

TRANSITIONING TO UNIVERSITY LIFE SYLLABUS
Fairleigh Dickinson University - Fall 2015

Course Title: Transitioning to University Life
Section: UNIV 1001
Day & Time:
Building and Room:
Credits: 1

Instructor:
E-Mail:
Office Phone:
Office Hours

PURPOSE OF COURSE

University Core 1001 provides students with a learning experience that helps and supports the transition and adjustment to university life. Students are introduced to the global mission and values of FDU and its commitment to inter-cultural and international education. Students are expected to participate in learning experiences that facilitate their growth and development in both the academic and interpersonal areas and that enable them to become responsible citizens of the world. Respect for individual and cultural differences is fostered throughout the course, as is the importance social responsibility from a local and international perspective. Information and technological literacy competencies which are vital for both academic and professional success are integrated throughout the course.

COURSE OBJECTIVES AND OUTCOMES

UNIV 1001 will be broken into three modules: the self, the community, and the global world.

The Self

Students will demonstrate an understanding of college life, the transition to independence and self-care. Specific outcomes include:

1. To delineate an understanding of the difference between high school and college
2. To develop a realistic self-management plan reflecting time management skills
3. To develop an understanding of his/her personal cognitive style
4. To engage in self-care (wellness issues including sleep/drinking/substance abuse/exercise
5. To understand the dimensions of positive social relationships
6. To develop knowledge and skills to appreciate diversity

The Community

Students will demonstrated an understanding of Fairleigh Dickinson University resources and opportunities for campus and community involvement. Specific goals include:

1. To identify campus resources and opportunities that contribute to the educational experience, personal goals, and encourage campus engagement through visiting campus offices and documenting attendance at campus events
2. To develop and apply skills that contribute to building positive relationships with peers, staff and faculty.
3. To understanding the importance of active engagement in academic and co-curricula involvement in the college experience and professional preparation.

The Global World

To demonstrate an understanding of diversity and a global perspective. Specific goals include:

1. To engage in community involvement through volunteerism, experiential learning and participation in cultural opportunities as documented on the co-curricula activity log.
2. To develop an appreciation of all aspects of diversity through participation in multi-cultural, gross cultural, political and special interest group activities.
3. To develop into a global citizen reflecting the mission of the university through participation in the UN partnership, attending academic events and planning for study abroad opportunities.

COURSE MATERIALS

New York Times. Retrieved from <http://www.nytimes.com/> and <http://www.newyorktimesinthefirstyear.com>

[Note that additional readings are under review and consideration and will be determined by July. It is expected that there will be one common freshmen reading together with a selection of supporting articles. Instructors will have the opportunity to select readings appropriate to the suggested topics and the needs of the studentsb]

COURSE REQUIREMENTS AND GRADE DETERMINATION

This course is graded on the University's grading system: A, A-, B+, B, B-, C+, C, C-, D, or F. Final grades will be calculated as follows:

93-100 A
 90-92.9 A-
 87-89.9 B+
 83-86.9 B
 80-82.9 B-
 77-79.9 C+
 70-76.9 C
 70-72.9 C-
 60-69.9 D
 Below 59.9 F

Your grade will be determined by the following (1000 pts total):

Assignment	Point Value	Quantity	Total
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Attendance/Class Participation	20	15	300
Journals/Assignments	20	10	200
Title IX Workshop	50	1	50
Outside Events	30	5	150
One-On-One Meetings	50	2	100
Mid Term Project	100	1	100
Final Project	100	1	100
Total			1000

Attendance is mandatory.

- Attendance will be documented by the instructor or the peer leader at the beginning of each class.
- If students should miss any class, they are to complete a make-up assignment at the complete discretion of the instructor for that missed class. It is the student’s responsibility to coordinate this make-up assignment promptly with the instructor. *Attendance will make up 25% of the student’s final grade.*
- Excused absences include documented illness, emergency situations, and unavoidable University obligations (ex. travel for an athlete). For unavoidable University obligations, the student is required to provide advanced notification *in writing* to the instructor if a class is going to be missed. If the student fails to notify the instructor and/or provide necessary documentation, the absence will not be excused.
- Students must successfully complete UNIV 1001 in order to graduate.

Course assignment descriptions (detailed instructions included in appendix):

All course assignments (with some noted exceptions) will be completed on Webcampus (Blackboard).

1. Weekly journals

- Journals are due the Monday prior to class by 5 PM. Late journals will be marked down
- Must be at least 1 page, 12 pt. font, double spaced, proper spelling, grammar, etc.
- Submit via Blackboard (webcampus.fdu.edu); Include Journal #, Name, and FDU ID in heading.

2. NY Times First Year Assigned Articles

3. Title IX Workshop

4. Mentoring Meetings

- Meeting with the instructor/mentor is essential to the successful completion of the course.
- Two **mandatory** meetings will be scheduled during the semester.

5. Campus Events

- You will be informed by your instructor about campus events which could fulfill your co-curricular report card requirements either through Blackboard or through handouts.
- Must complete event reflection form to receive credit.
- Submit via Blackboard within 24 hours of event (webcampus.fdu.edu).\

6. Midterm Project

7. Final Project

CLASSROOM ETIQUETTE

Students are expected to be in class on time and students who arrive late will be marked absent. Please be courteous to other students and the instructor during the course. Texting, social media, etc. is not permitted during class time. If there is an emergency that requires cell phone use, please let the instructor know prior to the beginning of the class.

WRITING POLICY

You are expected to submit work that has been written and proofread carefully. To do your best work and meet the standards for acceptable work, you should do the following when you prepare the final drafts of written assignments:

- Make sure they are coherent, organized, and free of errors in grammar, spelling, punctuation, and documentation.
- Always use a computer spell check program.
- Know that typographical errors are unacceptable.
- Ask a peer editor or a Learning Center tutor to proofread the final draft of your work.

If your work does not meet these standards, it will be returned to you without a grade. You must revise and resubmit it to the instructor within a reasonable time frame. The “reasonable time frame” will be determined by the student and the instructor. If you do not resubmit and acceptable assignment, you will receive an F for that assignment. If you continue to submit unacceptable work, you will be assigned a lowered or possibly a failing grade.

DISABILITY STATEMENT

Any student with documented disabilities, who feels he/she may need academic accommodations while taking this course, should first contact the office of Disability Support Services at 973-443-8079 to discuss his/her specific needs. Once the disability is verified, pick-up your letters from the office of Disability Support Services, then make an appointment to see the professor.

COURSE SCHEDULE

Week 1: Transition to College: Challenges and Opportunities

- In class:
 - Course overview, review syllabus
 - A discussion of the differences between high school and college
 - New expectations and new norms
- Assignments for next class:
 - Complete “Title IX Online Workshop”
 - A reaction paper to the first week of school

Week 2: Starting off Right: Time Management

- In class:
 - Where has the week gone
 - Setting a plan
 - Time Budgeting
 - Procrastination and Planning Ahead
- Assignments for next class:
 - Read Assigned NY Times Article; Journal 1
 - Hand in a diary of one week's schedule of allocation of activities

Week 3: Knowing Your Learning Style Learning Styles and Critical Thinking

- In class:
 - Learning Style Questionnaire
 - Critical Thinking Challenges
 - Thinking Outside the Box
- Assignments for next class:
 - Read Assigned NY Times Article; Journal 2
 - Reaction paper on personal learning styles and what it means for studying

Week 4: Self Care Part 1

- In class:
 - Discussion of Sleep and sleep patterns
 - Stress and stress management (filling out the brief COPE)
 - The importance of wellness
- Assignments for next class:
 - A reaction paper on personal stress triggers and coping strategies

Week 5: Self-Care: Part II

- In class:
 - Drugs and Alcohol (either self-assessment or on-line survey)
 - Invited speaker
- Assignments for next class:
 - **1-on-1 Instructor appointments (must be scheduled at least one week in advance)**

Weeks 6 and 7: Negotiating Interpersonal Relationships

- In class:
 - Friendships and Partnerships
 - Disturbing relationships: Learning how to be aware and how to say NO
 - Campus and community supports for personal safety.
- Assignments for next class:
 - **Midterm Project: A three to five page paper describing yourself as a college student written to a high school sophomore. Include your advice as to preparation, the anticipated challenges and the positive aspects of college life.**
 - CHECK YOUR MIDSEMESTER PROGRESS REPORTS ON WEBADVISOR

Week 8: Campus Resources

- In class:
 - Discussion of campus resources

- Assignments for next class:
 - Campus Resource Scavenger Hunt
 - Read Assigned NY Times Article; Journal 5

Week 9: Information Technology Resources

- In class:
 - Discussion of information technology resources
- Assignments for next class:
 - Information technology Assignment

Week 10: Positive Relationships with Peers, Staff and Faculty

- In class:
 - Discussion of positive relationships
- Assignments for next class:
 - Instructor Interview & Reflection

Week 11: Campus Involvement and Engagement

- In class:
 - Discussion of campus and community engagement
- Assignments for next class:
 - Plan for Co-Curricula Report Card

Week 12: Global Perspective and University's Mission

- In class:
 - Study Abroad opportunities
 - UN Partnership
 - Experiential/Service Learning and volunteerism
- Assignments for next class:
 - **Group Instructor appointment**
 - Read Assigned Times Article; Journal NY 7

Week 13: Global Education

- In class:
 - Communication in a global world
- Assignments for next class:
 - Read Assigned Times Article
 - Global Crisis assignment

Week 14: Diversity

- In class:
 - Forms of diversity
 - Diversity on Campus
- Assignments for next class:
 - Read Assigned Times Article; Journal NY 8
 - Global Brand Advertising Assignment

Week 15: Our Global Image and Bridge to your Career

- In class:
 - Final Project Presentations
 - Course wrap up

Please note that scoring rubrics based on the master rubrics in the Draft University Core Assessment Plan being refined