

UNIV 101, FRESHMAN SEMINAR I SYLLABUS

FAYETTEVILLE STATE UNIVERSITY UNIVERSITY COLLEGE

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I. Locator Information

Course	Instructor
<ul style="list-style-type: none"> • Semester/Year: Fa/09 • Semester Hours of Credit: 1 • Section: _____ • Class Meeting Days, Time, Location: _____ • Course ID: 200960.UNIV101._____ • Commons Course ID: 200960.UNIV101.ALL 	<ul style="list-style-type: none"> • Instructor: _____ • Office Location: _____ • Office Phone: _____ • Alternate Phone (Dept.): 672-1060 • E-Mail: _____ • Office Hours: _____

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>.

II. Course Description

The first 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 College Reading and Integrated Study Skills Lab. *All students who enter the university as first-time freshmen are required to complete UNIV 101-102.*

Learning Community. This section may be part of a learning community. A learning community is a set of linked course sections exploring a common theme. Students in learning communities enroll in all sections of the learning community. Your instructor will provide more information about the learning community.

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*. 6th 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 Academic Planner, 2009-2010. (Planner)
 - *The FSU Undergraduate Catalog, 2000-2010*. (Online Catalog)
 - *Fayetteville State University Student Handbook, 2009 - 2010*. (Handbook)
- Available for purchase: Barack Obama, *Dreams from My Father* (or other instructor-selected reading)
- 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.

To access Blackboard: From the FSU Home Page, click on "Blackboard." Click "User Login," then enter your FSU username and password. If you do not know your username and password, click "Look up your FSU Email Account." You use the same information to log in to Blackboard. You can also access Blackboard through *iNside FSU*, linked from the FSU home page.

V. Student Learning Outcomes

Upon completion of this course, students will

1. 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. know 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 101; course requirements, grading methods and criteria, the reading proficiency requirement, and other aspects of the course;
 3. explain the importance of his or her grade point average and calculate his or her GPA;
 4. locate in the University Catalog, Student Handbook, and other resources some of the most important procedures and policies;
 5. participate in university programs.
3. be 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 Learning Center, Supplemental Instruction, Student Support Services, and Chesnut Library;
 2. utilize other resources such as the Center for Personal Development.
4. 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. 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):

- 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	Due (Class)	Max Pts	Pts Earned
01	Orientation Assignment	01	50	
02	CRISS Lab (if required; otherwise, <i>core portfolio</i>)	Weekly	200	
03	FYI Events (3 events @ 25 points each)	1 by Sept. 30 2 by October 31 3 before Thanksgiving	75	
04	Academic Success Plan/Advisor Conference	12	125	
05	Convocation	Sept. 16	25	
06	Syllabus Quiz	03	25	
07	Time Management Exercise	07	50	
08	Study Skills Exercise	12	50	
09	Reading Club Essay	14	50	
10	Midterm Assessment	21	50	
11	Midterm Interim Grade Report	15	50	
12	Catalog/GPA Quiz	17	50	
13	BOZ will be BOZ Essay	22-28	50	
14	Pre-registration	27	50	
15	Final Assessment	29-30	50	
16	Healthy Choices Essay	22-28	50	

TOTAL		1000	
Bonus Points (at instructor's discretion)	TBA	50	

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. The percentage will be converted into a letter grade as follows:

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 due to Non-attendance (only if you <i>never</i> attended)	
Interim Grade		
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 (you have missed more than 10% of the total contact hours)	

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.

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

Unexcused Absences	Consequence
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!

- **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.

Expectations for Classroom Behavior: The instructor 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.
5. Students must refrain from any activity that will disrupt the class. Cell phones, pagers, iPods, Blackberries, and other electronic devices are a distraction to the learning process and can be used to aid academic dishonesty. Therefore, they must be turned off and stowed out of sight for the duration of class time. If there is an emergency that requires you to be accessible during class, let me know ahead of time, set your phone to silent, and excuse yourself quietly if it should ring.
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 activity 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.*

All students placed into the CRISS lab will be enrolled in an Extension Grade contract for UNIV 101. The Extension Grade protects your GPA if you attend class, do your assignments, attend the CRISS lab, and still earn a D or F in Freshman Seminar. If you retake UNIV 101 next semester, your grade for UNIV 101 in the fall will be designated as "Extension Grade" D or F and not calculated in your GPA.

Learning Community Assignments. You may have assignments specific to your learning community. These assignments will replace assignments listed above as explained by your instructor.

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 101, students are required to:

- A. Have daily access to the course textbook and an FSU catalog.
- B. Attend all classes and required university programs;
- C. Be in class on time each day;
- 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 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 on a space-available basis. Preference will be given to students placed into the lab.

VIII. Course Outline and Assignment Schedule

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.

FYI Events: Students are required to attend three FYI events on the University College Calendar, or other events approved in advance by the instructor. Each event is worth up to twenty-five points. 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 event.

Dates	<i>Topic: Activity (Readings and assignments)</i>
	Part I. Getting Set for Success
Aug 20-21	Class 01 - Course Expectations: overview, mechanics, course policies and procedures; the syllabus; getting acquainted activity (<i>Course syllabus</i>) (2.2). Course schedule review. Students should review their course schedule and bring any questions or problems to the attention of their instructor before the end of Drop/Add on Aug 26. The Collegiate Learning Assessment. Orientation Assignment due. (4.1)
Aug 22	Collegiate Learning Assessment. All students will take the Collegiate Learning Assessment (CLA) at either 8:30 or 10:30. Your instructor and/or Orientation Leader will have the specific time and location.
Aug 24-28	Class 02 - Course Expectations (Continued): The CLA and critical thinking. <i>Syllabus quiz</i> (2.2).

	<p>Class 03 - Personal Expectations: College Student Inventory / Academic Success Plan (<i>EMM</i>, pp. 95-102). By the end of Week 5, you should have completed an Academic Success Plan (25 pts) and met one-on-one with your Freshman Seminar Instructor during her/his office hours (25 pts). Your Success Plan should include a Personal Mission Statement (25 pts). (1.1-2, 3.1-2, 4.4)</p> <p>College Reading and Integrated Study Skills (CRISS) Lab 01 (if required): Students placed into reading sections will report to HTC 216B this week according to their class schedule.</p>
Aug 31- Sep 4	<p>Class 04 - Personal Expectations II: One day this week students will complete the College Student Inventory in class.</p> <p>Class 05 - Personal Expectations III: Self-Assessment and Goal-Setting; Time Management (<i>Planner</i>, pp. 5-15; <i>EMM</i>, pp. 85-94, 129-48). Students will create a time management plan using the Academic Planner (25 points). The Academic Planner will be checked later in the term; diligent use can earn up to 25 more points. (4.2)</p> <p>CRISS Lab 02 (if required): Students will take a diagnostic exam. (4.3)</p>
Sep 7-11	<p>Monday, Sep 7 - Labor Day (no class)</p> <p>Class 06 - Personal Expectations III (Continued)</p> <p>Class 07 - University Expectations: Classroom Expectations (<i>EMM</i>, pp. 159-83). Professional Image Dress (PID) and Conduct at Formal Events (Blackboard). FSU Alma Mater (<i>EMM</i>, p. 7) (2.1, 4.2, 2.5)</p> <p>CRISS Lab 03 (if required) (4.3)</p>
Sep 14-18	<p>Classes 08-09 - Core Student Learning Outcomes. The Core Portfolio. Students will discuss FSU's Core Student Learning Outcomes. The requirements of the Core Portfolio assignment will be reviewed.</p> <p>Tuesday, September 15, 2:15 p.m., TBA - Fall Convocation. Attendance mandatory. This is a PID event. Up to 25 points, based on appearance and behavior. Students should plan to arrive no later than 2:15.</p> <p>FSU Alma Mater--sound file. Listen to the Alma Mater as a flute solo. Courtesy of Dr. Victor Hebert (.wav format--requires Real Audio or Windows Media Player). For those of you singing along, note that the first line of the sound file is an introductory refrain.</p> <p>FSU Alma Mater--lyrics.</p> <p>CRISS Lab 04 (if required) (4.3)</p>
	<p>Part II. Reading Club</p>
Sep 21-25	<p>Class 10 - Reading Skills. Students will read Part 2 of <i>Dreams from My Father</i>, by Barack Obama. Students will study reading strategies (<i>EMM</i>, pp. 187-219, 248-50) (4.3)</p> <p>Class 11 - Study Skills: Students continue reading Reading Club selection and practice note-taking, outlining, and study skills (<i>EMM</i>, pp. 221-37). (2.1, 4.2)</p> <p>CRISS Lab 05 (if required) (4.3)</p>
Sep 28 - Oct 2	<p>Classes 12-13. One day this week students will discuss Part 2 with their Reading Club discussion leader.</p> <p>First FYI Event Due.</p> <p>CRISS Lab 06 (if required) (4.3)</p>
Oct 5-9	<p>Classes 14-15 - Test-Taking Skills: Students will develop sample questions for the midterm assessment: multiple-choice, matching, essay, etc. (<i>EMM</i>, pp. 267-94). Essay on Reading Club selection due.</p>

	<p>Academic Success Plan: first assessment due (25 points). Students must show evidence that they have undertaken action as indicated by their Success Plan.</p> <p>CRISS Lab 07 (if required) (4.3)</p>
Oct 12-16	<p>Class 16 - Midterm Assessment. Exam on Reading Club selection, including different types of questions. (2.1, 4.2)</p> <p>Core Portfolio Review (50 points).</p> <p>Oct 15-16 - Fall Break--No Class</p> <p>CRISS Lab 08 (if required) (4.3)</p>
	<p>Part III. University Policies</p>
Oct 19-23	<p>Class 17 - Catalog/GPA. (<i>FSU Catalog; EMM, pp. 60-63</i>) Grade Point Average (GPA). Discuss importance of GPA, especially as it applies to probation and suspension standards, and continued eligibility for financial aid. Calculate sample sets of grades. (2.3-4) FSU 2.0.</p> <p>Class 18 - Midterm Review. (50 Points) Print out your midterm interim grades from Banner and provide a copy to your instructor. Calculate your midterm GPA using the GPA Calculator and turn it in with your grades. Meet with each instructor in whose class you earned a midterm interim grade of D or F. Important: Make an appointment to see the instructor during her/his office hours. Have each instructor to complete a form provided by your Seminar instructor. If all of your grades were C or better and you have calculated your midterm GPA accurately, you will receive the maximum points for this assignment, and you will not have to meet privately with your class instructors for this exercise. (2.3-4)</p> <p>CRISS Lab 09 (if required) (4.3)</p>
Oct 26-30	<p>Class 19 - Catalog/GPA. Catalog policies continued. The Core Curriculum. (Catalog). Core requirements of majors. (2.4, 2.5).</p> <p>Class 20 - Catalog/GPA Quiz. Midterm Review assignment due.</p> <p>CRISS Lab 10 (if required) (4.3)</p>
Nov 2-6	<p>Classes 21-22 - Registration Preparation. You will begin preparing for pre-registration. This will include selecting appropriate courses and reviewing information about registering via the web. (1.4). Instructors must approve an Advisement Verification Form.</p> <p>Second FYI Event Due.</p> <p>CRISS Lab 11 (if required) (4.3)</p>
	<p>Part IV. Healthy Choices</p>
Nov 9-13	<p>Class 23 - Acquaintance Rape and Responsibility. PRIOR TO CLASS, Read: BOZ will be BOZs, EMM pp. 465-80. In class, the instructor will randomly assign individuals to one of the following groups. The task of each group is to summarize what a specific person knows about the incident involving Angelica and Boz. It is important to locate and know all of the relevant information, since one member of each group will be called on to play the character in a mock trial. (4.3, 5.1)</p> <ol style="list-style-type: none"> 1. Marshall, Lee, Stuart - What do these three believe about the case? 2. Angelica - What does she claim about the incident? 3. Samir and Henry - What do they know about the event? Why are they reluctant to come forward? 4. Prof Schuyler, Dan Harris, Tama Gould - What do they know about the case? 5. Member of the Judicial Advisory Committee (JAC) - This group will identify the questions that need to

	<p>be asked of each of the characters mentioned in 1-4.</p> <p>After discussing the incident thoroughly, each group will identify a member to play the role of Marshall (he'll speak for himself, Stuart, and Lee), Angelica, Samir, Prof. Schuyler, Dan Harris, and Tama Gould. At least three members of the group studying the JAC members will participate in the mock trial.</p> <p>Wednesday, November 11: Veterans' Day (No classes)</p> <p>November TBA: Registration for Spring 2010 for freshmen begins.</p> <p>Class 24 - Mock Trial - Angelica vs. the Boz - You must attend this class to be eligible to submit the paper at the next class meeting. The course instructor will serve as Professor Wong, Chair of the JAC. The class members selected to perform each role will take their appropriate places. The witnesses will be called in the order outlined. The three members of the JAC will be able to ask each witness questions if they wish. Before the next class meeting, you must write a paper in which you support the claim that the BOZ are guilty or not guilty of rape. This paper is due at the beginning of class next period.</p> <p>CRISS Lab 12 (if required) (4.3)</p>
Nov 16-20	<p>Class 25 - Paper on Boz due. If you were not in class for the mock trial, you may not be eligible to earn maximum points on this paper. Review of the FSU Student Handbook, esp. Code of Conduct (<i>FSU Student Handbook</i>). Class discussion.(2.4, 4.4)</p> <p>Class 26 - Healthy Choices. Maintaining health. Considering the risks and options of sex. Avoiding substance abuse (EMM, pp. 329-70).</p> <p>CRISS Lab 13 (if required) (4.3)</p>
Nov 23-27	<p>Class 27 - Flex Class. Essay on Healthy Choices due.</p> <p><i>Pre-Registration Schedule Due.</i> 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 screen describing the hold and turn it in with an Advisement Worksheet showing a proposed schedule.</p> <p>Third FYI Event Due.</p> <p>November 26-27: Thanksgiving Holiday—No Class</p> <p>CRISS Lab 14 (if required) (4.3)</p>
Nov 30 - Dec 4	<p>Class 28 - Academic Success Plan Assessment. Students will assess the extent to which they have fulfilled the terms of their Academic Success Plan. (25 points)</p> <p>Class 29 - Final Assessment Preparation. (4.2) Core Portfolio Due.</p>
Dec 6-12	<p>Class 30 - Final Assessment. (Check Final Examination Schedule for the day and time of your section.)</p>

VIII. Teaching Strategies

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

- A. small group discussion and projects;
- B. peer review and evaluation of student work;
- C. computer assisted learning programs;
- D. visits to various campus resources;
- E. student presentations;
- F. review of video and audio tapes;
- G. lecture.

IX. Bibliography

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