60%  F = below 60%

* Attendance is required and monitored. Each unexcused absence after the first offense results in 20 points deducted from the final point total for the course. Absences will only be excused for unavoidable and documentable events, or with prior approval of the instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Outline</th>
<th>Homework</th>
</tr>
</thead>
</table>
| Aug 27 | **Introduction & Syllabi • Myths about College & Tips on How to Succeed**  
**Homework:**  
1. Semester Calendar: Write down all your exams and major assignments on a monthly calendar. Due on Wednesday, September 3rd; beginning of class.  
2. Take the Strengths Finder test and email your top 5 strengths to Heather (kilgoreh@xavier.edu) Due on Friday, August 29th by 6pm.  
3. Print out your Signature Theme Report and highlight the things with which you agree. Bring to class. Due on Wednesday, September 3rd; beginning of class.  
4. Read pages 1-23 in StrengthsQuest. Read the information about your specific strengths. Due on Wednesday, September 3rd; beginning of class. |
| Sept 3 | **Positive Psychology & Strengths-based Thinking**  
**Homework:** Reflection paper - How talents work within relationships. Due Sept 10th.  
**Homework:** SI Sessions. Attend a minimum of 5 SI sessions by October 15th. |
| Sept 10 | **Application of Talents to Academics**  
**Homework:** Reflection paper - Applying strengths to Academics. Due Sept 17th.  
**Homework:** Time management module & quiz. Due Sept 17th. |
| Sept 17 | **Time Management**  
**The Happiness Advantage**  
**Homework:** Reflection paper: Happiness Advantage. Due October 1st. |
| Sept 24 | Library Skills with Anne Davies **Meet in CLC 207** |
| Oct 1 | **Mindset & Metacognition**  
**Homework:** Reflection paper - Steps to a growth mindset. Due October 15th. |
| Oct 8 | NO CLASS – Fall Holiday begins 10-9 |
| Oct 15 | TBD |
| Oct 22 | **Goals & Change (Switch)**  
**Activity:** Goal Worksheet  
**Homework:** Academic Action Plan. Due October 29th. |
| Oct 29 | ATTR Student Panel |
| Nov 5 | **Self-care: Nutrition, Sleep, Stress Management** |
| Nov 12 | NO CLASS - Attend one TRIO session & write up. |
| Nov 19 | **Study Skills - Learning Styles**  
**Homework:** Reflection paper - Applying new study techniques. |
| Nov 26 | NO CLASS – Thanksgiving Holiday |
| Dec 3 | **Study Skills - Preparing for Finals** |
| Dec 10 | Study Skills - Assessment / Evaluations - Don’t meet during finals week. |
| Dec 17 | Final Exam Week – NO CLASS |

* This outline WILL change!
## Class Participation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (A) 5 points</th>
<th>Good (B) 4 points</th>
<th>Satisfactory (C-D) 3-2 points</th>
<th>Needs Improvement (D-F) 1-0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td>Always respectful of his or her self, &amp; others. Has a positive attitude, and does not criticize anyone else’s ideas or work.</td>
<td>Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others &amp; self with respect.</td>
<td>Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.</td>
<td>Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.</td>
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<tr>
<td><strong>Focus on Class Work</strong></td>
<td>Consistently stays focused on in-class work and what needs to be done. Very self-directed.</td>
<td>Focuses on in-class work and what needs to be done most of the time.</td>
<td>Focuses on the task and what needs to be done some of the time. Often must be reminded about what needs to get done.</td>
<td>Rarely focuses on class work and what needs to be done.</td>
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<tr>
<td><strong>Contributions</strong></td>
<td>Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in classroom discussion. Contributions are positive.</td>
<td>Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.</td>
<td>Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.</td>
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<td><strong>Working with Others</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student’s presence.</td>
<td>Usually listens to, shares with, and supports the efforts of others.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others’ attempts to participate.</td>
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<td><strong>Preparedness</strong></td>
<td>Brings needed materials to class and is always ready to work.</td>
<td>Brings some of the needed material to class and is ready to work.</td>
<td>Brings few of the needed materials but needs to borrow from others.</td>
<td>Doesn’t bring needed materials and is not ready to get to work.</td>
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<td><strong>Time-Management</strong></td>
<td>Uses time well to ensure things get done on time.</td>
<td>Usually uses fairly well.</td>
<td>Does not use time well.</td>
<td>Does a very poor job of time-management.</td>
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<tr>
<td><strong>Quality of Work</strong></td>
<td>Provides work of the highest quality that reflects the student’s best efforts.</td>
<td>Provides quality work that reflects an effort from the student.</td>
<td>Work is unsatisfactory and may need to be redone or does not reflect any time or effort.</td>
<td>Provides illegible work that reflects very little effort or does not turn in any work.</td>
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