

**University 101 Syllabus
Spring 2012**

Tuesday/Thursday: 8:00am – 9:15pm
Section: 111 **Credit Hours:** 03
Location: Starr Hall, Room 124

Instructor: Ms. Tracey A. Mobley
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Web Page: <http://usclancaster.sc.edu/faculty/mobley/index.html>

Office Hours: Monday and Wednesday 1:30pm -2:30pm, appointments preferred

Required Text:

Quiet Revolutions Poetics and Philosophies By: Brian Millen

Transitions, Dan Berman, Editor (excerpts of text provided by Instructor)

Required Material: A binder or folder is required for students to store class materials.

Course Purpose/ Objective: The purpose of University 101 is to help new students make a successful transition to the University of South Carolina, both academically and personally. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, articulate to students the expectations of the University and its faculty, help students develop and apply critical thinking skills, and help students continue to clarify their purpose, meaning, and direction.

Learning Outcomes:

(Copied from the University of South Carolina University 101 Programs website)

I. **Foster Academic Success**

As a result of this course, students will

- a. Adapt and apply appropriate academic strategies to their courses and learning experiences.
- b. Demonstrate how to effectively evaluate information sources and utilize University libraries and information systems for academic inquiry.
- c. Recognize the purpose and value of academic integrity and describe the key themes related to the Honor Code at the University of South Carolina.
- d. Use written and oral communication to discover, develop, and articulate ideas and viewpoints.
- e. Identify and apply strategies to effectively manage time and priorities.
- f. Identify relevant academic policies, processes, and procedures related to advising, course planning, and major exploration.

Learning Outcomes Continued:

II. Help Students Discover and Connect with The University of South Carolina

As a result of this course, students will

- a. Identify appropriate campus resources and opportunities that contribute to their educational experience, goals, and campus engagement.
- b. Develop and apply skills that contribute to building positive relationships with peers, staff, and faculty.
- c. Describe what it means to be a Carolinian in context of the history, traditions, and culture of the University.

III. Prepare Students for Responsible Lives in a Diverse, Interconnected, and Changing World

As a result of this course, students will

- a. Examine how their background and experiences impact their values and assumptions and explain the influence these have on their relationships with others.
- b. Describe concepts of diversity and recognize diverse perspectives.
- c. Describe and demonstrate principles of responsible citizenship within and beyond the campus community.
- d. Describe processes, strategies, and resources, and explain the implications of their decisions, related to their overall wellness.

Attendance Policy: Your contribution to and presence in class are critical to the goals and overall success of this course; therefore you are strongly encouraged to attend every class. ***No student may miss more than three (3) class meetings or there will be a grade penalty.***

IMPORTANT: The University policy of attendance states *Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur. Absence from more than 10 percent 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 instructor's attendance policy should be ascertained by the student at the beginning of the semester. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the Master Schedule of Classes.*

It must be emphasized that the "10 percent rule" stated above applies to both excused and unexcused absences

Course Requirements:

Total points toward final grade are earned as follows:

1. Class Participation - 20 points
2. Written Exercises - 90 points (see attached grading scale)
3. Beyond the Classroom Learning Opportunities – 20 points
4. Oral Presentation - 70 points (Final Exam)

Maximum Points Possible – 200 points

Class Participation: Please come to class prepared to participate. Class Participation includes arriving to class on time, reading required material, having assignments ready to turn in at the beginning of class, and being actively engaged in class activities and discussions.

ALL Cell Phones and other electronic devices must be turned off or set on silent during the class meeting. Adherence to this policy will be reflected in your class participation grade. In addition, students should refrain from wearing hats, using cell phones and other electronic devices, and using laptops during class meetings in the auditorium.

Written Exercises: Each student is required to complete written exercises. Written exercises should be submitted at the beginning of the class period in which they are due. The exercises must be at least one page in length, typed using Times New Roman 12 point font and double-spaced. A cover page must be attached to each assignment that has the title of the assignment, student's name, and date of submission. A reference page should also be included when necessary.

Students may submit written exercises via email to tmobley@mailbox.sc.edu only if they will be absent on the date the assignment is due. The written exercise must be sent as a Microsoft Word attachment when sent via email.

Students will also be required to respond to Discussion Board. The discussion post will be considered a written exercise. There is no length requirement for the discussion board post, but the student must fully respond to the question to receive credit.

Beyond the Classroom Learning Opportunities: Each student is required to participate in at least one (1) Beyond the Classroom Learning Opportunities. Beyond the Classroom Learning Opportunities include, but are not limited to cultural events such as theatrical performances, dance and/or musical recitals, community service, campus club/organization, campus lectures, diversity events, outdoor recreation programs, and leadership programs or workshops. Each student should turn in a Beyond the Classroom Learning Opportunity Worksheet.

Oral Presentation: Each student is required to prepare and present an oral presentation on an approved topic. The Instructor should approve the presentation topic before March 8, 2012. Any student not having an approved topic on March 8, 2012 will be assigned a topic. The student/team must effectively utilize a technology aid (PowerPoint, Slide Projector, Video, etc.) during the presentation. Additional requirements will be given during class. The oral presentation will be considered the final exam.

Course Grading Scale:

A = 180 - 200 points, B+ = 172 – 179 points, B = 160 - 171 points, C + = 152 - 159 points, C = 140 - 151 points, D+ = 132 -139 points. D = 120 – 131 points F = less than 120 points

Academic Integrity: Please be fully aware of what encompasses cheating, plagiarism, lying, and/or bribery. Rewording any section of another author’s work without citing him/her, copying and pasting from the internet, and giving your answers to another student are additional examples of academic dishonesty that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be dealt with according to the procedures set forth in the USC Student Handbook and Policy guide. Breaches of academic integrity will, at a minimum, result in the failure of that assignment and possibly an academic dishonesty hearing. Remember that the first tenet of the Carolinian Creed is “I will practice personal and academic integrity.”

Class Schedule

January

Tuesday 10 : Introduction, Course Overview, Syllabus Review
Social Barometer

Thursday 12: Carolinian Creed, University Seal, USC Alma Mater
Homework: My Life Goal Written Exercise

Tuesday 17: Blackboard and Other Useful Web Pages, Campus Resources

Thursday 19: *Library Orientation, Meet in Medford Library*
My Life Goal Written Exercise Due
Homework: College is different from high school because..Written Exercise
Read *Writing Again* on page 6 in Quiet Revolutions Poetics and Philosophies

Tuesday 24: Writing Again Discussion, Who Are We Activity
College is different from high school because....Written Exercise Due
Homework: The New Chapter in My Life Written Exercise

Thursday 26: Academic Integrity: Meet in Stevens Auditorium, Hubbard Hall

Tuesday 31: Personal Finances Exercise, Time Management Discussion
The New Chapter in My Life Written Exercise Due
Read *Image is Everything* on pages 100 – 102 in Quiet Revolutions Poetics and Philosophies

February

Thursday 2: Black History Month Presentation: Medford Library

Tuesday 7: Diversity Exercise, Diversity Handout, Image is Everything Discussion
Homework: What Does Diversity Mean to Me Written Exercise

Thursday 9: Goal Setting: Meet in Stevens Auditorium, Hubbard Hall
Homework: Read *Still Me* on page 50 and *Self Sufficient Creation* on pages 70 -72 in Quiet Revolutions Poetics and Philosophies

Tuesday 14: *Still Me and Self Sufficient Creation* Discussion
What Does Diversity Mean to Me Written Exercise Due

Thursday 16: Substance Abuse: Meet in Stevens Auditorium, Hubbard Hall

Tuesday 21: Understanding Relationships and Relationship Building Exercises
Read *On Strength and the Strong* on pages 97 -99 in Quiet Revolutions Poetics and Philosophies

Thursday 23: Financial Literacy: Meet in Stevens Auditorium, Hubbard Hall

Tuesday 28: *On Strength and the Strong Discussion, Current Events Presentations*
Homework: Respond to the question on the Blackboard Discussion Board

March

Thursday 1: Technology Tattoo: Meet in Stevens Auditorium, Hubbard Hall

Tuesday 6: *Spring Break No Class Meeting*

Thursday 8: *Spring Break No Class Meeting*

Tuesday 13: Resume Writing
Last day to personally select a topic for your oral presentation
Response to Discussion Board Question Due
Homework: Resume

Thursday 15: Dream Careers: Meet in Stevens Auditorium, Hubbard Hall

Tuesday 20: Job Interviewing Skills and Strategies

Resume Due

Homework: Job Interview Questions

Respond to the question on the Blackboard Discussion Board

Thursday 22: Catawba Cares: Meet in Stevens Auditorium, Hubbard Hall

Tuesday 27: Thursday 29: Palmetto Citizens Against Sexual Assault (P-CASA):

Meet in Stevens Auditorium: Hubbard Hall

Thursday 29: How to Prepare for a Meeting with your Advisor

Job Interview Questions Due

Homework: Twenty Things I Must Do In Order To Be Successful

Read *Woe* on page 53, *Let's Talk* on page 61, and *Take a Minute* on page 63 in

Quiet Revolutions Poetics and Philosophies

April

Tuesday 3 *Woe, Let's Talk, and Take a Minute* Discussion

Twenty Things I Must Do In Order to Be Successful Due

Response to Discussion Board Question Due

Thursday 5: Oral Presentations (Final Exams) Preparation Day

Tuesday 10: **Oral Presentations (Final Exams)**

Thursday 12: **Oral Presentations (Final Exams)**

Tuesday 17 **Oral Presentations (Final Exams)**

Thursday 19: I've finished this Semester, Now What's Next Discussion

What I know now that I didn't know on January 10, 2012, **Class Evaluations,**
Oral Presentations (Final Exams) if Necessary

Other Important Dates:

Friday January 13, 2012 is the last day to register, change a schedule, or drop a course without a grade of "W."

Monday February 27, 2012 is the last day to drop a course or withdraw without a grade of "WF".

**** The Instructor reserves the right to amend this syllabus as appropriate throughout the semester. Students will be notified of any such changes. ****

Written Exercise Grading

The 10 point exercise

The written exercise receiving ten (10) points has a central theme expressed explicitly in the thesis statement and developed consistently throughout the exercise. It is easy to follow because it is logically developed and written clearly. Each paragraph has focus, unity, and coherence. There is smooth transition between sentences and paragraphs. Assertions are supported by examples. Words and ideas are used precisely. The exercise is free of mechanical errors, is interesting to read, and shows imagination. The conclusion does not merely restate the thesis, but summarizes the entire paper in order to make the reader understand the subject on a higher level.

The 9 or 8 point exercise

Written exercises receiving nine (9) or eight (8) points contains all the good qualities of a ten point paper, but may have one or two errors of transition, or one or two spelling errors.

The 7 point exercise

Written exercises receiving seven (7) points have a clearly and succinctly written thesis statement. It is easy to follow, and its paragraphs have focus and unity. It may lack coherence and smooth transition at some points and have one or two mechanical errors. The paragraphs are well developed, and the conclusion summarizes the entire paper.

The 6 or 5 point exercise

Written exercises receiving six (6) or five (5) points have a clearly stated purpose, are somewhat logical, and are almost adequately developed. It presents examples after assertions, has unity, but its paragraphs might lack focus and coherence. It may contain a few sentences that need transposing, and it may have mechanical and errors in grammar, but it should indicate a level of competence.

The 4 point exercise

The four (4) point exercise's thesis may be too wordy though it may be clearly stated. It contains a few mechanical and grammar errors, and it lacks liveliness of expression. It has problems with focus, development, and transition. Its conclusion reveals little more than a superficial understanding of the subject.

The 3 or 2 point exercise

The three (3) and two (2) point exercise has a central idea organized enough to convey its purpose to the reader. It may be without vigor of thought and expression and may contain many errors in the use of English. These errors may be a sentence fragments, spelling, verb-tense shifts, lack of "ed" or "s" verb endings, a confusion of the use of "there" and "it" at the beginning of sentences, a confusion of noun and adjective word endings, etc. With more careful proofreading and fuller development, many three or two exercises might be worth at least a four rating.

The 1 point exercise

The one (1) point exercise may contain two ideas either of which could serve the central theme. It lacks focus and unity, and it has serious mechanical errors. It lacks imagination.

The 0 exercise

The zero (0) exercise has all the problems of the one point exercise but to a greater degree. In addition to these problems, the zero exercise may also have numerous incoherent or illegible sentences, a preponderance of misspelled words and errors in grammar. The zero paper shows no evidence of focus, organization, or development.

Beyond the Classroom Learning Opportunity Worksheet

Date: _____

Student Name: _____

The Beyond the Classroom Learning Opportunity I participated in was:

I observed the following during this learning opportunity:

I believe this learning opportunity supports, encourages, and/or enhances my collegiate experience because:

Oral Presentation Grade Criteria

Maximum Points Possible – 70 Points

_____ of 15 points Effective Opening

- Introduction of self and/or team members
- Introduced topic
- Captured Audience Attention

_____ of 25 points Presentation of Information

- Assertions followed by facts
- Student/Team maintained good eye contact with the audience
- Is the audience able to hear and understand the speaker?

_____ of 15 points Use of Technology

- Slides are free of grammatical and spelling errors.
- Technology effectively enhanced presentation (Student(s) did not read slides to the audience)
- Student/Team provided the instructor with a copy of the slides.

_____ of 15 points Effective Closing

- Student/Team accurately summarized key points of presentation
- Student/Team answered questions knowledgeably
