

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*.

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

Advising and Academic Focus Days: Prior to the beginning 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.

SUU's Equal Access Policy

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.

SUU's Academic Integrity Statement

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.

HEOA Compliance Statement

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 http://www.suu.edu/it/p2p-student-notice.html .

SUU's Emergency Management Statement

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 http://www.suu.edu/ad/facilities/emergency-procedures.html

One Final Note

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
WEEK 1			
8-24	(GS) General Session: <i>Be Curious</i> * Welcome and Introductions * Human Learning Intro * <i>One Millennium More: Making Connections</i>	HOMEWORK FOR WEEK 2: Bring <i>Your Expanding Intelligence</i> to both sessions. Complete Chapters 1 and 2, including <i>Academic Habits Modules</i> . Read syllabus. Prep for Seminar. (See <i>Seminar Session</i> in syllabus) Bring Seminar Paper <i>Ticket on Health Promotion</i> . Ask for help if you are unclear.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8-26	(SS) Seminar Session: Introductions * Complete <i>Meet Colleagues</i> in workbook p. 33 * What is Seminar? GS and SS Weekly Structure * Meet Mentors * Syllabus: Read and Understand		
WEEK 2			
8-31	(GS) General Session: Be Active * How Brains Learn & Universities Teach * Communities of Practice and Your Mental Library * Guide and Direct your Energy and Hours	HOMEWORK FOR WEEK 3: Complete Chapter and <i>Academic Habits Module 3</i> . Prep for Seminar. Bring Seminar Paper <i>Ticket on Diversity</i> .	<input type="checkbox"/> <input type="checkbox"/>
9-02	(SS) Seminar Session: * <i>Health Promotion</i> * Complete: <i>Create a Social Contract</i> p. 32		
WEEK 3			
9-07	GS: <i>Connect</i> * Academic Objectivity & Point of View * Assertive Communication	HOMEWORK FOR WEEK 4: Complete Chapter and <i>Module 4</i> . Prep for Seminar. Bring Seminar Paper <i>Ticket on Evidence-based practice</i>	<input type="checkbox"/> <input type="checkbox"/>
9-09	SS: <i>*Diversity</i>		
WEEK 4			
9-14	GS: <i>Use Language Power</i> * Latin Roots, Base Words and Context Clues * Support Your Local Professor	HOMEWORK FOR WEEK 5: Complete Chapter and <i>Module 5</i> Prep for syllabus test. Prep for Seminar Bring Seminar Paper <i>Ticket on Self-Assessment</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9-16	SS: <i>*Evidence-based Practice</i>		
WEEK 5			
9-21	GS: <i>Commit</i> * Cornell Notes, Self-Testing and Syllabus Test * Guide & Direct Your Attention	HOMEWORK FOR WEEK 6: Complete Chapter and <i>Module 6</i> . Prep for Seminar. Bring Seminar Paper <i>Ticket on 'Student Choice' Topic</i>	<input type="checkbox"/> <input type="checkbox"/>
9-23	SS: <i>*Self-Assessment</i>		

WEEK 6			
9-28	GS: <i>Make the Hour Work</i> * Memory and Learning Differences * Active, Measurable Learning	HOMEWORK FOR WEEK 7: Complete Chapter and <i>Module 7</i> Prep for Seminar Bring Seminar Paper <i>Ticket</i> on <i>Professional Role Model</i>	<input type="checkbox"/> <input type="checkbox"/>
9-30	SS: * <i>'Student Choice' Topic</i>		
WEEK 7			
10-05	GS: <i>Overcome Obstacles</i> * Figuring Midterm grades * Stereotype & Prejudice with Self and Others	HOMEWORK FOR WEEK 8: Complete Chapter and <i>Module 8</i> Prep for Seminar Bring Seminar Paper <i>Ticket</i> on <i>Testing Success</i>	<input type="checkbox"/> <input type="checkbox"/>
10-07	SS: * <i>Professional Role Model</i>		
WEEK 8: Midterm Week: Understand and Protect Academic and Financial Standing			
10-12	GS: <i>Earn A and B Grades</i> * Testing: Before, During and After	HOMEWORK FOR WEEK 9-10: Complete Chapter and <i>Module 9</i>	<input type="checkbox"/>
10-14	SS: * <i>Testing Success</i>		
WEEKS 9-15			
Last day to Withdraw from individual course with a "W" is October 21 **Freshmen Registration Opens Wednesday, Nov. 2 nd **			
10-17 to 12-9	Attend Academic Focus Days (dates TBA). Complete worksheet. Meet with Academic Advisor. Register and complete worksheet. Procrastinate? Do Chap. 10 & <i>Module</i> (extra credit) Complete Module 11 Prepare to turn in <i>Your Expanding Intelligence</i> . Prepare 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 to: * Tally your final term GPA (pg. 186) if you have not * Tally your UNIV 1000 grade on template attached to Syllabus. Prepare to turn it in. * Turn in completed <i>academic worksheets</i> and have workbook checked * Turn in 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 2 absence limit .	SELF MONITOR	OBJ. GRADE MONITOR
GENERAL SESSIONS: 40% of Grade		
ATTENDANCE & PARTICIPATION Attend General Sessions. <u>More than 1 absence could cause failure.</u> Sign in each class. Monitor attendance, participation, attention and energy. Complete chapters in <i>Your Expanding Intelligence</i> in class; then review for homework.	8 SESSIONS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr style="width: 20px; margin: 0 auto;"/> 18 Find % of above. Multiply % by .40
ACADEMIC HABITS OUTPUT MODULES Complete <i>Academic Habits Modules</i> after reviewing the week's General Session concepts. Number 10 is optional based on procrastination status	10 MODULES 1, 2, 3, 4, 5, 6, 7, 8, 9, 11 Quality?	TOTAL: /40
SEMINAR SESSIONS: 40% of Grade		
PREPARE SEMINAR PAPERS Complete Seminar activities. Write and type 7 Seminar Papers No paper? 70% credit with Fishbowl and Reflection Paper the following week	7 PAPERS 1, 2, 3, 4, 5, 6, 7 Quality?	<hr style="width: 20px; margin: 0 auto;"/> 15 Find % of above. Multiply % by .40
ATTENDANCE & PARTICIPATION Attend Sessions. <u>More than 1 absence could cause failure.</u> Participate in seminar with paper & discussion (full credit) OR Fishbowl in seminar, then write response paper (70% credit)	8 SESSIONS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	TOTAL: /40
FASSSTWEEK: 10% of Grade		
Attend Group Advising with your academic advisor Attend Academic Focus Days Complete worksheet for each activity	PACKET <input type="checkbox"/> Advising <input type="checkbox"/> Ac. Focus Quality?	<hr style="width: 20px; margin: 0 auto;"/> 2 Find % of above. Multiply % by .10
TOTAL: /10		
FINAL 10% of Grade		
Attend Final during your UNIV 1000 final Seminar Session Bring completed <i>Expanding Intelligence</i> Workbook Bring typed and printed Resume and Letter of Introduction Register for classes or complete <i>Exit Survey</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr style="width: 20px; margin: 0 auto;"/> 4 Find % of above. Multiply % by .10
TOTAL: /10		
TOTAL: 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	
<i>FASSST Week</i> : 10% of grade	

Final	10% of grade	
Subjective notes:		

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 subjective 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:			
