

<p style="text-align: center;">TRANSITIONING TO UNIVERSITY LIFE Fairleigh Dickinson University – Spring 2020</p>

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

Instructor:
Email:
Office Phone:
Office Location:

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 LEARNING OUTCOMES

UNIV 1001 will be broken into three modules (the self, the community, and the global world) reflecting an ecological perspective.

The Self

Demonstrated understanding of college life, the transition to independence and self-care.

Specific goals include:

1. To understand the difference between high school and college
2. To engage in strategies of self-management including study skills and time management
3. To develop an academic mindset
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

Demonstrated 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.
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-curricular involvement in the college experience and professional preparation.

The Global World

Demonstrated 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
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.

By the end of the course, students will be able to:

1. Use technological resources in FDU's Online Library to access NY Times articles and activate a personal digital subscription
2. Demonstrate informational reading skills using NY Times articles by accurately prioritizing and summarizing content

COURSE MATERIALS

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

Additional readings to be assigned as necessary.

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	77-79.9 C+
90-92.9 A-	73-76.9 C
87-89.9 B+	70-72.9 C-
83-86.9 B	60-69.9 D
80-82.9 B-	Below 59.9 F

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

Assignment	Point Value	Quantity	Total
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 30% 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 any exceptions noted) will be completed on WebCampus (Blackboard).

1. Weekly Journals

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

2. NY Times First Year Assigned Articles

3. Title IX Workshop

4. One-on-One Mentoring Meetings

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

5. Campus Events

- a. 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.
- b. Must complete event reflection form to receive credit.
- c. 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

Students with documented medical, psychological or learning disabilities, who feel they may need in-class academic adjustments, reasonable modifications, and/or auxiliary aids and services while taking this course, should first contact the Disability Support Services (DSS) to discuss their specific needs. At the Florham Campus, including the School of Pharmacy and study abroad programs, contact the Director of Disability Support Services at 973-443-8079. At the Metropolitan Campus, online and off-campus programs, contact the Director of Disability Support Services at 201-692-2076. At the Vancouver Campus, contact the Deputy Campus Executive at 604-648-4463. Once the academic adjustments, modifications, or auxiliary aids and services are approved by DSS, 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 o 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 o 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 o Global Brand Advertising Assignment

Week 15: Our Global Image and Bridge to your Career

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