

UNIVERSITY 1000 SYLLABUS FIRST YEAR SEMINAR FALL 2007

REQUIRED TEST: *Your Expanding Intelligence* by Jill Wilks
RECOMMENDED: Organizational method for paperwork, time and distractions

UNIV 1000 Section	UNIV 1000 Instructor	Mentor
Section #: Days: Time: Room:	Name: Office: Phone: Email:	Name: Phone: Email:

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.

Class Objectives

Southern Utah University offers a comprehensive first-year support program so that you can:

- Balance work and play by being aware of time and choosing to plan it.
- Direct your thinking to improve concentration, memory, thinking and testing skills.
- Study smarter rather than harder by directing your emotions and attention.
- Learn how you learn by *thinking about your thinking* and experimenting with tools.
- Develop skills in civic engagement through active seminar participation.
- Connect with SUU and support systems by engaging with staff, faculty and students.
- Develop socially and professionally by attending *FASSST* Week Activities.
- Develop effective habits over a semester. Demonstrate in companion class and the *YEI* text..

-----FOLD AND TEAR. TURN IN WEEK ONE-----

CLASSROOM MANNERS : Circle Yes or No for each item.

- | | | | |
|----|-----|----|--|
| 1. | YES | NO | I will attend all General and Seminar Sessions on time. |
| 2. | YES | NO | I will come to both sessions prepared to participate. |
| 3. | YES | NO | I will turn off my cell phone in class. |
| 4. | YES | NO | I will sit alertly, listen attentively and participate actively in class activities. |
| 5. | YES | NO | I will complete the workbook <i>Your Expanding Intelligence</i> . |
| 6. | YES | NO | I will move around and talk out loud when I study. |
| 7. | YES | NO | I will think about how my choices impact teachers' lives. |
| 8. | YES | NO | I will get my money's worth and give taxpayers their money's worth. |
| 9. | YES | NO | I have read and understood the items on this contract. |

Print and Sign Your Name

Date

SUU's Academic Integrity Statement

Scholastic dishonesty will not be tolerated. You are expected to read and understand the current issue of the SUU *Student Handbook* so that you know student responsibilities and rights, the intellectual property policy, and information about procedures and about what constitutes acceptable on-campus behavior.

**FALL 2007 UNIV 1000 DAILY SCHEDULE
GENERAL SESSIONS: TUESDAYS
SEMINAR SESSIONS: THURSDAYS**

DATE	CLASS SCHEDULE	HOMEWORK	SELF CHECK
WEEK 1			
August 28, 2007	(GS) General Session: <i>Value General Education</i> * Welcome * Thinking about Your Thinking: Consciousness * <i>One Millennium More: Connections</i>	Purchase Your <i>Expanding Intelligence (YEI)</i>. Complete Chapters 1 and 2 and <i>Required Modules 1 and 2.</i>	<input type="checkbox"/> <input type="checkbox"/>
8-30-07	(SS) Seminar Session: <i>Focus</i> * Syllabus and Contract * Why 2 different places each week? * What's a Seminar? * Colleague, Faculty and Mentor Introductions. * Watch homework column!	Prep for Seminar on Summer Reader received at Orientation. Ask for help if you do not have the article. No one can know what you need until you ask!	<input type="checkbox"/> <input type="checkbox"/>
WEEK 2			
9-4-07	(GS) General Session: *How Brains Learn & Universities Teach *Communities of Practice: Syllabus * Note: room change for next week	Complete <i>Required Module 3</i> Prep for Seminar on topic from Jill.	<input type="checkbox"/> <input type="checkbox"/>
9-6-07	(SS) Seminar Session: * Summer Reader: Civic Engagement and Service		
WEEK 3			
9-11-07	GS: <i>Connect</i> * Attend GS in _____ * Male/Female Ideas: Objectivity & Point of View * Assertive Communication	Complete <i>Required Module 4</i> Prep for Seminar	<input type="checkbox"/> <input type="checkbox"/>
9-13-07	SS: Seminar on topic from Jill.		
WEEK 4			
9-18-07	GS: <i>Commit</i> * Cornell Notes and Self-Testing * Syllabus Test *Guide & Direct Your Attention	Complete <i>Required Module 5</i> Prep for Seminar	<input type="checkbox"/> <input type="checkbox"/>
9-20-07	SS:		
WEEK 5			
9-25-07	GS: <i>Make the Hour Work</i> * Memory * Learning Differences * Active, Measurable Learning	Complete <i>Required Module 6</i> Prep for Seminar	<input type="checkbox"/> <input type="checkbox"/>
9-27-07	SS:		
WEEK 6			
10-2-07	GS: <i>Use Language Power</i> * Language Power: Latin Root Words * Support Your Local Professor	Complete <i>Required Module 7</i> Prep for Seminar	<input type="checkbox"/> <input type="checkbox"/>
10-4-07	SS:		
WEEK 7			
10-9-07	GS: <i>Overcome Obstacles</i> * Figuring 5 th Week grades * Stereotype & Prejudice Activity * Guide & Direct Your Thinking and Energy	Complete <i>Required Module 8</i> Prep for Seminar	<input type="checkbox"/> <input type="checkbox"/>
10-11-07	SS:		

WEEK 8: MIDTERM WEEK Half finished!			
10-16-07	GS: Earn A and B Grades * Testing: Before, During and After	Complete <i>Required Module 9</i> See you at the final!	<input type="checkbox"/> <input type="checkbox"/>
10-18-07	SS:	Prepare to turn in <i>Your Expanding Intelligence</i> at the final.	
WEEK 9: Shift to LM 1010, Prep for FASSST Week and Advisement			
10-23 to 26 Last day to W 10-26-07	ALERT: You add LM 1010 this week * Note room change this week. * Attend Orientation in Library 002.	Read Chapter 10 Complete <i>Required Module 10</i>	<input type="checkbox"/> <input type="checkbox"/>
WEEK 10: FASSST Week, Advisement and Prep for Registration			
10-29-07 to 11-02-07	* Welcome to FASSST Week where you have an opportunity to meet with Faculty, Advisors, Student Services and Students Together to further engage using a conference setting. * Please see Chapter 11 <i>Fine Tune and Look Forward</i> in <i>Your Expanding Intelligence</i> * Find FASSST schedule at: Student Success Center or at workshops	Read Chapter 11 Complete all FASSST Week Response Forms at the end of Chapter 11. Verify attendance at different events with presenter stamps. Verify attendance to receive RAC with copy of S'08 schedule at final exam.	<input type="checkbox"/> <input type="checkbox"/>
Weeks 11, 12, 13, 14 and 15			
11-5 to 12-7	* Doing well? Keep at it and Congratulations. Let's hear how you did it! Enter <i>Higher Education Pays</i> Contest for money prizes. * Not doing well? Take action. Re-examine <i>Required Module 9</i>		<input type="checkbox"/> <input type="checkbox"/>
Week 16: Final Exams			
ALERT: Final Exams Required: See Final Exam Schedule. All UNIV 1000 Final Exams held in Cedar Breaks			
12-10 to 12-14	Attend Final Exam to: * Turn in completed workbook: <i>Your Expanding Intelligence</i> * Turn in Final Exam Mini Research * Tally your first-semester final GPA. * Pick up a <i>Higher Education Pays</i> Award		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

EARNING YOUR GRADE: UNIV 1000 OBJECTIVE GRADE

Use form to estimate your UNIV 1000 objective and subjective grade at Midterm and Final.

GENERAL SESSIONS: 35% of Grade	
ATTENDANCE & PARTICIPATION Attend General Sessions. <u>More than 1 absence could cause failure.</u> Sign in each class period. Monitor your attendance, participation, attention and energy. Complete in-class assignments in <i>Your Expanding Intelligence</i> .	SELF MONITOR
REQUIRED MODULES Complete <i>Required Modules</i> and <i>FASSST Week Response Forms</i> in <i>Your Expanding Intelligence</i> .	
SEMINAR SESSIONS: 35% of grade	
SEMINAR PAPERS Complete 7 Seminar Assignments Write and type Seminar Paper for full credit access to each of the 7 Seminars. No paper? Access to lesser credit <i>fishbowl</i> only. Reflection Paper required for lesser credit.	
SEMINAR PARTICIPATION Attend Seminar Sessions. <u>More than 1 absence could cause failure.</u> Participate in seminar with paper and discussion (full credit) OR Fishbowl in seminar and write response paper (partial credit)	
FASSST WEEKS: 15% of grade	
Attend Required Majors Fair Attend Mandatory Advisement Session to receive Registration Access Code (RAC number) See <i>FASSST Week</i> schedule on SSC website or at workshops. Attend required Civic Engagement session and two other sessions of your choice Complete all Chapter 11 <i>FASSST Week Response Forms</i> in <i>Your Expanding Intelligence</i> for full credit. Stamp verification required.	
FINAL 15% of grade	
Attend Final Exam during UNIV 1000 Final Exam time (See Schedule) Bring Completed <i>YEI Portfolio</i> with mailing address written on inner cover. Bring typed and printed <i>Mini Research</i> to final	

Items and Values	Teacher Monitor
General Sessions: 35% of grade	
Seminar Sessions: 35% of grade	
<i>FASSST Weeks</i> : 15% of grade	
Final 15% of grade	

EARNING A GRADE: UNIV 1000 SUBJECTIVE GRADE

Subjective Grades are created through participation and personal excellence. UNIV 1000 does not consider one or two events in grading. It examines student habits over 16 weeks.

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 at the moment, they investigate rather than judge. Research, a primary value of academia, means to search again and again. Search.
- 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 collect the dendrites 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 tutor, the teacher, or another support system. They know where tutoring is, and they are not embarrassed to use it.
- 6) They willingly agree to follow a clock and schedules and know all people are as busy or more busy 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 means more rules.
- 7) They engage actively in developing relationships with other students and university personnel. They avoid cliques and value, even enjoy, the layers of relationships discussed in class from *pajamas to tuxedos/gowns*.
- 8) “A” students can 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 what is going on (D/F).
In regards to my performance on the subjective aspects of success, I would like to add:			

