

## UNIVERSITY 1000 SYLLABUS FIRST YEAR SEMINAR FALL 2011

**REQUIRED TEXT:** *Your Expanding Intelligence* 5<sup>th</sup> Edition

UNIV 1000 Section: S39	UNIV 1000 Seminar Faculty	FYE Mentors
Days: Wednesday – General Session Friday – Seminar Session Time: 12:00-12:50 PM GS Room: ED 103 SS Room: SC 127	Name: Chad Gasser Office: GC 203A Phone: 435-586-7923 Email: gasser@suu.edu Office hours: MWF 9:30-10:30 AM, M 3:00-5:00 PM, other as needed	Name: Courtney Dumont Phone: Email: courtneydumont@suuemail.net Name: Kelsie Stenquist Phone: Email: poohbrks@hotmail.com
<b>General Session Lecturer:</b> Kelly Lid Stephens, AD 304, 435-586-7847, lid@suu.edu		
As the UNIV 1000 General Session Lecturer, I am rarely in my office--please use email to contact me. I care about your comments, confusions and questions and can respond to email MUCH more quickly than through other means. As your consultant and trainer, I'm often merely the hub for connecting you with the resources and tools specific to your needs. If you really need to talk, please grab me before/after class so we can arrange a meeting.		

**UNIV 1000 Course Objectives:** Southern Utah University offers a comprehensive program to insure that students can demonstrate and/or develop the ability to:

- Balance work and play.
- Direct concentration, memory, thinking and testing skills.
- Study smarter (more so than harder) and experiment with diverse tools.
- Learn how you learn by *thinking about your thinking*.
- Develop transferable life skills.
- Connect with SUU and its support systems by engaging with staff, faculty and students.
- Develop or demonstrate effective, semester-long habits in a companion class and required workbook.

**University 1000** meets in three different settings. The first two—General and Seminar Sessions—meet two times per week for workshops and small group discussions. Finally, students conclude the course by attending the Final Exam with the completed *Expanding Intelligence* workbook and an independently completed packet from two academic advising-related activities.

**General Sessions** meet one day of the week in a lecture/workshop setting. Students complete the workbook, *Your Expanding Intelligence*, to establish a baseline portfolio of entering habits. The General Session workbook makes obvious your skill and awareness levels, defining your starting point in *higher education* habits. After each General Session, students are expected to review and complete the week's chapter/s and corresponding *Academic Habits Module*, applying each to a self-defined companion class. See Syllabus for assignment details. Timely and quality completion of the workbook is a primary variable in the Final Exam and final grade.

**Seminar Sessions** meet one day per week and consist of small discussion/seminar groups facilitated and graded by a Seminar faculty member. Each week an article or activity will be assigned for the following week's Seminar.

Seminar Ticket Students will write a seminar paper that is **no more than** one typed page for each seminar. The paper serves as a ticket into seminar and is collected after each discussion. The paper should avoid summary of information. Everyone will have completed the same assignment, so review will be unnecessary. Instead, students will work to consider how the assignment relates to their past or present experiences, how it affects the world around them or connects to what they are learning or experiencing personally. Without a paper, students may only observe in a fishbowl capacity. For fishbowl students, no more than a C may be earned by remaining the whole seminar, **actively listening**, and then turning in a one-page reflection paper at the next Seminar Session.

Seminar Participation Everyone must speak. No one receives full credit unless everyone speaks. The Seminar paper provides talking points, so students may simply read as a starting point for engagement. To enhance conversational flow, students will make and use a name tent.

Seminar Manners will be defined by the group after the first seminar discussion using *Create a Social Contract for Democracy in Module One*. Manners will also include habits of *Assertive Listening and Speaking*.

<b>ASSERTIVE LISTENING &amp; SPEAKING</b>	
~~ Listening ~~	~~ Speaking ~~
<ul style="list-style-type: none"> <li>• Make eye contact and visible signs of listening.</li> <li>• Quiet inner and outer voice. Really listen.</li> <li>• Consider the context of each person's thoughts.</li> <li>• Work to listen and discuss, not win, set straight or persuade.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider starting with "From my experience..." or "In my point of view..."</li> <li>• Avoid speaking for a group, yours or others'.</li> <li>• Use <i>I language</i>, not <i>you language</i> (unless being directive).</li> <li>• Use a conversational tone.</li> <li>• Make eye contact with individuals and the whole group.</li> </ul>

**Advising and Academic Focus Days:** Prior to the beginning of freshmen registration, all students will meet with their Academic Advisor to receive vital advisement and information. Students will also attend Academic Focus Days, sponsored by SUUSA. Students will complete and turn in a worksheet for each activity to demonstrate learning and attendance. Packets and specific instructions/requirements will be distributed in the General Session prior to the end of the eighth week of class. Work with Mentors to understand expectations.

**Final Exam:** Course Final Exam will occur during university Final Exam week at the end of the semester. See online schedule for day/time of your exam. The Final requires attendance **during your assigned time**, completion of final activities, completion of your baseline portfolio, *Your Expanding Intelligence*, and completed *academics* packet.

<b>SUU's Equal Access Policy</b>
Students with medical, psychological, learning, or other disabilities desiring academic adjustments, auxiliary aids, or accommodations must contact the Disability Support Center, Room 206F, Sharwan Smith Center, 435.865.8022. The Disability Support Center determines eligibility for and authorizes the provision of these services and aids.

<b>SUU's Academic Integrity Statement</b>
Scholastic dishonesty will not be tolerated. You are expected to read and understand the current issue of the SUU <i>Student Handbook</i> so that you know student responsibilities and rights, the intellectual property policy, and information about procedures and about what constitutes acceptable on-campus behavior.

<b>HEOA Compliance Statement</b>
The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <a href="http://www.suu.edu/it/p2p-student-notice.html">http://www.suu.edu/it/p2p-student-notice.html</a> .

<b>SUU's Emergency Management Statement</b>
In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the <i>mySUU</i> portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <a href="http://www.suu.edu/ad/facilities/emergency-procedures.html">http://www.suu.edu/ad/facilities/emergency-procedures.html</a>

<b>One Final Note</b>
Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor

## FALL 2011

DATE	CLASS SCHEDULE	HOMEWORK	SELF CHECK
<b>WEEK 1</b>			
8-24	<b>(GS) General Session: <i>Be Curious</i></b> * Welcome and Introductions * Human Learning Intro * <i>One Millennium More: Making Connections</i>	<b>HOMEWORK FOR WEEK 2:</b> <b>Bring</b> <i>Your Expanding Intelligence</i> to both sessions. <b>Complete</b> Chapters 1 and 2, including <i>Academic Habits Modules</i> . <b>Read</b> syllabus. <b>Prep</b> for Seminar. (See <i>Seminar Session</i> , front page of syllabus) <b>Bring</b> required Seminar Paper. <b>Ask</b> for help if you are unclear.	<input type="checkbox"/>
8-26	<b>(SS) Seminar Session: Introductions</b> * Complete <i>Meet Colleagues</i> in workbook p. 33 * What is Seminar? GS and SS Weekly Structure * Meet Mentors * Syllabus: Read and Understand		<input type="checkbox"/>
<b>WEEK 2</b>			
8-31	<b>(GS) General Session: <i>Be Active</i></b> * How Brains Learn & Universities Teach * Communities of Practice and Your Mental Library * Guide and Direct your Energy and Hours	<b>HOMEWORK FOR WEEK 3:</b> <b>Complete</b> Chapter and <i>Academic Habits Module 3</i> . <b>Prep</b> for Seminar.	<input type="checkbox"/>
9-02	<b>(SS) Seminar Session: Etiquette for talking on cell phones, text messaging, and email</b> * Complete: <i>Create a Social Contract</i> p. 32		<input type="checkbox"/>
<b>WEEK 3</b>			
9-07	<b>GS: <i>Connect</i></b> * Academic Objectivity & Point of View * Assertive Communication	<b>HOMEWORK FOR WEEK 4:</b> <b>Complete</b> Chapter and <i>Module 4</i> . <b>Prep</b> for Seminar.	<input type="checkbox"/>
9-09	<b>SS: Value of a College Education</b>		<input type="checkbox"/>
<b>WEEK 4</b>			
9-14	<b>GS: <i>Use Language Power</i></b> * Latin Roots, Base Words and Context Clues * Support Your Local Professor	<b>HOMEWORK FOR WEEK 5:</b> <b>Complete</b> Chapter and <i>Module 5</i> <b>Prep</b> for syllabus test. <b>Prep</b> for Seminar	<input type="checkbox"/>
9-16	<b>SS: Animals in Sport and Exhibition</b>		<input type="checkbox"/>
<b>WEEK 5</b>			
9-21	<b>GS: <i>Commit</i></b> * Cornell Notes, Self-Testing and Syllabus Test * Guide & Direct Your Attention	<b>HOMEWORK FOR WEEK 6:</b> <b>Complete</b> Chapter and <i>Module 6</i> . <b>Prep</b> for Seminar.	<input type="checkbox"/>
9-23	<b>SS: Veterinarian Shortage</b>		<input type="checkbox"/>
<b>WEEK 6</b>			
9-28	<b>GS: <i>Make the Hour Work</i></b> * Memory and Learning Differences * Active, Measurable Learning	<b>HOMEWORK FOR WEEK 7:</b> <b>Complete</b> Chapter and <i>Module 7</i> <b>Prep</b> for Seminar	<input type="checkbox"/>
9-30	<b>SS: Role of Horses</b>		<input type="checkbox"/>
<b>WEEK 7</b>			
10-05	<b>GS: <i>Overcome Obstacles</i></b> * Figuring Midterm grades * Stereotype & Prejudice with Self and Others	<b>HOMEWORK FOR WEEK 8:</b> <b>Complete</b> Chapter and <i>Module 8</i> <b>Prep</b> for Seminar	<input type="checkbox"/>
10-07	<b>SS: Feeding the World</b>		<input type="checkbox"/>
<b>WEEK 8: Midterm Week: Understand and Protect Academic and Financial Standing</b>			
10-12	<b>GS: <i>Earn A and B Grades</i></b> * Testing: Before, During and After	<b>HOMEWORK FOR WEEK 9-10:</b> <b>Complete</b> Chapter and <i>Module 9</i>	<input type="checkbox"/>
10-14	<b>SS: The Millennial Generation</b>		

WEEKS 9-15		
Last day to Withdraw from individual course with a "W" is October 21 **Freshmen Registration Opens Wednesday, Nov. 2 <sup>nd</sup> **		
10-17 to 12-9	<b>Attend</b> Academic Focus Days (dates TBA). Complete worksheet. <b>Meet</b> with Academic Advisor. Register and complete worksheet. <b>Procrastinate?</b> Do Chap. 10 & <i>Module</i> (extra credit) <b>Complete</b> Module 11 <b>Prepare</b> to turn in <i>Your Expanding Intelligence</i> . <b>Prepare</b> for Final Exam	
Finals Week: December 12-15 Final Class Meeting and Final Grade		
12-12 to 12-15	Attend Final Exam during your designated time ( <u>Tuesday, Dec 13, 11:00AM-12:50PM</u> ) to: * <b>Tally</b> your final term GPA (pg. 186) if you have not * <b>Tally</b> your UNIV 1000 grade on template attached to Syllabus. Prepare to turn it in. * <b>Turn in</b> completed <i>academic worksheets</i> and have workbook checked * <b>Turn in</b> copy of Spring 2012 class schedule (complete Exit Survey if not returning to SUU)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## EARNING YOUR GRADE: UNIV 1000 OBJECTIVE GRADE

Grades are both objective and subjective. Use this form & the reverse side to determine your grade at Midterm and Final. Note the <b>2 absence limit</b> .	<b>SELF MONITOR</b>	<b>OBJ. GRADE MONITOR</b>
<b>GENERAL SESSIONS: 40% of Grade</b>		
<b>ATTENDANCE &amp; PARTICIPATION</b> <b>Attend</b> General Sessions. <u>More than 1 absence could cause failure.</u> <b>Sign in</b> each class. <b>Monitor</b> attendance, participation, attention and energy. <b>Complete</b> chapters in <i>Your Expanding Intelligence</i> in class; then review for homework.	<b>8 SESSIONS</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	$\overline{18}$  Find % of above. Multiply % by .40
<b>ACADEMIC HABITS OUTPUT MODULES</b> <b>Complete</b> <i>Academic Habits Modules</i> after reviewing the week's General Session concepts. Number 10 is optional based on procrastination status	<b>10 MODULES</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Quality?	<b>TOTAL:</b> /40
<b>SEMINAR SESSIONS: 40% of Grade</b>		
<b>PREPARE SEMINAR PAPERS</b> <b>Complete</b> Seminar activities. <b>Write</b> and type 7 Seminar Papers <b>No paper?</b> 70% credit with Fishbowl and Reflection Paper the following week	<b>7 PAPERS</b> 1, 2, 3, 4, 5, 6, 7  Quality?	$\overline{15}$  Find % of above. Multiply % by .40
<b>ATTENDANCE &amp; PARTICIPATION</b> <b>Attend</b> Sessions. <u>More than 1 absence could cause failure.</u> <b>Participate</b> in seminar with paper & discussion (full credit) OR <b>Fishbowl</b> in seminar, then <b>write</b> response paper (70% credit)	<b>8 SESSIONS</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Quality?	<b>TOTAL:</b> /40
<b>Advising and Academic Focus Days: 10% of Grade</b>		
<b>Attend</b> Group Advising with your academic advisor <b>Attend</b> Academic Focus Days <b>Complete</b> worksheet for each activity	<b>PACKET</b> <input type="checkbox"/> Advising <input type="checkbox"/> Ac. Focus  Quality?	$\overline{2}$  Find % of above. Multiply % by .10
<b>TOTAL:</b> /10		
<b>FINAL: 10% of Grade</b>		
<b>Attend</b> Final during your UNIV 1000 final Seminar Session <b>Bring</b> completed <i>Expanding Intelligence</i> Workbook <b>Bring</b> typed and printed Resume and Letter of Introduction <b>Register</b> for classes or complete <i>Exit Survey</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	$\overline{4}$  Find % of above. Multiply % by .10
<b>TOTAL:</b> /10		
<b>TOTAL:</b> Add all totals together to find overall class grade by percentage.		
_____ %		

Objective Items and Values	Teacher Monitor
General Sessions: 40% of grade	
Seminar Sessions: 40% of grade	
FASSST Week: 10% of grade	
Final 10% of grade	
<b>Subjective notes:</b>	

## EARNING A GRADE: UNIV 1000 SUBJECTIVE GRADE

Subjective Grades are created through participation and demonstration of personal excellence. UNIV 1000 does not consider one or two events in grading. It examines students' semester-long habits both objectively and subjectively.

Consider the following **“A” standards** and use a sliding scale to see where your habits fall: Mastery (A), Progressing Actively (B), I'm not sure. (C), and I have no idea what is going on (D/F).

- 1) “A” students do not let school interfere with their education. They know when they resist being taught and choose to find interest in university curriculum, as overseen by larger governing boards.
- 2) They choose to trust higher education as a way to transform lives, enhance wellness and opportunity, improve citizenship and/or develop a higher aesthetic sense. They understand the need to invest and sacrifice now to create opportunities for success with at least a bachelor's degree later.
- 3) If “A” students do not see the value of what is being taught, they investigate rather than judge. Research, a primary habit of academia, means to search again and again with an open mind.
- 4) They learn in an active and engaged way. They accept homework as part of the *job* and as an opportunity to develop self-discipline. They are curious, eager to learn and ready to build diverse neural pathways and fire the synapses!
- 5) “A” students complete homework to support teachers during lecture or discussion and to get their money's worth. They discuss confusing matters with another student, a mentor, a tutor, the teacher, or another support system. They know where tutoring is, and they are eager to use it.
- 6) They willingly agree to follow a clock and schedules and know all people are as busy or busier than they are. They realize that choosing to be late or turn in late work burdens others. They turn work in on time. They understand that more people mean more rules.
- 7) They engage actively in developing relationships with other students and university personnel. They avoid cliques and value the layers of relationships from acquaintance or co-worker to intimate partner.
- 8) “A” students keep and organize paperwork. They know that neatness buys them play time.
- 9) “A” students keep their word. They say what they'll do and do what they say.

In regards to <b>subjective</b> aspects of my grade, I: (Circle One)			
Am a Master (A)	Am Progressing Actively (B)	Am not sure (C)	Have no idea (D/F).
In regards to my performance on the subjective aspects of success, I would like to add:			
<hr/>			