

Syllabus

Course Information

Course:	ASC 100: Freshman Seminar (Section 14 for education majors)
Credits:	1
Term:	Fall 2012
Sessions:	8:00-8:50 AM Tuesdays and Thursdays
Location:	Murphy Hall 222
Textbook:	Carter, C., Bishop, J., & Lyman Kravits, S. (2013). <i>Keys to success at Dickinson State: Student success and career development</i> . Boston: Pearson.
Materials:	“Freshman Survival Packet”: the textbook, a calendar, a day planner, and a flash drive pre-loaded with course documents (available at the University Bookstore)
Pre-requisite:	the intention to pursue, or at least consider, a career as a teacher
Co-requisite:	PSYC 111: Introduction to Psychology

Instructor Contact Information

Instructor:	Kevin Moberg, Assistant Professor of Education
Office:	Klinefelter Hall 212
Office Hours:	Mondays and Wednesdays: 9:00 AM-12:00 PM and 1:00-3:00 PM
Telephone:	701-483-2048
E-mail:	kevin.moberg@dickinsonstate.edu
Messaging:	via Facebook , Google+ , or Twitter
Web site:	iMoberg.com

Course Description

This course is designed to foster students’ intellectual growth through the promotion of active and critical thinking, effective study and communication skills, and awareness of campus-based tools and resources for scholarly study and success in college. The course also promotes self-awareness, discussion of the importance of responsibility and self-control, understanding of ethical behavior, and appreciation of life in a multicultural and globalized world.

Course Outcomes

1. Students will navigate the university’s procedures, demonstrate familiarity with the various offices and their functions, and use various types of university technology (e.g., Moodle, CampusConnection) efficiently and appropriately.
2. Students will articulate the purposes of a university education and the differences between high school and university in order to make a successful transition between them.
3. Students will apply appropriate academic skills, such as time management, study habits, classroom behavior, and project management.

4. Students will demonstrate appreciation for people who think differently from them, tolerance for differences among people, and the understanding that they have a responsibility to support and participate in the diverse global society to which they themselves belong.
5. If the occasion arises, students will deal constructively with other people with whom they disagree (e.g., a roommate, a professor).
6. Students will take responsibility for themselves, their decisions, and their choices and will stay safe and well.
7. Students will ask for assistance when they need it.

Teacher Education Department Outcomes

As persons new to the field of education, students will demonstrate initial awareness of these areas for further development once they enroll in the pre-professional education courses in the sophomore year:

1. Knowledge Base – knowledge of subject matter, learning theory, and technology
2. Application – knowledge and skills in communication, planning, instruction, and assessment
3. Professional Standards – professional dispositions and the habits of continuous improvement
4. Diversity and Inclusion – sensitivity to students' diverse needs and inclusion of all students
5. Reflective Decision-Making – a reflective approach to making professional decisions

University Outcomes

All your university courses together aim to help you achieve DSU's university-wide learning outcomes through your demonstration of:

1. Knowledge of human cultures, the humanities, the social sciences, the fine and performing arts, and the physical and natural worlds
2. The intellectual skills of inquiry, mathematical reasoning, quantitative and qualitative analysis, critical and creative thinking, and problem solving
3. Written, oral, and visual communication skills; information literacy; and technological skills
4. Knowledge of personal and community health and wellness
5. Responsible ethical reasoning and social and intercultural engagement
6. Advanced accomplishment in discipline-specific performance
7. Integrative learning across the curriculum

Course Content

A course schedule based on the goals of the course (see "Course Description and "Course Outcomes" sections of syllabus) is available on the course Web site, where it will be maintained throughout the semester and updated regularly with links to assignments and resources and with any changes that might occur to due dates or daily activities. **Check the online course schedule before each class,** allowing yourself enough time to read the designated chapters, complete the assignments due, etc.

This course will orient you to university life in general (especially as it differs from life as a high schooler) and to this university in particular with the intent of starting you on the path toward successful completion of an education degree. The content of the course is designed with your academic success in mind. Topics to be addressed in the course include

- participating in campus life
- utilizing university services
- setting goals and utilizing your time
- learning how you learn best
- reading and information literacy
- listening and taking notes well
- improving your memory and studying
- taking tests
- interacting and communicating openly
- staying well and managing stress
- managing money
- preparing for a career

In class, you will be asked to participate in discussion, group work, teaching demonstrations, reflective writing tasks, role playing, and other activities. Between class sessions, you can expect assignments that involve reading, writing, and creating. The major course projects include

- writing response journals about selected course topics,
- attending and reporting on campus activities (one academic, one artistic, one athletic, one social, and one sponsored by a campus organization)
- collaborating with classmates on a class service project,
- participating in class activities and completing homework assignments, and
- taking exams over our course reading assignments and discussions.

Teaching Strategies

My teaching methods are intended to keep you active in the production of your own learning—to have you *doing* things in ways that are both academic and practical, allowing you to put to use the theories and techniques that you're studying in this course. Instructional techniques and learning activities may include the following:

- brainstorming
- cooperative learning
- demonstration
- discussion
- DVDs and videotapes
- guest speakers
- mini-lecture
- observation
- on-line activities
- one-to-one interaction
- field trips
- presentation
- projects
- quizzes
- reading and writing
- role playing
- self-assessment
- technology

Assessment of Learning

I will assess your learning by examining the work that you produce in and for this course, assigning point values to it, and recording your points earned in comparison to the total points possible, expressed as a percent. That percent will be recorded as a grade using this scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Your overall course grade will be determined according to this breakdown:

- 20% — five written response journals
- 20% — five campus activity attendance reports
- 15% — one class service project
- 20% — daily participation in class activities and completion of assignments
- 25% — four exams (including the final exam)

Work that demonstrates mastery of less than 60% of course content will be deemed failing and assigned a grade of F. At semester's end, your accumulated points must demonstrate your proficiency at retaining and applying at least 60% of course content in order to receive a passing grade for the course overall.

Work that has been plagiarized and work resulting from cheating will receive no credit in this course.

We are gathered together in this course to function as a learning community. Our interactions themselves are intended to serve as a crucial means of learning, just as your out-of-class reading, writing, and activities will serve. With that in mind, your attendance and participation are both crucial to your success in this course . . . and they are not the same thing! Earning the minimum points required to pass this course requires your consistent attendance, and gaining all that you ought to from each class requires your consistent participation (i.e., merely being present in the room is not enough). You are expected to be attentive, to participate in activities and discussions, to cooperate with classmates during group work, and to refrain from distracting yourself and others with cell phone calls, text messages, music devices, electronic games, off-topic Web sites, etc.

I will record your participation as a number of points toward your grade. In the case of an absence, consult the online course schedule and then contact a classmate afterward in order to stay informed of our work in class that day. Provided that your overall work for this course is good, the rare absence (and loss of participation points for that day) should not affect your course grade significantly. Frequent absences, however, will have a negative impact on your course grade . . . and will lead to a conversation between us regarding your future in the Teacher Education program and my willingness to approve your candidacy for provisional admission into the program.

If you must be absent from class for a university-sponsored event, I will excuse you from having to earn participation points for that class provided that you have made arrangements with me **before** the absence for completing the work to be missed. Check with me that I have received documentation from the university advisor of the event, without which I cannot verify that your absence is excused.

If you are absent from the class the day of a quiz or exam, you will not be allowed to make it up except in two cases. An exception may be made for extraordinary circumstances, which will require appropriate documentation of the emergency: a hospitalization record or a police report, for example. Another exception will be made for an absence due to a university-sponsored event, which will require not only documentation from the university advisor of the event but also advance contact from you so that we may make special arrangements for making up the quiz or exam. After I have graded and returned a quiz or exam to your classmates, you will not be allowed to make it up.

Deadlines for course assignments will enable us to make consistent progress throughout the semester and will allow for projects that involve application of previous learning (i.e., projects that “build on” your earlier work). Due dates pertain to you even if you have been absent from a previous class session. Before being absent for a university-sponsored event, you must contact me to make arrangements for submitting any assignment that is due on that day.

Unless I note otherwise, all assignments are due at the beginning of class on their due date. In order to facilitate and assess your learning even if you miss a deadline, I **will** accept a late assignment. However, it is subject to a 10 percentage point deduction per day late (and Day 1 begins immediately after I have collected the set of assignments at the start of class). By Day 10, the late penalty would be 100 percentage points, making the late assignment worth no points on or after that day.

The **final examination** is scheduled for Wednesday, December 12, 8:00-10:00 AM. All students must take the final examination.

Disability Services

Students with disabilities who believe they may need an accommodation in this course are encouraged to contact the Coordinator of Disability Services at 483-2999 in the Academic Success Center to ensure that accommodations are implemented in a timely fashion.

Notice of Non-binding Contract

The aforementioned requirements, assignments, evaluation procedures, and other contents of this syllabus and the related course schedule are subject to change. Students’ experiences, needs, and emerging knowledge and skills will be considered in modifying these documents. The syllabus and course schedule are subject to change at the discretion of the instructor and do not constitute a contractual agreement between the student and the instructor or Dickinson State University.