INTSTUDY 100 | University Seminar: First Year Experience

Fall 2021 – 1 credit – McCormick Hall 2148 — Tuesdays/Thursdays 3:30-4:20 p.m.

Catalog Description

Provides first-semester, first-year students with an introduction to the nature and purpose of a college education and their own reasons for pursuing a degree. Content in the course covers expectations for academic success, academic resources and opportunities, strategies for learning and thinking critically and creatively, and exploring learning beyond the classroom. This course also provides the opportunity to begin the intentional process of degree and career planning. The course is required for all first-year students in their first semester at the University who are NOT enrolled in discipline-specific sections carrying the same course designation.

Quick Links

Assignments	Assignment Descriptions	Class Meetings	Course Objectives
Grading	Instructor and Office Hours	Required Materials	Schedule

The current version of the course syllabus will be uploaded to BOLT with the revision date included in the file name

Instructor:	Dennis Owen Frohlich, Ph.D.
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Office Hours

Tuesdays:	1:15-3:15 p.m.
Wednesdays:	10-11:30 a.m.
Thursdays:	1:45-3:15 p.m. (in McCormick 1229)

If these times do not work, please email me three (3) possible times that work better for you.

Required Materials

There are no required textbooks or materials to purchase for this class. Every week there will be several online readings which supplement that week's lecture topics. These will be posted on BOLT. While you will not be tested on these readings specifically, you are encouraged to keep up with them, as they are meant to provide guidance on navigating your college experience!

Course Objectives

After successful completion of this course, students will be able to:

- Utilize University resources for the purpose of academic support, selection of program of study, and location of information on campus life
- Develop and apply skills and strategies for critical thinking, resiliency, and mental health
- Build knowledge and comprehension of issues surrounding diversity and inclusion, and promoting overall positive citizenship, leadership, and engagement, on campus and beyond
- Explore connections and opportunities among peers, mentors, and faculty in developing first-year experience as a Bloomsburg University student

Class Meetings

Class will meet face-to-face twice a week. Class time will consist of short lectures and discussions. This class is designed to help you get acclimated to college, so it is essential to come to each class. If you cannot make a class period, please email me BEFORE the class starts letting me know (e.g., in the case of sickness, death in the family, military service, etc.).

Assignments

Your grade will be based on the following assignments.

Attendance/Minute Papers (12 times)	240	
Online Introductions	60	
Discussion Board	100	
Why I Chose BU Essay	150	
Grade Self-Assessment Essay	150	
Individual Path Exploration Project	300	
Total:	**1,000 points**	

Grading Scale

Grades are based on total points:

A	925-1,000
A-	900-924
B+	880-899
B	820-879
B-	800-819
C+	780-799
C	720-779
C-	700-719
D+	680-699
D	600-679
F	0-599

The grading scale is non-negotiable. A final grade of 879, for instance, is a B. All grades are final unless questions about grades are addressed in writing within **2 weeks** after the grade is posted. If you have concerns about your grades check with me *sooner* in the semester rather than *later*.

The reason I do not round up grades is to remain fair for all students. If I round up a grade for a student who is one point below the cut-off, what do I do for the student who is 2 points below the cut-off? Three points? Five? At some point, there has to be a cut-off to ensure fairness.

> **Please check the START HERE module on BOLT for full Grading Policies,**
> **including the late work policy.**

Assignment Descriptions

The following are brief descriptions of your assignments this semester. More detailed directions are provided on BOLT, along with grading rubrics.

Attendance/Minute Papers (20 points each; 240 points total)

Much of the learning for this class will take place in live, face-to-face meetings. During each class period, you will write short "minute papers." These papers will be related to the topic of the day, and will give you a moment to collect your thoughts on the matter. These papers are not meant to be formal expressions of writing. You will not be graded on spelling, grammar, punctuation, or structure. You can even write in bullet points if you want! The purpose of these papers is to get you actively thinking about that day's topic. We will then discuss the topic further as a class.

At the conclusion of class, you will hand in your minute paper. You should write your name clearly on top in the form of LAST NAME, FIRST NAME. This will serve as your attendance for the day. You can only hand in **one paper**. You **may not** hand in papers of friends who leave class early or don't show up. There are 14 class periods total, though I am only counting 12 minute papers, meaning you can miss class twice unexcused and not be penalized. If you are sick, please stay home. Email me within 24 hours to be excused from missing class.

Class Introductions (60 points)
Introduce yourself to the class on BOLT and tell us a little about yourself! This will familiarize you with BOLT Discussions, plus help you get to know your peers.

Why I Chose BU Essay (150 points)
In this short paper, 2-3 pages, you will discuss your reasons and motivations for choosing Bloomsburg University. When beginning your college journey, it's always good to know **why you are here** and **what you want to accomplish.** This essay will help you think through these questions so that you can effectively use your time here at BU.

College Discussion Board (100 points)
For this discussion board, you will have a variety of topics to choose from related to the college experience. Discussion boards, as well as in-person discussions, will be a common fixture in your college courses. Knowing how to articulate your thoughts on a topic will help you immensely in your college journey.

Grade Self-Assessment Essay (150 points)
Do you know how your grades are calculated in each course? Do you know where you stand in your classes? Midway through the semester you will conduct a brief self-assessment (2-3 pages) of your academics and report on the results. It's good to check on your academic progress regularly so that you know where you stand in your classes, and how to improve before the semester is over.

Individual Path Exploration Project (300 points)
For this assignment, you will visit at least one academic department that you are interested in learning more about. [You can do this entirely via email, telephone, and/or ZOOM meetings if unable to physical visit due to COVID-19.] You will need to talk to a faculty member in that department, to an upper-class student in that major program, and to an administrative support staff member in that department. The purpose of this assignment is to get information about a potential major. You will submit to BOLT a 2-3-page summary description of what you learn from this experience.

Masking Requirement

In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including the indoor masking mandate that requires all vaccinated and unvaccinated students, employees, and visitors to wear masks indoors. This requirement applies to in-person instruction, including this class.

This mandate is designed to limit the transmission of the virus within our community and preserve our ability to offer an in-person teaching and learning experience throughout the fall semester. This mandate follows the CDC (Centers for Disease Control) recommendations fully vaccinated individuals living, working, or attending school in counties with substantial or high transmission rate.

Failure to follow this campus mandate may result in referrals and/or action under the Student Code of Conduct and/or the Student Disruptive Behavior Policy, depending on the specifics of the situation. Students are expected to be aware of their obligations and responsibilities as part of the BU community as outlined in both documents.

We are part of a community of learning which aspires to be a diverse community that produces positive change. Consequently, respect for these protocols is an expectation for everyone enrolled in this course. Following these guidelines gives BU additional tools, beyond vaccinations alone, of limiting widespread infections and allowing face-to-face teaching to continue for the academic year.

What If I Don't Feel Well or Contract COVID-19?

Due to the circumstances surrounding COVID-19, if you are not feeling well, it is your responsibility to stay home and take action. Prompt communication, regardless of reason for an absence, is important. Contact your professors AS SOON AS POSSIBLE to plan for missed work. Prompt communication is necessary to develop a plan will not incur grade reduction.

If you suspect you have COVID-19, or that you have been in contact with someone who has COVID-19, you should immediately get tested and quarantine if you are not vaccinated. Reminder: vaccinated folks do not have to quarantine if they become ill, however, if not feeling well, please stay home until symptoms subside.

> **The Academic Honesty and Plagiarism, Grading, and Special Needs Policies
> are available on BOLT under the START HERE module.
> You should review these policies periodically.**

Course Schedule and Checklist

How to Use: Please print off this checklist, and use it week to week to keep track of assignments, readings, and other activities. I endeavor hard to never change due dates. The due dates for all assignments are included in the following schedule, as well as on BOLT. You should consider putting these due dates into a planner or digital device.

Week #	Activities
Week 1	**Monday, August 23:** Class Begins for R1 and R2 courses **Thursday, August 26:** Add/Drop Ends for R2 courses **Tuesday, August 24 Class** □ Showing Up: Establishing a Foundation for College Success **Thursday, August 26 Class** □ Time Management: How to Keep It All Balanced **Readings** □ (START HERE module on BOLT): Syllabus, Academic Honesty and Plagiarism Policies, Grading Policies, and Special Needs □ A Few Basics for College Success [PDF reading] □ What Makes a Successful Online Learner [PDF reading] □ Tips for Those Who Are New to Being an Online Learner □ Top 12 Time-Management Tips □ Time Management Tips for Busy College Students **Assignment** No assignments! Get settled into the semester.
Week 2	**Monday, August 30:** Add/Drop Ends for R1 courses **Tuesday, August 31 Class** □ Bloom's Taxonomy and the Study Cycle **Thursday, September 2 Class** □ Critical Thinking: Asking the Important Questions **Readings** □ The Power of Bloom's Taxonomy and the Study Cycle [PDF reading] □ Learning about Learning [PDF reading] □ Critical Thinking and Evaluating Information [PDF reading] **Assignments** □ Online Introductions due to BOLT by **Sunday, Sept. 5 at 11:55 p.m.** Replies optional but encouraged.

Week Begins	Activities
<u>Week 3</u>	**Monday, September 6:** Labor Day: NO CLASSES **Tuesday, September 7 Class** □ Teaching Yourself How to Learn: Metacognitive Learning Strategies **Thursday, September 9 Class** □ The Purpose of a Liberal Arts Education **Readings** □ Metacognitive Learning Strategies at Work [PDF reading] □ The Goals of a Liberal Education [PDF reading] □ BU's General Education "MyCore" Program □ How General Education Courses Can Help You in Your Career □ Do's and Don'ts: General Education Classes **Assignments** □ Why I Chose BU Essay due to BOLT by **Sunday, Sept. 12 at 11:55 p.m.**
<u>Week 4</u>	**Tuesday, September 14 Class** □ How to Talk to Professors and Advisors **Thursday, September 16 Class** □ Ouch! How to Bounce Back from a Bad Grade **Readings** □ (START HERE module on BOLT): Discussion Guidelines □ Tips for Talking with Professors/Faculty Advisors [PDF reading] □ Do's and Don'ts: Meeting Your Academic Advisor for the First Time □ The Best Questions to Ask Your Academic Advisor □ How to Email Your Professor (Without Being Annoying AF) □ How to Email a Professor □ So You Failed a Test…or a Whole Semester. What now? □ Failure is Not an Option [PDF reading] **Assignments** □ College Discussion Board. Initial post due to BOLT by **Thursday, Sept. 16 at 11:55 p.m.** Minimum two replies due to BOLT by **Sunday, Sept. 19 at 11:55 p.m.**
<u>Week 5</u>	**Tuesday, September 21 Class** □ Diversity, Equity, and Inclusion: Conversations on Identity **Thursday, September 23 Class** □ Finding the Right Major **Readings** □ Diversity, Equity, and Inclusion Definitions [PDF reading] □ Diversity and Accessibility [PDF reading] □ The Most Consequential, and Least Informed, Decision College Students Make □ College and Major Connections [PDF reading] **Assignments** □ Grade Self-Assessment Essay due to BOLT by **Sunday, Sept. 26 at 11:55 p.m.**

Week Begins	Activities
Week 6	**Tuesday, September 28 Class** □ Building Momentum: How to Finish a Degree in Four Years **Thursday, September 30 Class** □ How to Build a Class Schedule **Readings** □ Navigating College: Advisors, Schedules, etc. [PDF reading] □ Planning a College Schedule [PDF reading] **Assignments** No assignment. Begin working on Individual Path Exploration Project.
Week 7	**Thursday, October 7:** Last Day to Withdraw from R2 courses **Friday, October 8:** Finals/Last Day for R2 courses **Thursday, October 14:** Grades for R2 available on MyHusky **Tuesday, October 5 Class** □ Choosing a Minor: Enhancing Your Degree with Targeted Learning **Thursday, October 7 Class** □ Getting Involved: Making Connections and Building Relationships **Readings** □ How to Pick a Minor in College □ Seven Ways to Choose a College Minor □ 10 Reasons You Should Pick Up a Minor in College **Assignments** □ Individual Path Exploration Project due to BOLT by **Friday, Oct. 8 at 11:55 p.m.**

Academic Support Services

The following is a list of departments and offices that can help you succeed at BU! Keep this syllabus, or bookmark these websites, for future reference!

- Academic Advisement Center
- Academic Enrichment
- Andruss Library
- Office of Access and Success
- Alumni and Professional Engagement
- Community Government Association
- Counseling and Human Development
- Dean of Students

- [Disability Services](#)
- [Diversity, Inclusion, and Multicultural Affairs](#)
- [First Year Experience and Orientation](#)
- [Frederick Douglass Institute for Academic Excellence](#)
- [Healthy Husky](#)
- [LGBTQA Resource Center](#)
- [Office of Military and Veterans Resources](#)
- [Registrar's Office](#)
- [Student Billing Office](#)
- [Student Health Center](#)
- [Student Success](#)
- [TRIO Student Support Services](#)
- [University Learning Center (Tutoring Services)](#)
- [University Police](#)
- [Women's Resource Center](#)
- [Writing and Literacy Engagement Studio (WALES)](#)