

## UNIV 102, FRESHMAN SEMINAR II SYLLABUS

Fayetteville State University  
University College

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### I. Locator Information

Course	Instructor
<ul style="list-style-type: none"> <li>• Semester/Year: <b>Sp/10</b></li> <li>• Semester Hours of Credit: <b>1</b></li> <li>• Section: _____</li> <li>• Class Meeting Days, Time, Location: _____</li> <li>• Blackboard Course ID: <ul style="list-style-type: none"> <li>○ <b>Freshman Seminar II - Commons</b></li> <li>○ <b>Freshman Seminar II - _____</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Instructor: _____</li> <li>• Office Location: _____</li> <li>• Office Phone: _____</li> <li>• Alternate Phone (Dept.): <b>672-1060</b></li> <li>• E-Mail: _____</li> <li>• Office Hours: _____</li> </ul>

### I. Course Description

The second half of a year-long, interdisciplinary introduction to the University first-year experience, including University history, policies, and resources; reading, writing, test preparation, and study skills; use of University technology resources, skill tutorials, electronic mail, the internet, and academic and career planning; time and money management; and discussion of selected relevant, contemporary topics in health, literature, science, business, education, politics, economics, and philosophy. Based on profile examination scores, students may be required to complete additional work in the Reading Center. *All students who enter the university as first-time freshmen are required to complete UNIV 101-102.*

### III. Disabled Student Services

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

### IV. Textbooks

- Available in the FSU Bookstore:
  - Brooks, John, ed. *Fayetteville State University: Excellence, Mastery, and Maturity*. 4th ed. Littleton, MA: Tapestry Press, 2008. (Abbreviation: EMM)
  - McWhorter, Kathleen. *College Reading and Study Skills*. 10th edition. Pearson Longman 2006.
- Available through University College:
  - *Fayetteville State University Student Handbook, 2009 - 2010*. (Handbook)
- Available online (<http://catalog.uncfsu.edu/ug/ugindex.htm>)
  - *The FSU Undergraduate Catalog 2009-2010*. (Catalog)
- Documents from the Freshman Seminar Blackboard website as assigned. (Blackboard)

This course has a companion website accessible through Blackboard (<http://blackboard.uncfsu.edu/>). Consult Blackboard on a regular basis to keep up with announcements and/or necessary changes in the schedule. The Blackboard website also has a number of handouts, readings, and exercises that are REQUIRED as part of the course.

Failure to access the website as directed by your instructor could make it impossible to complete several assignments and accumulate the maximum number of points for an "A" in the course.

### V. Learning Outcomes

This course is designed to help freshmen develop the skills and knowledge necessary for success as university students:

1. This course will help students set goals consistent with their abilities and interests and develop an educational and career plan that will help them achieve their goals. Upon completion of this course, the student will be able to
  1. reflect on his or her life goals to write a personal mission statement;
  2. develop long and short-term academic and career goals that are consistent with this mission.
2. This course will help students gain knowledge of the rules, regulations, and procedures of the university. Upon completion of this course, the student will be able to
  1. explain important events in the history of the university;
  2. explain the goals, purpose, and scope of UNIV 102; course requirements, grading methods and criteria, the reading proficiency requirement, and other aspects of the course;
  3. participate in university programs.
3. This course will help students become aware of and utilize the assistance available through various university offices and resources. Upon completion of this course, the student will be able to
  1. utilize academic support services such as the University College Tutorial Center, Supplemental Instruction, Student Support Services, and Chesnutt Library;
  2. utilize other resources such as Career Services and Financial Aid.
4. This course will help students strengthen study habits and enhance basic skills in reading, writing, speaking, critical thinking, quantitative skills, and the use of technology. Upon completion of this course, the student will be able to
  1. use information technology, i.e., e-mail and Internet resources, effectively;
  2. practice effective time management, note-taking, and test-taking skills;
  3. improve his or her reading comprehension skills through the use of computer-assisted learning programs and intensive reading of texts from various disciplines;
  4. improve his or her writing skills;
  5. improve critical thinking skills;
  6. improve quantitative reasoning skills.
5. This course will help students develop the interpersonal and social skills and habits that are essential to success at the university and in their careers beyond the university. Upon completion of this course, the student will be able to
  1. collaborate with instructors and other students to complete group assignments;
  2. reflect upon the challenges of college life;
  3. understand and collaborate with individuals from diverse ethnic, social, and cultural backgrounds;
  4. demonstrate the dispositions needed to interact positively with others in a learning community;
  5. improve his or her confidence and abilities in speaking in small groups and for large audiences;
  6. develop guidelines for maintaining a healthy lifestyle and coping with stress and other emotional disorders.

This course addresses the following components of the School of Education Conceptual Framework (corresponding course objectives indicated in parentheses):

1. **Content Knowledge:** By helping students understand the principles of college-level reading and writing, this course provides knowledge all teachers must have (4.3, 4.4).
2. **Learning Climate:** By helping students learn to respect and respond to other students of different backgrounds, this course teaches students about the requirements of a positive learning climate (5.3-5)
3. **Dispositions:** By helping students understand the requirements of a positive learning climate, this course also helps students develop the attitudes, motivations, and beliefs that will enable all students to learn (5.3-5).
4. **Diversity:** By requiring students to collaborate with faculty and students from a wide variety of backgrounds, this course helps students learn the knowledge, skills, and dispositions that are required to enable all students to learn (5.1, 5.3-5).
5. **Reflection:** By requiring students to reflect upon their own background and upon their college experience, this course helps students develop the habits of reflection that will enable them to continue to develop as individuals and professionals (1.1-2, 5.2)
6. **Technology:** By requiring students to use computer-based tools in support of their educational objectives, this course helps students understand the value of various aspects of educational technology (4.1).

This course addresses the following Core Student Learning Outcomes (corresponding course objectives indicated in parentheses):

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- 1.01-10. **Communication Skills** (4.3-4, 5.1, 5.5)
- 2a. **Reasoning Skills: Critical Thinking** (4.5)
- 2b. **Reasoning Skills: Quantitative Reasoning** (4.6)
- 3.01-03. **Inquiry Skills** (4.1)
- 5.05. **Global Literacy** (2.3, 5.3)
- 6.01. **Ethics and Civic Engagement** (4.2)

## VI. Course Requirements and Evaluation Criteria

**Grade Distribution.** Your grade will be based on the following assignments:

No.	Assignment (see Outline for due dates and instructions)	Due	Max Pts	Pts Earned
01	Syllabus Access	by Class 2	25	
02	Semester Review/Academic Success Plan/Advisor Conference (if needed)	Jan18/22	50	
03	College Reading and Integrated Study Skills (CRISS) Lab (if required; otherwise, instructor option)	weekly	100	
04	Cultural/FYI Events (2 events @ 25 points)	2/26, 4/23	50	
05	Reading Reports (4 @ 50 pts)	*	200	
06	Black History Month Event	Feb 2	25	
07	Personal Finance Assignment	by Class 11	50	
08	Career Research Project	*	100	
09	Portfolio, Cover letter & Resume	*	100	
10	Black History Month Assignment	Class 15	50	
11	Midterm Grades	Mar 22	25	
12	Major Fair/Career Interest Meeting	Mar 24	25	
13	Pre-registration	Apr 12-23	25	
14	Declaration of Major	Apr 26	25	
15	Career Presentation/Interview	Class 25-29	50	
16	Founders' Day/FSU History Essay	Apr 13	50	
17	Final Assessment	May 5-9	50	
	<b>TOTAL</b>		1000	
18	Bonus Points (at instructor's discretion)	TBA	50	

\*These assignments have several parts due throughout the term. Your instructor will provide exact dates.

**Final Grade:** You will earn points for each written assignment and activity required in the course as indicated above. Your final grade will be a percentage calculated by dividing the total pointed earned by 1000:

**Interim Grades:** Instructors will submit interim grades early in the semester if your attendance or academic performance becomes a matter of concern. At midterm instructors will submit Interim grades to indicate how you are doing in the course. Interim Grades are not part of your permanent record and do not affect GPA. However, an X will become an FN at the end of the term if it is not removed.

Final Grade	Points	%
A	920 - 1000	92 - 100
B	830 - 919	83 - 91.9
C	730 - 829	73 - 82.9
D	640-729	64 - 72.9
F	639 or fewer	less than 64
FN	Failure for Non-attendance (if you <i>never</i> attended)	
<b>Interim Grade</b>		
A-F	Same as above	
X	No-show (never attended—will become an FN	

	at the end of the term unless changed)
EA	Excessive Absences (more than 10% of the total contact hours)
<b>Unexcused Absences</b>	<b>Consequence</b>
1-3	Participation grade may be lowered
4-6	Final course grade will be lowered by one letter grade from calculated grade above
7 or more	COURSE FAILURE!

**Class Attendance Requirements:** - University College expects regular attendance and participation. Unexcused absences will be penalized as follows:

- **Late Arrivals and Early Departures:** You must not only attend class, but you must arrive on time and remain in class for the entire period. Two unexcused late arrivals or early departures will count as one absence for the purpose of the attendance policy.
- **Excused absences:** Absences due to participation in university-sponsored activities, family medical emergencies, and personal illness will normally be excused if proper documentation is provided to the instructor. Other absences will be excused at the discretion of the instructor.
- **Appointments, Meetings that Conflict with Class:** Please note that you should not schedule appointments with a doctor or dentist or anyone else that conflict with your class time. Such excuses for missing class will be accepted by the instructor only if you provide documentation that the appointment was an emergency or that there were no more scheduling options.
- **Policy on Missed Assignments, In-Class Activities, and Tests:** Assignments will not normally be accepted late, and students will not normally be permitted to make up missed in-class assignments or tests. Exceptions will be made at the discretion of the instructor and will require appropriate documentation for illness, family emergency, or participation in University-sponsored activities.
- **Policy on Missed University Programs:** Students in Freshman Seminar are required to participate in several University Programs throughout the semester. Since information about these programs is provided far in advance, students are expected to arrange their schedules to attend these programs. For students who have documented, emergency conflicts with these programs, make-up work (usually attendance at another program) may be assigned at the discretion of the instructor. There is no assignment substitute for Fall Convocation and Founder's Day.

**Expectations for Classroom Behavior:** As instructor, I will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time. Students may not leave or prepare to leave class until dismissed.
2. Students are not permitted to sleep in class.
3. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
4. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment. Cell phones should be turned off.
5. Students must refrain from any activity that will disrupt the class.
6. Students are not permitted to use profanity in the classroom.
7. Students should not pass notes or carry on private conversations while class is being conducted.

**Consequences of failing to abide by these rules:** The first time a student breaks one of these rules, the instructor will warn him or her privately, either after class (in person, e-mail, telephone, or private note) or before the next class. (The instructor reserves the right to warn the student publicly if the violation disrupts class.) The second time a student breaks the rule, ten points will be deducted from the student's next assignment grade. Students who repeatedly violate these rules will be subject to disciplinary actions according to the FSU Code of Student Conduct.

### College Reading and Integrated Study Skills (CRISS) Lab

Students whose placement scores, high school GPA and SAT verbal score indicate a need for academic support are required to attend the CRISS Lab. CRISS lab attendance is mandatory for assigned students until they demonstrate

proficiency through examination or portfolio. Unexcused absence from the lab counts as an absence in UNIV 101/102. Students who accumulate a total of more than four unexcused absences in the lab will forfeit ½ of the points earned in the lab. Students earn points for performance, participation and attendance in the CRISS up to a maximum of 200 points in UNIV 101 and 100 points in UNIV 102. These points are included in the final grade for UNIV 101 and UNIV 102. Assigned students whose work in the lab for UNIV 101 indicates a need for continuing academic support will receive a grade for UNIV 101 based on the points earned in the seminar and lab. However, they will be required to attend lab sessions during UNIV 102. *Students required to attend the lab in UNIV 102 who fail to do so will accrue unexcused absences and fail UNIV 102.*

**Academic Honesty:** University College expects students to adhere to the FSU Code of Student Conduct, which can be found in the FSU Student Handbook distributed to all students in Freshman Seminar. Academic dishonesty is defined as "the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another on any work which is to be considered in the determination of a grade or the completion of academic requirements" (Handbook, SC-3). This includes cheating, plagiarizing, and helping others do so. Do your own work, and if you do get help, make sure you document it. Students should complete all assignments by themselves unless their instructor explicitly tells them they can work with others. Violations will be treated in accordance with the procedures set forth in the Handbook.

In UNIV 102, students are required to:

- A. Attend all classes and required university programs;
- B. Be in class on time each day;
- C. Bring to class the syllabus, the course textbook, a planner, a notebook, and any other materials required by the instructor;
- D. Complete all assignments and tests in accordance with the assignment schedule;
- E. Complete all surveys and questionnaires;
- F. Contribute positively to the learning experience of other students
- G. Refer to the syllabus and Academic Planner daily to keep informed of upcoming assignments;
- H. Access the course website as needed to obtain course documents and complete online assignments;
- I. Check FSU e-mail daily for communications from your instructor and other university officials.

## VII. Academic Support Resources

Students have access to many academic support resources to help them succeed in Freshman Seminar:

1. The University College Learning Center (HTC 216C) provides peer tutoring in writing.
2. Smarthinking is an online tutorial service that also provides assistance with writing.
3. The CRISS Lab is also open to all students.

## VIII. Outline

Readings should be completed prior to the class in which they are discussed. Unless otherwise specified, assignments are due at the beginning of class on the due date. Reading and assignment dates may vary slightly depending on the pace of the class and other scheduled activities. Instructors will announce any adjustments to the schedule in class. You are responsible for keeping up with assignments. If you miss a class for any reason, contact the instructor. Numbers in parentheses refer to the objective and competency served by this activity. All course activities serve specific course objectives.

**Note: Flex Class Periods:** These class periods are included at the end to accommodate the visits, tests, and surveys that classes will have so that these activities will not have an adverse effect on coursework. Flex hours are built in to prevent disruption of the flow of instruction in the Seminar classes. Flex hours can occur anywhere in the semester's schedule. Several surveys are planned for the classes as well as visits.

**Cultural/FYI Events:** Students are required to attend two of the approved cultural events in This Week in Freshman Seminar (<http://www.unccsu.edu/univcoll/>). Other events may be approved by the instructor. ONLY events approved in advance by the instructor receive credit. Students must show proof of attendance at each event. To receive full credit,

students must write a Cultural Event Reaction Essay (2.5). To receive any credit, students must turn in all materials no later than one week after each cultural event. Each event is worth up to twenty-five points.

Dates	<b>Topic: Activity (Readings and assignments)</b>
	<b>Part I. Looking Back, Planning Ahead</b>
Jan 11-15	<p><b>Class 01 - Course Expectations:</b> overview, mechanics, course policies and procedures; the syllabus (<i>Course syllabus</i>) (2.2). <b>Syllabus Assignment:</b> Log in to Blackboard, go to Freshman Seminar II - Commons, Course Information, and print out your syllabus. Bring it to Class 02.</p> <p><b>Class 02 - Semester Review/Academic Success Plan:</b> Review your Fall Semester grades. Did your accomplishments match your Fall 2009 mission statement? What adjustments are necessary this semester? Revise your Academic Success Plan and turn in to your instructor by Class 05. <b>NOTE: If you need to adjust your course schedule for any reason (to repeat a course, to drop/add classes), you must do so before the end of Drop/Add on Jan. 15.</b> (1.1-2) <b>SYLLABUS ASSIGNMENT DUE</b></p>
	<b>Part II. Personal Finances and Career Planning</b>
Jan 18-22	<p><b>January 18: Martin Luther King, Jr., Holiday observed—no class.</b></p> <p><b>Class 03 - Semester Planning:</b> Students will plan for major semester projects. Instructions and guidelines will be given to accomplish the following semester goals. (1) <b>Reading Reports:</b> Students will be introduced to the Reading Report, which will require them to read selections from the Reading Report list, write an essay, and discuss the readings in class. (2) <b>Career Development Project:</b> Students will <b>assess</b> their career interests and aptitudes, <b>explore</b> career options, <b>develop</b> a career plan (including a choice of major), and <b>prepare</b> for interviews. (1.1-2) The Portfolio requirements will be discussed.</p> <p><b>Class 04 - Time Management/Study Skills Review:</b> Review time management, note-taking, and study skills. Use syllabi from different courses and planner to schedule major assignments in all courses. (Planner; EMM 127-47, 221-37) (4.2) (CRSS 21-38, 79-99)</p> <p><b>College Student Inventory: Students will complete the CSI Mid-Year one day this week.</b></p>
Jan 25-29	<p><b>Class 05 - Reading Report 1.</b> Students will bring to class and discuss the first Reading Report assignment. See Reading Reports below. (4.3, 5.2-6) <b>REVISED ACADEMIC SUCCESS PLAN DUE</b> (50 points). Students will review and discuss Part 3 of <i>Dreams from My Father</i>, by Barack Obama. Students will study reading strategies (EMM 187-219, 248-50) (4.3) (CRSS 241-266)</p> <p><b>Class 6 - Career Services Presentation:</b> Students will go to Shaw Auditorium for a presentation about the resources of the Center for Career Services. Your instructor will let you know which day. (1.2)</p> <p><b>CRISS Lab 01 (if required)</b> (4.3)</p>
Feb 1-5	<p><b>Class 07 - Personal Finances.</b> Students will discuss financing a college education and creating a personal budget (EMM 68-78)</p> <p><b>Class 08 - Personal Finances (continued).</b> Students will create a personal budget. <b>Students will complete CLA Financial literacy assignment.</b> (50 points).</p> <p><b>CRISS Lab 02 (if required)</b> (4.3)</p>
Feb 8-12	<p><b>Class 09 - Black History Month Assignment:</b> Students will begin research on an African American who became prominent in the field of their intended major or career. Requirements of the project will be discussed. (EMM 297-315)</p> <p><b>Class 10-Financial Aid:</b> Representatives from the Educational Opportunity Centers will inform students about and assist them with the Financial Aid application process. Students will report to Shaw Auditorium on a date to be announced.</p> <p><b>BLACK HISTORY MONTH EVENT</b> (25 points). Time and place TBA. (2.1)</p> <p><b>CRISS Lab 03 (if required)</b> (4.3)</p>
Feb 15-19	<p><b>Class 11 - Career Development Project:</b> Students will preview the requirements of the major and career planning process.</p> <p><b>Class 12 - Career Planning and Research:</b> Students will discuss their occupational personality types and the careers that match them (EMM 403-20). (1.2)</p> <p><b>CRISS Lab 04 (if required)</b> (4.3)</p>

Feb 22-26	<p><b>Class 13 - Career Planning and Research:</b> Resources and strategies for exploring career options. Look for your possible career path in the Occupational Outlook Handbook online (<a href="http://www.bls.gov/oco/home.htm">http://www.bls.gov/oco/home.htm</a>). Summarize in your own words the Training and Job Outlook sections of the description of this occupation.(1.2)</p> <p><b>Class 14 - Reading Report 2 due. Class discussion.</b> (4.3, 5.2-6)</p> <p><b>CRISS Lab 05 (if required)</b> (4.3)</p>
Mar 1-5	<p><b>Class 15 - Pre-Midterm Review.</b> Students will review what they have done to fulfill their Academic Success Plan. (1.2, 4.4)</p> <p><b>Class 16 - Black History Month Assignment.</b> Students will share the results of their research (1.1-2)</p> <p><b>CRISS Lab 06 (if required)</b> (4.3)</p>
Mar 8-12	<p><b>Midterm Break—No Class</b></p>
Mar 15-19	<p><b>Class 17 - Portfolio Check.</b> Students will demonstrate that they have made significant progress on their portfolios.</p> <p><b>Class 18 - Resume Writing Workshop:</b> Students will develop a sample resume. Students will exchange and c their resumes. (EMM 426-38) (1.1-2, 4.4)</p> <p><b>CRISS Lab 07 (if required)</b> (4.3)</p>
Mar 22-26	<p><b>Class 19 - Reading Report 3 Discussion. Reading Report 3 due.</b> (4.3, 5.2-6)</p> <p><b>Class 20 - Registration Preparation.</b> You will begin preparing for pre-registration. This will include selecting appropriate courses. (1.2)</p> <p><b>Major Fair/Career Interest Meeting</b> TBA (25 points). Students may attend either the Major Fair or an interest meeting for students in a specific area. The interest meeting must be approved by the Freshman Seminar instructor. (1.1-2)</p> <p><b>MIDTERM GRADE ASSIGNMENT DUE FRIDAY, MARCH 26.</b> Print out your midterm grades from Banner and calculate your midterm GPA. Make an appointment to meet with each instructor in whose class you earned a midterm grade of D or F. Complete and have each instructor sign the Verification of Meetings form. Turn the form in to your Freshman Seminar instructor (25 pts). If all of your grades were C or better, you will not have to meet privately with your class instructors for this exercise. (2.3-4) <b>NOTE: The last day to withdraw from a class is Friday, March 26.</b></p> <p><b>CRISS Lab 08 (if required)</b> (4.3)</p>
Mar 29- Apr 2	<p><b>Class 21- Registration Preparation continued.</b></p> <p><b>Class 22 – FSU History.</b> The History of Fayetteville State University (EMM 9-36)</p> <p><b>April 2: Spring Holiday--University Closed</b></p> <p><b>CRISS Lab 09 (if required)</b> (4.3)</p>
Apr 5-9	<p><b>Class 23 - FSU History continued.</b></p> <p><b>FOUNDERS' DAY</b> (50 points). Time and location TBA. Attendance required of all freshmen. This is a PID event. (2.1)</p> <p><b>CRISS Lab 10 (if required)</b> (4.3)</p>
<b>Part IV. Career Presentations/Interviews</b>	
Apr 12-16	<p><b>Class 24 - Effective Communication Skills/ Presentation Preparation</b> (EMM 318-20, 443-45). Students will make final preparations for their presentations. (5.5) <b>Essay on FSU History due.</b></p> <p><b>Class 25 - Career Presentations/Interviews. Career Research Project due.</b> (1.1-2, 5.5) <b>PORTFOLIO DUE.</b></p> <p><b>CRISS Lab 11 (if required)</b> (4.3)</p>
Apr 19-23	<p><b>April 12: Registration for Summer/Fall 2010 begins</b></p> <p><b>Class 26 - Career Plan Presentations/Interviews.</b> (1.1-2, 5.5)</p> <p><b>Class 27 - Flex Class</b></p> <p><b>READING REPORT 4 DUE.</b></p> <p><b>CRISS Lab 12 (if required)</b> (4.3)</p>
Apr	<p><b>Class 28-29 - Career Presentations/Interviews.</b> (1.1-2, 5.5)</p>

26-30	<b>PRE-REGISTRATION SCHEDULE DUE</b> (25 points). Print your pre-registration schedule from Banner and provide a copy to your Seminar instructor. If you are unable to pre-register because of a hold, print out the Banner screen describing the hold and complete an Advisement Worksheet with a proposed schedule. (1.2)
	<b>DECLARATION OF MAJOR FORM DUE</b> (25 points). Declare your major using the online Declaration of Major form. Print a copy of the form and turn it in to your instructor. If you have not decided on a major, or if you cannot declare a major for any reason, write a 250-word essay explaining why you are not declaring your major and when you plan to do so. (1.2)
	<b>CRISS Lab 13 (if required)</b> (4.3)
May 3-7	<b>Final Assessment:</b> See the Final Examination Schedule for the day and time of the exam for your section. Make sure you plan to stay until after the final exam in this and all other classes.

### Reading Reports: Exploring Diversity

Reading Reports are essays on the following readings. All of the readings deal with racial or gender diversity. Reading Reports will be evaluated using the University College Criteria for Writing Assignments. See the Outline above for due dates. Note: Whenever a Reading Report requires you to find a journal, an article, or a website, you must include a complete citation of the article in a standard bibliographic format. You can find guidelines for citing sources in your ENGL 120 textbook or on the Freshman Seminar Blackboard website.

1	Part 3: <i>Dreams from My Father</i> , by Barack Obama
2	"Gender War/Gender Peace," by William Stafford, EMM 341-48.
3	"Speak Up: Controversial Speakers and College Policies," by Madeleine Picciotto, EMM 356-63.
4	Find a magazine or newspaper article in the library on race, gender, or other diversity issues. Write an essay explaining why it impresses you. Be sure to cite the article correctly. <b>Electronic option:</b> Find this journal article in ProQuest Direct, one of the Chesnut Library's e-databases. E-mail the citation to yourself, then forward it to your instructor with your essay. Note: Use Chesnut library resources, NOT Google, Yahoo, or another generic search engine.

### IX. Teaching Strategies

A variety of teaching strategies will be used in this class. The strategies that will be used most often are:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>A. small group discussion and projects;</li> <li>B. peer review and evaluation of student work;</li> <li>C. computer assisted learning programs;</li> <li>D. visits to various campus resources;</li> </ul> | <ul style="list-style-type: none"> <li>E. student presentations;</li> <li>F. review of video and audio tapes;</li> <li>G. lecture.</li> </ul> |
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### X. Bibliography

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