

UNIVERSITY OF SOUTH CAROLINA
LANCASTER

Freshman Year Experience (University 101 Sec 011)

Course Syllabus

Instructor: Mike Bohonak Spring 2012
(MBohonak@mailbox.sc.edu)
Office HH 110

Class Location: Hubbard Hall Room 206 and Auditorium

Time: Tuesday and Thursday –8:00-9:15 am

Office Hours: Tues & Thurs 9:15-1000 am 1:00-2:30 golf course (1st 8 weeks) or
P.E. Center (2d 8 weeks) / By appointment through email

Purpose:

The Freshman Year Experience (also known as University 101) is a three hour credit course designed for individuals entering college for the first time or returning after an extended absence from an academic atmosphere. The course will give students an opportunity to make a better adjustment into the University community and improve their potential for achieving educational learning outcomes.. This course will expose students to realistic academic learning situations during their college experience by examining problems common to freshman life and non-academic material involving the Lancaster community. The course will engage the student in practical exercises, cultural events, career planning, guest speakers, and intellectual, emotional and physical development specifically designed to improve their chance of survival in college. Additionally, it will prepare them for a four year institution to complete a Bachelors degree.

Goals and Learning Outcomes:

This course is designed to assist beginning students in addressing the USCL General Education Goals and learning outcomes involving communicative skills, critical thinking, cultural literacy, and student development. After successful completion of this course, the student will be able to discuss the following learning outcomes:

1. Better understanding of the role of the University of South Carolina at Lancaster (USCL) in the statewide system of higher education and how USCL addresses the “General Education Goals” of the campus.

2. Assessing their career aspirations and the skills necessary to achieve success in that field through the use of the Strong Interest Inventory (Strong Campbell), SIGI PLUS, and career related exercises.
3. Improving their involvement in all facets of university and community life through service learning experiences.
4. Improving their study and writing skills through the use of critical thinking techniques and/or written critiques of guest lecturers.
5. Improving their interpersonal and group communicative skills through written, Email, Power Point and oral exercises related to topics in their textbook.
6. Achieving a greater awareness, knowledge, and utilization of student support services on campus.
7. Better examining personal ideas and decisions regarding issues typically faced by college students such as relationship violence, sexual decision-making, drug and alcohol abuse, identity theft, and health related programs.
8. Locating and utilize a variety of library service and resource material using Library Catalog, electronic Data Basis and the INTERNET.
9. Becoming more knowledgeable on USCL academic integrity, programs, policies, regulations, credit transfer, and advising procedures.
10. Developing better study habits such as note taking, test preparation, test taking, time management, and chapter outlining.
11. Better survival in college by providing a support peer group and a mentor to assist in coping with the personal pressures facing beginning college students.
12. Developing a better knowledge of current events.
13. Providing a better evaluation of the instruction at the end of the course using an evaluation instrument provided by USCL

Required Text:

Ellis, Dave (2009) *Becoming A, Master Student*, (13th Ed) Houghton Mifflin Company (2009)

Anderson, Catherine F. (2009) *Master Student Reader*. Houghton Mifflin Company.

General Rules/Laptop Use/Class Attendance:

- NO LAPTOPS, CELL PHONES, PAGERS OR OTHER ELECTRONIC DEVICES WILL BE USED DURING ANY CLASS. This includes “Texting”, web-browsing, etc. during class. If one goes off during class you may be asked to leave and will be counted absent.
- As a general courtesy, speaking out in class is only permitted when recognized by the instructor.
- The University of South Carolina at Lancaster Undergraduate Studies Bulletin (2010-11 on line) outlines guidelines for class attendance. Among other things it states that it is the student’s responsibility to keep informed concerning all assignments assigned. **Absence from more than 10% of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.** The attendance policy for this course includes use of the “10% rule” above and students with excessive absences will be dropped a minimum of 1 letter grade. Habitual lateness will also be considered in final grade calculations.
- WHEN STUDENTS ARE LEGITIMATELY ABSENT FROM CLASS, IT IS THEIR RESPONSIBILITY TO HAVE SOMEONE DESIGNATED TO OBTAIN A COPY OF ALL HANDOUTS AS WELL AS NOTES FOR THAT CLASS.
- Students who are habitually late for class are subject to receiving unsatisfactory ratings. Tardiness after 10 minutes will count as half an absence. Students with a valid emergency should always leave a message for their instructors with the school switchboard at (803) 313-7000 or my office at 313-7136.

Required Readings:

It is expected that students desiring an “A” grade will read assigned materials, fill out exercises/journals, and participate in class discussions in a positive and informed manner. All suggested readings as well as the books listed on the “Sources of Information” page of this syllabus are available at the reserve desk in the Medford Library under the instructor’s name or his office reference file.

In fulfilling the objectives of this course each student will be required to do all readings listed for that day in the syllabus. When listed, suggested readings will provide the student with additional material related to the topic for that day. After the initial library orientation assignment, each student will be expected to have a working knowledge of the library as well as the general procedures for initiating research on a given subject. As a minimum, each student should become

familiar with the type of information available from the following source materials:

General Encyclopedias (America, Britannica, Colliers)

Subject Encyclopedias (Philosophy, Religion and Ethics...)

Library of Congress List of Subject headings

Reader's Guide to Periodicals

New York Times Periodicals

Computer Searching of Data Bases
(INFOTRAC II, WILSONDISC and USCAN)

The INTERNET

Teaching Strategies:

This course will utilize a variety of instructional formats and approaches that enhance the teaching and learning process. Initially, the instructional methods will be designed to develop a group awareness of each other with group building exercises. After this initial group building process, the objectives will be achieved by lecture, small group discussion, videotaped exercises, guest lecturers, practical exercises/journals, site visits, and assignments outside class.

Course Grading:

Your grade for the course will be based upon the instructor's judgment regarding the quality of your performances in the areas noted below. The relative weight given to each of these areas in determining your grade is indicated in parentheses.

1. Genuine and informed participation in class discussions and guest lecture critiques using the assigned readings where applicable (minimum 30%).
2. Educational, physical and spiritual goals paper (10%).
3. Miniversity/career power point oral presentation (15%).
4. Library Assignment and computer lab exercises (5%).
5. Using Power Point (5%).

6. Mid-Term/ notebook assignment (10%).
7. Strong Interest Inventory or SIGI PLUS (5%).
8. Myers-Briggs Personality Indicator (5%).
9. Service Learning Experience (10%).
10. Final Examination (10%)

Grading System:

This is a three credit hour course. The letter grades below will be used to give each student a more specific idea of his/her work. A grading curve will not be used to determine letter grades.

A = Outstanding beginning student work (90 – 105 points).

B = Excellent beginning student work (80-90 points).

C = Satisfactory beginning student work (70 – 80 points)

D = Poor Beginning student work (60 - 70 points)

F = Failing (below 60 points)

Examinations/Reports:

As previously stated, there will be two examinations, a reading assignment, a power point oral report, a library/Internet assignment, a service learning experience, and various exercises/journals involving your textbook as well as personality and career interests. Individuals are under the honor system to submit their own work. Any student is encouraged to contact the instructor anytime they are not clear on any portion of the requirement. All papers and exams will be returned by the instructor in a timely manner and selected ones discussed in class to contribute to the learning process. Some general comments about each requirement follow:

1. Class Participation (30%) This is the largest single portion of your grade because it contributes to the learning experience of each individual student as well as the rest of the class. Individuals will be asked to develop a “Discovery Wheel”, Life Cycle, and resume with power point on their career field during the group-building phase of the course. In addition to attending class on time, full credit here means the student has performed reading assignments in their text as required,

- maintained a daily notebook AND SUBMITTED A ONE PAGE DOUBLE SPACE TYPED REACTION PAPER WITH NOTES on the guest speakers as specified during the course. Students who follow these requirements in an exemplary manner will be exempt from any final examination. Each student will be knowledgeable on current event topics as outlined by the instructor. This will be covered more in detail during the course introduction.
2. Education, Physical and Spiritual Goal Paper (10%). Students will develop a one-page outline of their educational goals for college, as well as their physical and spiritual objectives. The goals will be specific versus general in nature and achievable on a daily basis. The paper listing these goals should be posted on their wall at home next to their weekly time management calendar. Periodic updates on their progress in achieving these goals will be requested.
 3. Miniversity/ Career Power Point Oral Presentation (15%) Students are required to give a ten (10) minute power point oral presentation on their career field. With prior approval, the presentation may be given by two students in the same career field. Any student undecided on their major will select a “best guess” career field for the purposes of this requirement.
 4. Library Assignment/Computer Lab (5%). Each student will receive a library orientation and a self-paced library orientation assignment. The last portion of the orientation will test student ability on using the library in the form of group game show testing their knowledge.
 5. Using Power Point (5%). Using Power Point procedures, each student will successfully pass an introductory exercise about their career field.
 6. Mid-Term Examination/ reading assignment (10%). Individuals daily notebook will be submitted for first 8 week progress grade. Essay questions on previous classes may also be used to assess progress if necessary.
 7. The Strong Interest Inventory (Strong Campbell), SIGI Plus (5%) Each student will be required to complete the above career related project with the Counseling Center and make an appointment to find out the results.
 8. Myers/Briggs Personality Indicator (5%). Students will take a personality exercise and be present when it is explained to receive full credit.
 9. Service Learning Experience (10%). Each student will perform a minimum of 10 hours of substantive service learning related to their career field. A list of possible experiences will be outlined by the instructor. More information about service learning will be forthcoming early in the course.
 10. Final Examination (10%) On Friday April 26th from 8 am thru 1030 am each student who doesn't receive a final exemption may be asked to produce their daily

notebook for final grade. Additionally, their specific folder for the semester with course catalog requirements for their major, college student inventory results, Myers-Briggs personality test results, a power point exercise on their career field, a job resume, and a service learning /community service page should be available for consideration in final grading. Beginning as early as one week before the end of the semester and including the scheduled final date, students will meet individually with the instructor “one-on-one” in an exit interview to discuss their progress during the course. The student individual folder will be presented at this time and their final grade given to them. The final grade for the course will be given to the student based on their performance in the ten (10) areas listed above at the end of this individual meeting.

Course Evaluation:

On the date scheduled for the final exam, students will be asked to complete an evaluation of the teaching, processes, and general substance of the course. Complete instructions for completing the evaluation will be provided at that time.