SAMPLE SYLLABUS

# University 101

UNIV 101 – Fall 2022

Capstone Hall 105

Tuesday Thursday 2:50 - 4:05

Instructor: Dr. Dan Friedman (he/him/his)

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Student Hours: We are happy to meet with you any time we are mutually available. Please call, text, or email to schedule a time.

**I. Purpose**

The purpose of University 101 is to help new students make a successful transition to the University of South Carolina, both academically and personally. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, articulate to students the expectations of the University and its faculty, help students develop and apply critical thinking skills, and help students continue to clarify their purpose, meaning, and direction.

# II. Goals and Objectives

I. Foster Academic Success

*As a result of this course, students will…*

1. Adapt and apply appropriate academic strategies to their courses and learning experiences.
2. Identify and apply strategies to effectively manage time and priorities.
3. Identify relevant academic policies, processes, and resources related to their academic success and timely attainment of degree requirements.

II. Discover and Connect with the University of South Carolina

*As a result of this course, students will…*

1. Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom.
2. Develop positive relationships with peers, staff, and faculty.
3. Describe the history, purpose, and traditions of the University of South Carolina.

III. Promote personal development, wellbeing, and social responsibility

*As a result of this course, students will…*

1. Clarify their values and identity and articulate how these shape their perspectives and relationships with people who are similar to and different from themselves.
2. Explore the tenants of the Carolinian Creed.
3. Examine and develop strategies that promote wellbeing and explain how wellness impacts their academic and personal success.
4. Initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability.

# III. Required Readings

* Sokol, K., & Friedman, D. (Eds.). (2022). *Transitions*. Columbia, SC: University of South Carolina
* Biased. First-Year Reading Experience book (provided to you at Orientation)
* Myers-Briggs Type Indicator. $20. You will receive an email with instructions.
* Other readings available on Blackboard (Chapters or articles)

# IV. Course Requirements & Grading

Grades will be assigned using the following weights:

Participation – 10%

E-mail Journal (5 entries) – 10%

Did You Know Assignment – 5%

Other Assignments – 10%

Academic Success Activity – 10%

Resident Expert Presentation – 20%

MBTI analysis paper (midterm) – 20%

Final Project – 15%

Grading Scale:

 90-100% - A

 87-89% - B+

 80-86% - B

 77-79% - C+

 70-76% - C

 67-69% - D+

 60-66% - D

 Below 60 - F

# V. Summary of Assignments

Students are required to participate in group and class discussion, take two

## Class Participation

It is important that you not only come to class each day but that you participate fully. Participation is more than just contributing to whole-class discussion; it includes active engagement in activities and small-group discussions, listening respectfully, coming to class on time and prepared, and positive involvement in the classroom community. There will be opportunities throughout the semester to discuss your participation grade with us.

## E-Mail Journal

You will be required to submit regular journal entries via email as a means of reflective writing. **You are required to submit five entries over the course of the semester.** Topics and deadlines will be posted to Blackboard. Your journal entries should demonstrate considerable reflection and thought and should be at least two paragraphs long. Please email your journal responses to Dr. Dan and Anna ­­­­by Sunday at 11:59 p.m.

## MBTI Paper

Please explain what each letter in your Myers-Briggs type means about you. Do not just give a summary or (even worse) directly quote the paraphrased responses about your type. You need to **synthesize** and **analyze** your Myers-Briggs type. How can understanding your MBTI type help you succeed in college? You should give examples for **each** letter about how it can help **and** hinder your college success. Please be as detailed and specific as possible, while providing a thoughtful analysis.

This answer must be typed, double spaced, and should be around three to four pages. This should be in essay form, with an introduction, conclusion, and transition between ideas. You will be evaluated based on:

* Grammar & spelling (25 points)
* Organization, structure, introduction/conclusion, & transitions (15 points)
* Explanation of MBTI Type (20 points)
* Analysis of type and connection to college success (40 points)

## Academic Success Strategies Assignment

One goal of this class is to help you be successful in your other academic courses. In order to help foster habits and behaviors that lead to academic success, you will be required to earn 50 points by choosing activities from the list below. You do not need to do all the activities on the list, but you do need to accumulate 50 points over the course of the semester (in any combination you choose). Evidence (paper, confirmation slip, etc.) is due one week from when you attend event or complete task.

**REQUIRED**

* Complete the Semester at a Glance activity on pages 206-207 of Transitions (10 points) **Due August 23.**

**Earn 40 more points from the list below.**

* + Attend an SI session (10 points each) – bring signature from SI leader
	+ Type your notes for your one of your classes (10 points per week)
	+ Make study guide for one of your exams (10 points)
	+ Make an outline for a chapter in one of your textbooks (10 points)
	+ Create flash cards to prepare for an exam (10 points)
	+ Take a paper for another class to the Writing Center for review (10 points)
	+ Attend a tutoring session through the SSC for one of your classes (10 points)
	+ Take professor out to lunch (lunch ticket available through Student Success Center) – write 1-page reaction paper (20 points)

## Resident Expert Research Presentation

To further explore the course learning outcomes, you will develop a research presentation that contributes to our learning in this course. This project will be your opportunity to enhance and practice your research, writing, group work, and presentation skills.

In small groups, you will develop a research question, collect information, and create an informative and engaging presentation for your classmates.

Possible topics might include (but certainly not limited to):

* Can college students (or people in general) effectively multitask?
* How much sleep do we really need?
* Is the freshman 15 a real thing?
* What do we know about the effects (physical, ethical) of ADHD medication for those without ADHD?

## Other Assignments

There will be several in-class and short out-of-class assignments. These will include: a quiz on the syllabus, a time management project, a meeting with the instructor(s), and other similar activities. In addition, each student will be asked to provide one “Do You Know” to start the class. For this activity, you will research a University resource, agency, policy, or opportunity, and educate your classmates on this topic or area (2-3 minutes). This will be a way we can learn about all the University has to offer students. You should utilize your *Transitions* text and UofSC web pages to find the appropriate information.

## Final Exam

You will be asked to create a 3-minute media presentation (movie, slide presentation, art collage, etc), and write a letter to yourself, that synthesizes your first semester of college. More information will be provided later in the semester. We will hold a “film festival” at our final exam period (Tuesday, December 6 at 4:30 p.m.).

# VI. Policies & Statements

## Attendance Policy

University 101 is a course in which regular attendance and active participation are critical to your learning and the experience of your classmates. Research has shown that regular attendance is a strong predictor of your academic success. Therefore, you are expected to be in class, on time, each day. Per University policy, for each unexcused absence after ONE, 3% will be deducted from your final course grade. Absences for a number of University-approved situations, including, but not limited to illness or injury, participation in University-sponsored events, required military duty, or observance of a religious practice or holy day will be excused with appropriate documentation as described in the Undergraduate Bulletin. If you will not be in class due to one of the University-approved excusable situations, you must contact us as early as possible to discuss a plan for obtaining and submitting documentation to excuse the absence. If you are absent, you are responsible for learning the material covered in class and for completing assignments that were due or assigned in your absence.

This course participates in the university’s Progress Report Initiative. At key points throughout the semester, the instructor may alert the Student Success Center and/or University Advising Center of students who may not be meeting criteria that’s been established for both attendance as well as poor grades/assignment concerns. Students who receive an alert may get an email, phone call, or text message from their Academic Advisor and/or the Student Success Center, in which they’re encouraged to connect with additional academic support resources.

## Classroom Behaviors

To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, engage regularly in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

## Course Accommodations

The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Student Disability Resource Center in Close-Hipp 102, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible. \*All course materials are available in alternative format upon request\*

## Academic Integrity

Every student has a role in maintaining the academic reputation of the University. The University’s guidelines for academic integrity are listed in our Honor Code ([sc.edu/academicintegrity](https://www.sa.sc.edu/academicintegrity/)). Students are to refrain from plagiarism, cheating, falsifying work, and assisting other students in violating the Honor Code.

When a student is uncertain as to whether conduct would violate the Honor Code, it is the responsibility of the student to seek clarification from the instructor of record. To clarify your understanding of the Honor Code, refer to the Office of Student Conduct and Academic Integrity’s website.

# VIII. Course Outline

August 18

Introductions & Overview of Course

August 23

Build Community; How We Learn; Discuss semester at a glance

Assignment: Have completed syllabus quiz by 2 p.m. today.

August 25

High School versus College; Understanding College Professors; Email etiquette

Assignment: Chapter 12 in *Transitions*; Deadline to complete MBTI.

Notes: Sign up for “Did You Know”

August 30

Campus Safety

Assignment: Chapter 33 in *Transitions*

September 1

Campus Involvement and Gamecock Football 101

Assignment: Chapter 26 in *Transitions*

Notes: Journal 1 due Sunday

September 6

Alcohol in College

Assignment: Chapter 4 in *Transitions*

September 8

Mental Health

September 13

Understanding your personality preferences: The Myers-Briggs Type Indicator (MBTI)

September 15

MBTI continued

Notes: Journal 2 due Sunday

September 20

Advising & Academic Policies

Assignment: Chapter 11 in *Transitions*

Notes: Time Management Project Due

September 22

Time Management

Assignment: Chapter 29 in *Transitions*

September 27

My 30 Values Activity

September 29

Photo Contest

Notes: Get in groups for Resident Expert Project

October 4

Off-campus living

Notes: Journal 3 due Sunday

October 6

Writing Workshop & Academic Integrity

Assignments: Chapter 4 in *Transitions*; MBTI paper due.

October 11

Library

October 13

Fall Break; No Class

October 18

Carolina History & Traditions

Assignments: Chapter 31 in *Transitions*

October 20

Anne Frank Center

October 25

Effective Presentations

Assignments: Chapter 22 in *Transitions*

October 27

Financial Literacy & M&M activity

Notes: Presentation outlines due; Journal 4 due Sunday

November 1

Employability/Career Center

Assignment: Chapter 10 in *Transitions*

Notes: Calculate GPA

November 3

International Conversations – Thinking Globally

November 8

Election Day – No Classes

November 10

Resident Expert Presentation

Notes: Journal 5 due Sunday

November 15

Resident Expert Presentation

November 17

Resident Expert Presentation

November 22

Thanksgiving Break

November 24

Thanksgiving Break

November 29

TBD

December 1

Last Day of Class

December 6 from 4:00 – 6:30 pm

Final Exam Period