

First Year Seminar Fall 2016



SUL ROSS STATE UNIVERSITY
ALPINE | TEXAS

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**Office Hours: Monday and Wednesdays 12:30 to 2 pm;
Tuesday after class 1:30 -3 pm and by appointment**

Room: ACR 203

Class time: Tuesday, 12:30 to 1:20 pm

Mission:

The mission of First-Year Seminar is to provide first-year students an opportunity (1) to experience and develop knowledge, behaviors and attitudes that promote successful college study and positive campus participation, and (2) to appreciate multiple perspectives that reflect intellectual and cultural diversity within and beyond college.

Course Description:

First-Year Seminar is designed to help students develop strategies and skills necessary for a successful college career. Topics include

- Adjusting to college,
- Setting academic goals,
- Managing time and keeping organized,
- Learning and studying in college,
- Preparing for and taking tests,
- Understanding college policies and regulations,
- Accessing and using SRSU computer technology.

Students will learn about SRSU's resources, activities, and rich cultural diversity. Throughout the course, students will use critical thinking skills to make informed choices, to understand their responsibilities for academic success, and to become independent, motivated learners.

All First-Year Seminars have the same five common goals:

1. Expand and deepen students' understanding of the world and of themselves
2. Enhance their ability to read and think critically
3. Enhance their ability to communicate effectively, in writing, speech, and other appropriate forms
4. Develop the fundamentals of information literacy and library research
5. Provide the opportunity for students to work closely with a faculty mentor

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SACS Standards	El Camino Grant Objectives	Activity	Common Assessment
Technology (3.4.12) Undergraduate Educational Programs (3.5.1 - 3.53) Faculty (3.7.1-3.7.4)	(Activity #1) Develop a CDC Program b. FYS courses c. ECFD Program	1) Conduct career interview/ present findings with visual/ write a one-page reflection/ submit to BB 2) CSI online survey/ findings discussed with Lobo Den Advisor – Submit to BB	Interview Q's/ Graphic Organizer/ Paper Artifact 1 CSI Reflection – Artifact 2

Student Learning Outcomes:

1. Implement personal time management strategies based on short and long term goals.
2. Describe behaviors that support personal responsibility for learning, characteristics of an effective learner, techniques that promote student success and problem-solving of academic issues, and be able to discuss respect, civility, and academic integrity at SRSU.
1. Describe institution, department, and course requirements to earn a college degree and be able to identify SRSU policies in relation to them.
2. Identify and/or utilize college resources, activities, and events and demonstrate use of SRSU technology: student e-mail, SRSU website, Blackboard, and Lobo Online.
3. Exhibit financial literacy in relation to college and beyond.
4. Discuss the importance of SRSU in the larger community.
5. Enjoy peer collaboration!

Attendance & Class Participation:

Your attendance and participation in this course are reflected in your grade. **Please be proactive in informing the professor of any expected absences in advance in order to meet class requirements. (No more than one unexcused absence without penalty.)**

Classroom Behaviors:

You are encouraged and expected to openly engage in class discussions, ask questions, share ideas and express your thoughts. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone use, arriving late, leaving early, etc.

Academic Honesty:

“The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences

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both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”
--Excerpt from the Student Handbook

Special Needs:

It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning challenge, please contact the ADA Coordinator, Mary Schwartze) in the Counseling office in Ferguson Hall, Room 112. (432.837.8691) All requests for special accommodations must be related in writing to a professor.

Late Work:

No late work accepted.

Grade Breakdown: (% varies with each instructor except *denoted)

Att. / Participation (In-class assignments; Mid-Term & Final grades	50%
*Career Interview/presentation (Artifact 1)	20%
*CSI Reflection Paper – (Artifact 2)	30%

Grading Scale:

90-100 =A
80-89 =B
70-79 =C
60-69 =D

Tentative Weekly Schedule:

Most classes will have an honored guest speaker.

Week

- 1** **8/23** – Class Introductions, Discuss Syllabus Expectations
- 2** **8/30** – Blackboard Success – (S. Bogus/Emily Herrera)
- 3** **9/6** – Student Organizations/Internships/Work-Study/Volunteering
- 4** **9/13** - CSI online survey (Meet in Library)
- 5** **9/20** - Motivation/Goal Setting/ Careers - Guest Speaker – faculty/ student
- 6** **9/27** – Financial Literacy/ Student Loans\$\$ – Guest Speaker (Financial Aid Personnel)
- 7** **10/4** - Introduce Artifact 1 – Three part assignment (Time Management)
- 8** **10/11** – Study Skills
- 9** **10/18** - Artifact 1 – Graphic organizer/ mind map rough draft - **(Mid Term Week)**
- 10** **10/25** - Class Hike up Hancock Hill – “The Desk” - Multiple Perspectives

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(Homecoming Week)

- 11 11/1 - Advising/Registration – Guest Speaker (Lobo Den Advisor)
12 11/ 8 - Career Planning – Experiential Learning Component - Artifact 1 Presentations – *(11/11: Last Day for students to drop with a “W” by 4pm)*
13 11/ 15 - Career Planning – Experiential Learning Component - (Artifact 1 Presentations)
14 11/22 - CSI Reflection – Artifact 2 Discussion
15 11/29 – Submit In-class Reflection for Artifact 2 (Meet in Library)
(Last class before Finals)
16 12/5 - *Final Exam Class Celebration – TBA*

Experiential Learning Theory - Active Participation

1. Learning is a process.
2. All learning is relearning and refining.
3. Learning requires resolution of conflicts and modes of adaptation to the world.
4. Learning is a holistic process of adaptation to the world
5. Learning results from synergetic transactions between persons and the environment.
6. Learning is a process of creating knowledge.

Required Career Experience Activity – ARTIFACT 1

TSW CONDUCT AN INTERVIEW (ACTIVITY) WITH ANY OF THE FOLLOWING:

- Faculty member in their intended major/ field of interest
- Upper division student in their intended major/ field of interest
- Professional in a career that they may be interested in pursuing
- Graduate student in the same academic specialization
- Student from a diverse background, international or underrepresented groups, etc...

COMMON ARTIFACT 1:

- Student creates a graphic organizer from the interview notes
- Presents to the class
- Develops a two-page reflective paper from the interview and presentation
- Submits all to BB per instructor syllabus

COMMON ASSESSMENT: RUBRIC ON BLACKBOARD

College Student Inventory (CSI)/ Required Career Planning Activity - ARTIFACT 2

- Given online and TBD location by instructor. (Weeks 3-4)
- Lobo Den advisors discuss findings with students

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- Student submits a quality reflection from the discussion to BB per instructor syllabus

Suggested Additional Readings:

Brooks, T. (2010). *The endangered alphabet*. The Champlain College Publishing Initiative.

Keen, A. (2013). *Digital vertigo: How today's online social revolution is dividing, diminishing, and disorienting us*. St. Martin's Griffin; Reprint Edition.

Kidder, T. (2004). *Mountains beyond mountains: The quest off Dr. Paul Farmer, a man who would cure the world*. Random House Trade Paperbacks, Reprint Edition.

Miles, E. (2004). *Tales of the big bend*. A & M University Press. College Station.

Nafisi, A. (2008). *Reading Lolita in Teheran*. Harper Perennial.

Nazario, S. (2014). *Enrique's journey: The true story of a boy determined to reunite with his mother*. Ember, Reprint Edition.

Pausch, R. & Zaslow, J. (2008). *The last lecture*. Hachette Books, First Edition.

Schlosser, E. (2006). *Fast food nation: The dark side of the all American meal*. Harper Perennial.

Suggested Additional Films:

Focus Features (Robert Redford). (2004). *The motorcycle diaries*. (DVD). Available from

<http://motorcyclediariesmovie.com/motorcycle-diaries-index.htm>

(Tom Musca). (1988). *Stand and deliver*. (DVD) Available from [http://www.amazon.com/Stand-](http://www.amazon.com/Stand-Deliver-Edward-James-Olmos/dp/B0012NGLA2)

[Deliver-Edward-James-Olmos/dp/B0012NGLA2](http://www.amazon.com/Stand-Deliver-Edward-James-Olmos/dp/B0012NGLA2)

(Clint Eastwood). (2010). *Invictus*. (DVD). Available from [http://www.amazon.com/Invictus-](http://www.amazon.com/Invictus-Morgan-Freeman/dp/B002JCSWV6)

[Morgan-Freeman/dp/B002JCSWV6](http://www.amazon.com/Invictus-Morgan-Freeman/dp/B002JCSWV6)

IFC Films (Richard Linklater, Cathleen Sutherland, Jonathan Sebring & John Sloss). (2015).

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Boyhood. (DVD). <http://www.ifcfilms.com/films/boyhood>

Please return this page signed and dated to Dr. Francis on the second week of class.

I (Please print full name.) _____ have
carefully read the entire FYS syllabus for Dr. Francis' class and have asked for clarification on
any aspects of course requirements, policies, activities and assignments. I understand that I may
continue to ask questions making it my responsibility to secure additional information I require
to be successful this semester. I agree to follow the syllabus requirements and expectations.

Student's Signature

Date Signed

Instructor's Signature

Date Collected