

University of Wisconsin-Whitewater
INTRAUNV 104: New Student Seminar, 1 Credit
COURSE SYLLABUS
Fall 2017

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COURSE DESCRIPTION & OBJECTIVES

This course is designed to help students make a positive adjustment to college through discussing, writing, and critically thinking about a variety of relevant topics, engaging with faculty and other students in class, and attending university events and programs. Students will explore the purposes of higher education and the expectations of an academic community; review the university's resources, policies, and procedures; investigate personal interests and strengths while setting academic and personal goals; and explore one's identity and the multiple dimensions of diversity.

Through actively participating in New Student Seminar you will be able to:

**Connect
to the University of
Wisconsin-Whitewater**

- Describe what it means to be a "Warhawk" in context of the University's mission, history and traditions
- Identify and access the campus resources available to support your transition to University life
- Understand the importance of participating in the University community
- Identify ways to participate in co-curricular activities
- Develop interpersonal skills and build positive relationships with peers, staff and faculty

**Achieve
academic success**

- Use critical thinking and self-reflection to engage with course content
- Describe the purposes of higher education and the value of LEAP (Liberal Education America's Promise)
- Select and apply learning strategies and skills
- Practice time management and priority setting
- Use written and oral communication to discover, develop, and articulate ideas and viewpoints

**Succeed
in a changing world**

- Understand your rights and responsibilities and what it means to be a responsible member of the University community
- Recognize the personal, social, and environmental impact of your choices
- Describe how background, identity, experiences, and social context influences your perspective
- Appreciate others' backgrounds, social identities, and experiences
- Explore personal and career goals
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COURSE REQUIREMENTS

Expectations

- Each student will receive a letter grade based on the following: in class attendance and participation, out-of-class required events attendance and participation, and on-time completion of all assignments.
- This class is based on student participation. Therefore, attendance is critical. Be on time and be prepared to discuss and participate in class activities. Each student is allowed one “life happens” absence. Any additional absences will result in a reduction of points for attendance.

Attendance Policy

- Attendance and participation are significant aspects of this seminar. Missing class will have a negative impact on your grade in this class. You have **one unexcused (also called, “life happens”) absence**.
- Being engaged in class is defined as coming to class prepared, making comments relevant to the class discussion, and showing courtesy and respect for your classmates and presenters.
- Your first absence will be considered a “life happens” absence and no points will be deducted IF you contact the instructor BEFORE class begins. No excuse is needed, simply email the instructor that you will be absent and using your Life Happens pass.
- The second absence, unless there is a serious and documented emergency, illness or situation will result in a 10 point deduction from your participation.
- The 3rd absence will result in an additional 15 point deduction.
- After 3 absences, an automatic 2 step grade deduction from the overall grade for the class will result. Each absence thereafter will count in the same 2 step grade deduction.
- Contact the instructor BEFORE the beginning of class for all absences.
- In addition, being late to class is disturbing to the flow of our classroom. As such, if you are late to class three times, it will count as one absence. There will be no discussion of “how late” you were to class. If you are not present when class begins, you are considered late.

Course Requirements

1. Attendance in Class and Events & Active Participation (in & out-of-class)
2. MAP-works Survey
3. Assignments
4. Group Work

Attendance & Active Participation (40 Points)

- The course is designed around class participation and group interactions, which require everyone’s attendance. Points will be awarded for in and out-of-class attendance, dialogue and discussion, and demonstration of active listening.

You are required to attend two out-of-class experiences.

1) *Campus Police Presentation*

- Dates (students pick 1 date):

| Date | Time | Location |
|-------------------------|--------------|----------------------------------|
| Monday, September 18 | 4:00-5:00pm | Hamilton Room, University Center |
| Tuesday, September 19 | 12:00-1:00pm | Hamilton Room, University Center |
| Thursday, September 21 | 4:00-5:00pm | Hamilton Room, University Center |
| Tuesday, September 26 | 7:30-8:30pm | Hamilton Room, University Center |
| Wednesday, September 27 | 12:00-1:00pm | Hamilton Room, University Center |
| Thursday, September 28 | 5:00-6:00pm | Hamilton Room, University Center |

2) **Diversity & Inclusion Educational Experience** (20 points)

- We will be participating in **Boxes and Walls** on **Wednesday October 11 from 6-7:30 pm**. This will also count as a Learning Community event. More information will be shared about this requirement on the second course meeting. Reflection activity blogging.
Boxes and Walls is an interactive-oppression based experiential program. The Boxes and Walls simulation provides participants an opportunity to experience what it is like to walk in the shoes of students from a variety of under-represented student populations. The program is comprised of six rooms that the participants will experience each one focusing on a different area of social justice and oppression. Topics that are typically included are Race, Gender, Ability, Socio-Economic, and GLBT issues. At the end of the tour, the group is taken to a room where they will process the experience with trained facilitators. The program will take approximately seventy-five minutes to complete once the participant enters.

MAP-Works Online Survey (Required to successfully pass the course: Pass/Fail)

- MAP-Works is a tool to help you learn more about yourself. By completing this online assessment you will be able to better understand how to maximize the resources available to you on campus. On September 21st you will receive a link to the online MAP-Works assessment via your UW-Whitewater email account. It will take you 20-30 minutes to complete and the instructor will receive notification once you've completed it. The survey will need to be completed by October 8th.

Class Assignments and Projects with a Writing Component

- Exploring Campus (40 points)
 - This semester-long project is an opportunity for you to explore the campus and look for ways you can participate. For this project, you get to visit a variety of events, activities, organizations and places and look for ways you can get involved and connect.
 - Examples of activities; Student Organization Fair, Diversity & Inclusion debrief events, Wellness Fair, Study Abroad Fair, Campus Event, Theater and art events, etc.
 - Documentation of your explorations should be done through blogging, your vision board and your digital story.

- Blogging Your Journey (200 points total)
 - During one of the early class meetings you'll be learning how to blog and keep a journal of your experiences as you begin life on campus. You'll be asked to create a minimum of 12 weekly blog posts and also to create entries for several activities during the semester. You're encouraged to use pictures along with text in these entries.
- Digital Story (100 points)
 - This semester-long project will synthesize your 1st semester on campus into a digital story of your journey. More information will be provided on this in class.
 - 1) You'll be creating a storyboard for this video prior, which will count as a "writing activity"
 - 2) Your video will be presented in class.
- Vision Board (up to 70 points)
 - This activity will provide you with an opportunity to consider moving forward through college and your career. More information will be provided on this during class. It will be due during finals.
- Group Work: There will be 2 group assignments (30 points)
 - Group led in-class discussion of a case study (20 points)
 - Group scavenger hunt. Presentation of results, lessons learned (10 points)

GRADING SCALE

*Point values for individual assignments are identified above.
Grades will be assigned based upon the following scale.*

| | | | |
|----|--------|----|-------|
| A | 94-100 | C | 74-76 |
| A- | 90-93 | C- | 70-73 |
| B+ | 87-89 | D+ | 67-69 |
| B | 84-86 | D | 64-66 |
| B- | 80-83 | D- | 60-63 |
| C+ | 77-79 | F | 59-0 |

Late Assignments Policy

- Assignments are due at the beginning of the scheduled class unless otherwise specified in class.
- Late assignments of any sort will result in an automatic loss of one grade step (B to B-) for each day late.
- Assignments 3 days late will receive an F (50% credit).
- Over 3 days late, assignments will not receive any points.

- If you are late with an assignment, communicate with the instructor through email. Always communicate through email so there is a paper trail of this communication and submission of the assignment.

Course Calendar (Note: Dates may change)

Date Topic

9/6 Welcome and Overview

9/13 Transition to College: Sharing, Discussion
Introduction to Peda.Net and Blogging

9/20 Campus Resources - Scavenger Hunt

9/27 Wellness: Mindfulness & Wellness

10/4 Learning Strategies: Research (Library Tour with Ellen)

10/11 Class: Learning Strategies and Study Skills: Time management, issues, challenges and solutions
6:00 -7:30 pm Required Boxes and Walls Activity

10/18 Debrief of Boxes and Walls and Technology Roundup

10/28 Identity Development

11/1 Multicultural Literacies

11/8 Making the Most of College: University as Possibility Space

11/15 Academic Integrity: Group Topic Presentations

11/22 Video Editing at the WITRC Lab

11/27 Career Development: Pre-service Teacher Panel

12/4 Presentations Part 1

12/ ? Presentations Part 2

Please note: The schedule is subject to change.

COURSE POLICIES

Non-Discrimination Statement

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. (Note: For details please refer to the Undergraduate and Graduate Timetables; the *Rights and Responsibilities* section of the Undergraduate Bulletin; the *Academic Requirements and Policies* and the *Facilities and Services* sections of the Graduate Bulletin; and the *Student Academic Disciplinary Procedures* [UWS Chapter 14]; and the *Student Nonacademic Disciplinary Procedures* [UWS Chapter 17]).

While important policies can be found within the bodies of literature identified above, several are restated below:

Inclusive Classroom Statement

Any student using approved accommodations in the classroom should notify me as soon as possible. Students with the accommodation of recording for class notes must notify me prior to the start of recording. A student who feels they may need an accommodation based on the impact of a disability should contact the Center for Students with Disabilities (CSD) at (262) 472-4711 or to learn more visit www.uww.edu/csd.

Academic Misconduct

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Student's work must be in their own words except where appropriately cited. Excerpts from authors may be used judiciously, but direct quotes involving even a few words must include the source and cited appropriately. Failure to comply with these requirements constitutes plagiarism and is grounds for failure.

Academic Integrity

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin – System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook entitled, Student Academic Disciplinary Procedures.