

BAC 101 Syllabus **Spring 2017**

Faculty Name:

Class Time/Section:

Classroom:

Faculty Office:

Phone:

Office Hours:

Faculty E-mail:

Peer Mentor:

Peer Mentor Email:

Learning & Course Objectives

The fundamental goal of BAC 101 is to help you make your college experience more meaningful and successful, as well as to integrate you into the UT community. To accomplish this, the following learning and course objectives will be met:

- I. **College Transition:** You should be able to describe the culture of college, including knowing the difference between high school and college standards, identify and use higher education resources, identify higher education skills that transfer to the workplace, and explain factors that affect degree completion.
- II. **Time Management:** You should be able to identify effective time management strategies, explain the advantages and disadvantages of various time management tools, apply your understanding of time management planning tools to situations and understand the importance of prioritizing activities.
- III. **Creating an Academic Plan:** You should be able to describe planning and its value, understand the goals of the “Baccalaureate Experience” at UT, gather information to build an academic plan, map courses for your academic plan on a term-by-term timeline, including how to adjust an academic plan, and be able to resolve academic planning issues.
- IV. **Critical Thinking:** You should be able to describe critical thinking, identify and develop skills of critical thinking, develop the ability to consider information from different viewpoints, set goals to improve your critical thinking skills, and evaluate information using critical thinking skills, including the ability to analyze assumptions and bias information. This objective continues through BAC 102.

The areas listed above in bold are required and will be assessed as part of the learning outcomes objective for the first-year experience seminar.

Themes Related to FY Learning Objectives:

- I. Students will see an application of higher education skills as applied to scholarship.
- II. Time management issues will be addressed as related to scholarly activities and deadlines.
- III. Academic plans will be discussed but NOT as part of the theme.
- IV. Critical Thinking will be the central learning outcome in this themed class, including how to ask questions, acquire accurate information, use resources and communicate effectively.
- V. Majors/ careers will be discussed but NOT as part of the theme materials.

Required Text

The College Experience Compact by Amy Baldwin, Brian Tietje, and Paul G. Stoltz
Custom ISBN including textbook and Pearson MyStudentSuccessLab Access
ISBN-10: 1323480536
ISBN-13: 9781323480533

Attendance/Participation

Your participation in this class is essential. If you are not present, you can neither participate nor benefit. There will be a limit of **two** unscheduled absences for BAC 101. Scheduled absences involve time conflicts that are known in advance, for which students have notified their instructors. Acceptable reasons for scheduled absences include court-imposed legal obligations (e.g., jury duty and subpoenas), medical procedure, required participation in University-sponsored events (e.g., performances, athletic events, academic research presentations), observation of religious holy days, and requirements of military service. Exceeding two unscheduled absences may result in the failure of this course.

Classroom and Student Responsibilities

This course will be conducted in a seminar style. In a traditional lecture format, the professor typically lectures for the majority of the class period on the material indicated by the class syllabus. In a seminar format, students are expected to be active participants, often being called upon to present material or respond to material prepared outside of class. The seminar format is more open and less structured than the conventional lecture class.

For this class to have real value and meaning, it will require your active participation in all class assignments, exercises, presentations and activities, both in and outside of class.

Title IX Statement Regarding Disclosures

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were a UT student, federal and state education laws require that, as your instructor, I notify the Title IX Deputy Coordinator for Students. At The University of Tampa, the Title IX deputy coordinator is Tim Harding. He (or his designee), will contact you to let you know about accommodations and support services at UT and possibilities for holding accountable the person who harmed you.

If you do not want the Title IX officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following offices on campus. They can connect you with support services and discuss options for holding the perpetrator accountable.

Health and Counseling Center (healthcenter@ut.edu) 813.253.6250

Students with Disabilities:

If there is a student who requires accommodations because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email disability.services@ut.edu. Please feel free to discuss this issue with me, in private, if you need more information.

Academic Integrity Policy:

Cheating, plagiarism, copying and any other behavior that is contrary to University standards of behavior will not be tolerated. Students caught violating any aspect of the University of Tampa's Academic Integrity Policy will be penalized in all cases. Penalty ranges from "0" on an assignment to "F" for the course without regard to a student's accumulated points. Students may also face expulsion. It is the student's responsibility to become familiar with the policies of the university regarding academic integrity and to avoid violating such policies. Policy information is found at: [UT Online Academic Integrity Policy](#)

Disruption Policy:

Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs.

Course Interruption Due to Adverse Conditions:

In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access [UT Homepage](#) for information about the status of the campus and class meetings. In addition, please refer to ut.blackboard.edu for announcements and other important information. You are responsible for accessing this information.

Advising

All first-year students are assigned an academic advisor through the Academic Advising Office. I will serve as your first-year academic instructor.

Grading

Grades in the First-Year Experience Seminar are awarded under the A-F grading system. Please note that BAC/HON courses may only be retaken for the semester immediately following the semester the original course was taken. Students, please be aware that the university allows only 3 courses to be retaken for Grade Forgiveness. Consider this before you use one of these attempts in a 1-credit course. BAC/HON 101 is retaken at the same time as BAC/HON 102. If you wish to take this course for Grade Forgiveness, please follow the procedure in the catalog under Repeating Courses/Grade Forgiveness Policy after you have completed the repeated course.

Tests, Quizzes, and Assignments

The pre-tests are typically assigned a week before the topic is covered in class. The assignments are homework for the week the topic is discussed. Students typically have two weeks to complete the assignments. The post-tests are typically assigned two weeks after the topic has been discussed. There will be a pre-assessment. If a student masters a module on the pre-assessment, they will receive 100% for that module. Otherwise, the module grade will be the post-test grade. Students must complete the pre-test before the post-test can be taken.

Quiz/Assignment	Close Date/Due Date	Submission Method
Information Security Quiz*	Sunday, Feb. 5, 2017	BAC 101 Blackboard Course
Conley Readiness Index*	Sunday, Feb. 5, 2017	MyStudentSuccess Lab
Time Management Pre-Test*	Sunday, Feb. 5, 2017	MyStudentSuccess Lab
College Transition Pre-Test*	Sunday, Feb. 12, 2017	MyStudentSuccess Lab
Time Management Assignments	Sunday, Feb. 12, 2017	MyStudentSuccess Lab
College Transition Assignments	Sunday, Feb. 19, 2017	MyStudentSuccess Lab
College Transition Post-Test*	Sunday, Feb. 26, 2017	MyStudentSuccess Lab
Critical Thinking Pre-Test*	Sunday, Feb. 26, 2017	MyStudentSuccess Lab
Student Involvement Worksheet	Sunday, Feb. 26, 2017	BAC 101 Blackboard Course
Academic Integrity Quiz*	Sunday, Mar. 5, 2017	BAC 101 Blackboard Course
Time Management Post-Test*	Sunday, Mar. 5, 2017	MyStudentSuccess Lab
Library Quiz*	Sunday, Mar. 12, 2017	BAC 101 Blackboard Course
Creating an Academic Plan Pre-Test*	Sunday, Mar. 12, 2017	MyStudentSuccess Lab
Critical Thinking Assignments	Sunday, Mar. 26, 2017	MyStudentSuccess Lab
Course Self-Evaluation	Week 11, Mar 27-31	In Appointment
Creating an Academic Plan Assignments	Sunday, Apr. 2, 2017	MyStudentSuccess Lab
Academic Advising Quiz*	Sunday, Apr. 2, 2017	BAC 101 Blackboard Course
Academic Plan*	Sunday, Apr. 2, 2017	BAC 101 Blackboard Course
Big Question Paper & Presentation*	Sunday, April 9, 2017	BAC 101 Blackboard Course
Creating an Academic Plan Post-Test*	Sunday, Apr. 23, 2017	MyStudentSuccess Lab

* Assignments with asterisks are required modules that will be assessed as part of the First-Year Experience Learning Outcomes Objectives.

Course Grading Rubric:

Grading Category	Percentage of Grade
Pearson Post-Test Quiz Averages	20%
Blackboard Quiz Average	20%
Semester Paper	15%
Semester Presentation	15%
Participation	10%
Academic Plan	10%
Course Self-Evaluation	5%
Student Involvement Worksheet	5%

Note: The professor reserves the right to make changes to this syllabus as necessary.

CLASS OUTLINE, SPRING 2017

BAC 101

Week 1

The Baccalaureate Experience/ BAC 100: Baccalaureate Digital Skills

Jan 17-20

We will discuss The University of Tampa's vision of undergraduate education including the college structure and graduation requirements. We will explore the wide diversity of majors, minors, and certifications available, and begin discussing the Conley Readiness Index.

Homework:

- 1) Complete MyStudentSuccessLab pre-test on Time Management
- 2) Read Chapter 1
- 3) Complete Information Security Quiz after watching the Safe Computing video
- 4) Complete MyStudentSuccessLab Conley Readiness Index

Monday, January 16th Martin Luther King Day- No Classes. Monday classes will shift week 1 to week 2, and week 2 to week 3.

NOTE: DROP/ADD PROCESS FOR 14 WEEK CLASSES ENDS JAN. 23rd at 3PM

Week 2

Time Management*

Jan 23-27

Managing time is critical to your academic and professional career. You will learn strategies that will help you improve your time management skills.

Homework:

- 1) Read Chapter 2
- 2) Complete MyStudentSuccessLab pre-test on College Transition
- 3) Complete MyStudentSuccessLab Time Management Assignments
 - a. Video: Time Management Student Interview
 - b. Practice 1: Use a Syllabus to Plan Your Time
 - c. Practice 2: Create and Prioritize a To-Do List

Week 3

Jan 30-Feb 3

Student Engagement & Mental Wellness Presentation

Learn about the benefits of getting involved and the many opportunities on UT's campus. Meet with Office of Student Leadership and Engagement staff and student leaders to discuss how you can share your Spartan Pride through campus engagement. You'll also learn about the Mental Wellness resources available to you. Arrange for a guest speaker to come to your class.

Homework:

- 1) Read Chapter 11
- 2) Complete Student Involvement Worksheet after attending a campus organization meeting or event
- 3) Complete MyStudentSuccessLab College Transition Assignments
 - a. Video: College Transition Student Views
 - b. Practice 1: The Culture of College
 - c. Practice 3: Attitudes for College Success

Week 4

Feb 6-10

Learning, Studying, and Test Taking

Learn about the resources available on campus to help you improve your studying, test taking, and learning skills. Familiarize yourself with the services available at the Academic Success Center located in North Walker Hall, [Academic Success Center Homepage](#). Peer tutoring information can be found at [Tutoring Information](#).

Homework:

- 1) Read Chapters 5, 6, 7, and 8
- 2) Complete MyStudentSuccessLab post-test on College Transition
- 3) Complete MyStudentSuccessLab pre-test on Critical Thinking

Week 5

Feb 13-17

Writing and Academic Integrity

A topic will be assigned that will be used to write your course Big Questions paper. This assignment will give you the opportunity to review UT's policy on Academic Integrity, learn about academic writing styles, and how research is gathered and interpreted.

Homework:

- 1) Refer to the UT Catalog
- 2) Complete the Academic Integrity quiz
- 3) Complete MyStudentSuccessLab post-test on Time Management

Familiarize yourself with the services available at the Academic Success Center located in North Walker Hall, [Academic Success Center Homepage](#). Peer tutoring information can be found at [Tutoring Information](#).

Week 6
Feb 20-24

Information Literacy

A topic will be assigned that will be used to write your course Big Questions paper. This assignment will give you the opportunity to review UT's policy on Academic Integrity, learn about academic writing styles, and how research is gathered and interpreted.

Homework:

- 1) Read Chapter 10
- 2) Complete Library Quiz (Due Sunday, Mar. 12, 2017)
- 3) Complete MyStudentSuccessLab Creating an Academic Plan pre-test
- 4) Begin work on Big Questions paper and presentation; include citations using the Refwork citation tool.

The assignment listed above should be completed in combination with visiting the Saunders Writing Center (PH 328) and the UT Center for Public Speaking. We encourage you to make an appointment with a tutor or coach to review your Big Question paper and presentation.

Week 7
Feb 27- Mar 3

Critical and Creative Thinking

College requires higher level thinking skills. This week we will move beyond basic knowledge and begin to think critically and creatively. You will also take the Student Satisfactory Inventory (SSI) Survey in class.

Week 8
Mar 6-10

Spring Break

Week 9
Mar 13-17

Individual Appointments – Academic Progress Reports

Time to discuss how you are doing so far this semester. Be sure to bring your self- evaluation of course-work to your appointment.

Week 10
Mar 20-24

Creating an Academic Plan*

Giving consideration to the requirements of the Baccalaureate Experience and the various majors, minors and certifications, we will make progress toward the development of an individual academic plan. This plan, while subject to change, will help ensure that you meet all of the graduation requirements and accomplish your personal academic goals during your time at UT.

Homework:

- 1) Complete your course self-evaluations before your scheduled meeting time
- 2) Develop an Academic Plan
- 3) Complete Academic Advising quiz
- 4) Complete MyStudentSuccessLab Creating an Academic Plan Assignments
 - a. Video: Academic Planning Student Interview
 - b. Practice 1: Academic Planning Basics

**LAST DAY TO WITHDRAW FROM 14 WEEK CLASSES IS MAR. 27, 2017
REGISTRATION FOR FALL 2017 BEGINS MAR. 30 2017**

Week 11
Mar 27-31

Open Week

Week 12
Apr 3-7

Creative and Scientific Inquiry

STANDARD: In your teams, you review in class progress you have made in answering your Big Question topic. Class will discuss and review sources and early findings as you work to complete the assignment. You will learn about the IRB and its purposes.

THEMED: In your teams, you will conduct a defined scholarly activity in line with our theme. Activities can be survey research, literature reviews, creations of art works, etc. You will learn about the IRB and its purposes.

All students should prepare and rehearse their 15-20 minute oral presentations in advance.

Homework:

- 1) Continue to work on Big Questions paper and presentation; include citations using the Refwork citation tool.

Week 13
Apr 10-14

Big Questions Papers/ Presentations

Your Big Question papers are due this week. Papers will be written individually. Team presentations, using PowerPoint or Prezi, will begin. Students should prepare and rehearse their 15-20 minute presentations in advance.

Homework:

- 1) Complete MyStudentSuccessLab post-test on Creating an Academic Plan

Week 14
Apr 17-21

Big Questions Presentations Continued

Big Questions presentations will be completed this week.

Week 15
Apr 24-28

Final BAC 101 Course Session

We will come together one last time this year to encourage each other to persevere through finals and carry our college success into the second semester.

ACHIEVING PEAK ACADEMIC PERFORMANCE **ASSIGNMENT GUIDELINES: Weeks 5-15**

Writing, research and oral communication are key academic skills that are vital for your success. During the next few weeks you will learn skills in each of these areas and use the skills learned to write and present a paper in class. The topics will be on a big question that you will select in teams week 6. Once a topic is assigned, follow the instructions below.

Research (Week 6): This week you will learn how to conduct research using UT's Library and UTOPIA. Continuing with your Big Question assignment, you must demonstrate that you have used a minimum of 5 references from credible resources to complete your paper. Your references must be approved by your instructor; one reference must be from a peer-reviewed journal, and one reference must be a primary source. Use Refworks for your citations.

Big Question Paper (Week 13): During week 5 you will learn about UT's academic integrity policy. This will help you as you prepare to conduct research during week 6. Students in each group must write their own paper, and optimally will have different perspectives. Written work in each case must be submitted in the writing style I choose (i.e. MLA, APA, etc.). The paper will be a minimum of 1000 words typed and double spaced.

Oral Presentation (Weeks 13 & 14): Additionally, your team will give a 15-minute presentation, not including Q&A, during weeks 13 and 14 on your Big Question. The presentation will include a PowerPoint or Prezi presentation with a minimum of 8 slides.

Updated 11/30/16 JP