



FALL 2022
First Year Seminar
SRSU 1101.002
Tuesday & Thursday
12:30 to 1:20
BAB 317

Instructor: Kendra DeHart, Ph.D.

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Office Hours: Monday, 3:30 to 4:30 & Friday, 11 to 12

Mission:

The mission of First-Year Seminar is to provide first-year students an opportunity to (1) experience and develop knowledge, behaviors, and attitudes that promote successful college study and positive campus participation, and to (2) 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, and 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.

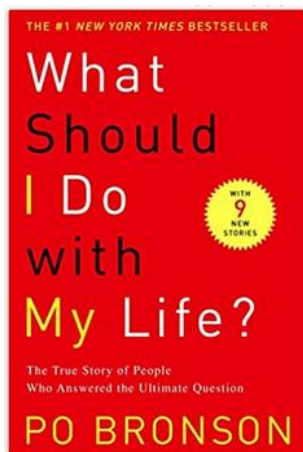
All First-Year Seminars have five common goals. The student will be able to:

1. Expand and deepen his/her understanding of the world and of self
2. Enhance his/her ability to read and think critically
3. Enhance his/her ability to communicate effectively, in writing, speech, and other appropriate forms
4. Develop the fundamentals of information literacy and library research
5. Work closely with the class instructor.

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.
3. Describe institution, department, and course requirements to earn a college degree and be able to identify SRSU policies in relation to them.
4. Identify and/or utilize college resources, activities, and events and demonstrate use of SRSU technology: student e-mail, SRSU website, Blackboard, and Lobo Online.
5. Exhibit financial literacy in relation to college and beyond.
6. Discuss the importance of SRSU in the larger community.

Required Reading:



Bronson, Paul. *What Should I Do With My Life?: The True Story of People Who Answered the Ultimate Question*. New York: Random House Trade Paperbacks, 2003. ISBN-10 : 0375758984

*Note: This can be ordered through our bookstore. It can also be easily found (and cheaply) on Amazon or other third-party sellers. You can also receive an audio copy via Kindle or Audible. However you choose to acquire this book, **get it quickly.***

Course Policies:

1. **Attendance at class meetings: You are expected to attend every class if possible!** Regular attendance and punctuality are vital to academic success. **However, if you feel ill, please do not come to class.** Send me an email explaining your situation and symptoms. If you need to be quarantined for any reason, the schedule below will remain flexible so that you can finish the assignments and course.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor.

Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students. If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. If you are going to be absent from class while traveling on a university-sponsored trip, you are responsible for notifying the professor beforehand.

****NOTE:** If you are a student athlete and need a progress report, it is your responsibility to notify the professor before class.

TWO unexcused absences are acceptable. If you miss more than two unexcused classes, it will affect your grade. Students with excessive unexplained absences will receive grade of “F.”

2. **Contacting the Instructor:** The instructor’s email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned.

All email messages to the instructor should include your name, your class section number, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as “What did we cover in class?” will normally not be answered.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Make-up assignments are allowed only in cases of documented, unavoidable events that prevent attendance. Students must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide documentation will not be allowed to make-up the assignment.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and completing the assignments.
 - a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.
 - b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
 - i. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.
 - ii. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a

student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.

- iii. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
 - iv. No use of any technological device is allowed during exams.
 - c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).
6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
- a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
 - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
 - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

Statement on 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 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

Assignments:

1. **Attendance:** As you will notice, this is the largest percentage of your grade. Remember this course is here to help you succeed as a college student; as such, you must attend class to receive the advice necessary to achieve your goals.
2. **Introductory Essay (Post on Blackboard):** For my eyes only. On the second day of class, post a short essay telling me a little about who you are and where you are from. Have you declared a major? If not, what are your general interests? I encourage your honesty and welcome your input. Tell me (in confidence) anything you would like me to know about you and your learning preferences.
3. **What Should I Do With My Life? Reflections:** You will submit a total of 8 reflections over our assigned book on Blackboard. Each reflection should be between two-to-three pages, Times New Roman at 12 pt. font, and double-spaced. You will also be required to briefly discuss your reflections to the class.

Here is some more information about this assignment: *What Should I Do With My Life?* is a collection of interviews from various peoples at various stages in their life journeys. All students will be required to read the introduction as well as conclusion, but within each of the eight sections, you will only be required to reflect on two stories. I encourage you to pick ones that resonate (or do not) resonate with you.

Each reflection is worth 50 points: 30 points for the written assignment and 20 points for the class discussion.

4. **Final Reflection Essay:** At the end of the course, submit a three-page paper about what you found most rewarding about this seminar. You can also submit what you found challenging or disliked. Again, I encourage your honesty in this essay.

GRADES:

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

Attendance	500 pts.
Introductory Essay	50 pts.
<i>What Should I Do with My Life?</i> Reflections	400 pts.
<u>Final Reflection Essay</u>	<u>50 pts.</u>
Total Possible	1,000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking.

B Range = All assignments are turned in on time and are above average but are not outstanding work. The analytical thinking is weaker than that for an "A."

C Range = Average. Assignments indicate an average understanding of material. Work tends to be narrative rather than analytical.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor's approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in a F and potentially disciplinary action.

NOTICES TO STUDENTS:

Students with Disabilities:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: mschwartz@sulross.edu

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Classroom Climate of Respect:

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement:

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of

COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

****NOTICE TO STUDENTS**:** At certain times this semester, we will be discussing events that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I am happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. Please remember I do not expect or require students to hold the same opinions as one another (or me) about controversial topics.

Library Information:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SYLLABUS SCHEDULE:

Disclaimer: This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students.

Week 1: Introduction, Syllabus, & Email/Blackboard Instruction

- DUE Thursday, 8/26: Syllabus Quiz
- DUE Friday, 8/26: Introductory Essay posted on Blackboard

Week 2: Financial Aid & Library Resources

- Tuesday, 8/30: Speaker TBA
- **Thursday, 9/1: Meet at the SRSU Library.**

Week 3: Welcome to Your New Home & Mental Health Tips

- **Tuesday, 9/6: Meet at the Museum of the Big Bend on campus for a personal tour.**
- Thursday, 9/8: Speaker TBA

Week 4: What is Title IX?

- DUE Tuesday 9/13: Reflections on Introduction, Part 1, and Part 2 on *What Should I Do With My Life?*
- Thursday 9/15: Title IX Training

Week 5: Understanding Yourself & Others

- DUE Tuesday 9/20: Part 3 and 4 Reflections on *What Should I Do With My Life?*
- Thursday, 9/22: Speaker TBA

Week 6: Working Smarter, Not Harder

- DUE Tuesday 9/27: Part 5 and 6 Reflections on *What Should I Do With My Life?*
- Thursday, 9/29: Speaker TBA

Week 7: Finding Your Tribe

- DUE Tuesday 10/4: Part 7 and 8 Reflections on *What Should I Do With My Life?*
- **Thursday, 10/6: Meet at Graves Pierce Gym**

Week 8: Last Class—Go onward and succeed!

- DUE Tuesday 10/11: Final Reflection Essay and Party TBD