



Freshman Success Seminar

COURSE SYLLABUS- FALL 2016

Instructor: Dr. Pamela S. Webster
Office Location: Binnion 315
Office Hours: Tuesday/Thursday: 10am – noon; Wednesday: 2pm -3pm
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COURSE INFORMATION

CRN: 80750
Classroom: JOUR104
Meeting time: Tuesday/Thursday 2pm – 2:50pm

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

Kleon, Austin. *Steal Like An Artist: 10 Things Nobody Told You About Being Creative*.
New York: Workman, 2012. (ISBN: 978-0761169253)
Accessibility: Available in the bookstore; on Amazon. \$6.74; \$6.40 Kindle

Other Materials Required:

Binder, Basic Calculator, Basic supplies.

Course Description

COS 111 prepares students for optimal success at the university and beyond by motivating them to develop skills, knowledge and behaviors that will create confident, self-sufficient learners.

Student Learning Outcomes

1. Students will be able to identify and describe relevant campus resources.
2. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.
3. Students will be able to explain their responsibilities as a student.
4. Students will demonstrate critical thinking skills.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Assignments:

Quizzes: Detailed below under attendance policy. Quizzes are worth 40% of your final grade, and your lowest two quiz scores will be dropped at the end of the semester.

Campus Events Attendance Reflection Essays: College is about more than going to class—there are many events to attend on campus that will enhance your experience here. Watch your email, flyers on campus, and the menu on the main page of MyLeo for information about events on campus. Look especially for Global Events—you should load your reflection of these events into your ePortfolio toward your application of being a Global Scholar.

For this part of your grade, attend a campus event (athletic, club meeting, academic events, cultural events, speakers, et cetera). Bring an artifact of the event (a program, e-mail a selfie of you at the event, et cetera), then write a two-page paper in which you describe and reflect on the event.

1. Describe or summarize the event. What was the event? What was the purpose? Who attended? What was it like?
2. Reflect on the event. Consider some or all of the following questions: What did you learn at this event? What did you learn about the campus or people related to the campus? How can you implement what you learned to help you be successful in college? How can what you learned help prepare you for an interconnected world?

You must attend **five** events throughout the semester and write about each of them. Do not wait until the end of the semester to attend these events—they will be due throughout the semester.

Final essay:

Option One: [Instructor can either chose an option or allow students to select an option.]

In this class, we read Austin Kleon's book *Steal Like An Artist: 10 Things Nobody Told you About Being Creative*, which details some ideas about how attitude, learning, and the people and things you surround yourself with can affect creativity. This assignment asks you to reflect on the personal value you see in creativity. How can creativity help you prepare to solve the problems of the future? How can creativity help you accomplish your goals in college and beyond?

Kleon's book uses anecdotes and examples to make his points. Be sure to do the same. Also be sure to refer to the book in your essay (quote and cite his essay). You can refer to Kleon's book

by agreeing with one of his points, disagreeing with one of his points, building on one of his points, or even using one of his points to start your own argument about the value of education.

Option Two:

Can learning strategies for creativity actually help you be more creative? Choose one of the strategies detailed in Austin Kleon's book *Steal Like An Artist* and explore its possibilities for encouraging creativity. Experiment with one or more of the strategies for a period of time (for example, a week) and reflect on the effectiveness of that strategy.

Kleon's book uses anecdotes and examples to make his points. Be sure to do the same. Also be sure to refer to the book in your essay (quote and cite his essay). You can refer to Kleon's book by agreeing with one of his points, disagreeing with one of his points, building on one of his points, or even using one of his points to start your own argument about the value of education.

Class Participation: [Instructor, enter information here about how you will determine class participation grade.]

GRADING

Standard Grading Scale: 90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Assignment	Percentage of Grade [suggested]
Quizzes	40%
Campus Events Attendance Reflection Essays	15%
Final Essay	25%
Class Participation	20%

TECHNOLOGY REQUIREMENTS

Students are required to maintain a basic level of communication with the instructor through email.

Some assignments may require the use of a word processor and/or a spreadsheet program. Students should have Internet access.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Students will be expected to interact with the instructor(s) in class or via electronic means in an appropriate manner. All instructor contact information is listed on this syllabus and should be used. Please use email to facilitate a quick response.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance Policy:

[Insert attendance policy here. Here are some suggested policies:

Suggestion one:

Roll will be taken each class day and students are expected to attend all scheduled class periods. Each section of this course is scheduled for 16 weeks of twice weekly meetings of 50 minutes each. Students should make arrangements to be in class on time and to stay until the class is dismissed. Attendance is part of your grade for UC 111. (100 points)

For students with excused absences, which include participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, a verifiable court appearance or any other similar circumstance in the view of the instructor, written documentation must be turned in to the instructor immediately upon return to class.

Each absence in this course will result in a point reduction on your final attendance grade [specify how much].

Suggestion Two:

A quiz will be given in every class period. These quizzes cannot be made up (unless you have a documented university- excused absence.) At the end of the semester, your two lowest quiz grades will be dropped.

Academic dishonesty/ Plagiarism:

Instructors at Texas A&M University-Commerce do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. Here is the university policy”
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head, [ENTER DEPARTMENT HEAD'S OR SUPERVISOR'S NAME HERE].

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Other course policies:

1. [INSTRUCTOR- LATE WORK POLICY HERE.]
2. [INSTRUCTOR—OTHER APPROPRIATE POLICIES HERE]

UNIVERSITY SPECIFIC PROCEDURES

Students with Disabilities information

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services, Gee Library, Room 132 (903) 886-5150 or (903) 886-5835 phone (903) 468-8148 fax Email: Rebecca.Tuerk@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook.)

COURSE OUTLINE / CALENDAR

This schedule may be adjusted to accommodate for student learning needs.

Bring the assigned reading to class with you to supplement discussion. Printed or digital copies are both acceptable.

Date	Unit	To do before class	Due In Class
Week 1	Introductions, syllabus discussion		
Week 2	GCAA Assessment for campus QEP (Quality Enhancement Plan)	Read e-mail from Dr. Shonda Gibson about GCAA assessment (Students will automatically receive this e-mail; instructors need to do nothing.)	
Week 3	Academic Success In class: University Support Services 30 second expert activity	Learning Style activity or Cornell Notes reading [In FSS zip file] How to Talk to a Professor power point [in FSS zip file] could be used in class instead of homework assignment	
Week 4	Syllabus review	Syllabi and Planning activity [in FSS zip file] [This activity teaches students to read the syllabus in their other classes.]	First Campus Events Attendance Reflection Essay due
Week 5	College computer literacy	Find and watch and/or read online tutorials about how to use word processing program (like Word); a slide show program (like Power Point); a spread sheet program (like Excel). If you own a computer, find tutorials for the software on your computer.	
Week 6	Title 9	Watch this video: https://vimeo.com/105143665 [or watch it in class]	Second Campus Events Attendance Reflection Essay due
Week 7	[Either you go over GCAA results with students or use open lab time scheduled by QEP committee to send	Read GCAA report from the assessment completed in week 2. Bring to class.	

	students to discuss GCAA results]		
Week 8	Registration Invite the Success Coaches to your class by emailing them at successcoaches@tamuc.edu (or switch with wellness)	Activity for Registration [In FSS zip file]	Third Campus Events Attendance Reflection Essay due
Week 9	Wellness (or switch with registration)	View physical and mental health power point [in FSS zip file] Drugs and Alcohol video [in FSS zip file] Look at wellness wheel [in FSS zip file] [note: any or all of these could be moved to class meeting time.]	
Week 10	Financial literacy (or switch with career services)	Read FASFA infographic [in FSS zip file] could be used in class instead of homework assignment Waiting to hear back from Leslie on this	Fourth Campus Events Attendance Reflection Essay due
Week 11	Critical thinking	Watch critical thinking power point [in FSS zip file] could be used in class instead of homework assignment Additional readings as desired [in FSS zip file]	
Week 12	Common reading	Read <i>Steal Like An Artist: 10 Things Nobody Told You About Being Creative.</i>	Fifth Campus Events Attendance Reflection Essay due
Week 13	Time management/ career services (or switch with financial literacy)	Time management PDF and power point {in FSS zip file}- could be used in class instead of homework assignment	

	[Career services will come to your class if you give them ample notice.]		
Week 14	Work on final assignment-essay on common reading	Waiting to hear back from Wendy on this	
Week 15	Make-up week		Final Essay due
Finals Week	Meet to reflect, share best sections of final essay, etc.		