SYLLABUS for

UG 11838 FYR 174 11K 1.000 Resource, Research and Response
W 04:00 pm-04:50 pm 08/30-12/17 SPORT 221 Stoloff, D

This course is in a first-year cluster with

UG 11277 EDU 110 02K 3.000 Contemporary Issues Educ Child IVA;T1SS
M 01:00 pm-03:00 pm 08/30-12/17 OFFCAM Stoloff, D
W 01:00 pm-03:00 pm 08/30-12/17 EASTRN 40 Stoloff, D
and
UG 10884 EES 204 01K 3.000 Global Climate Change IIIB;T1NS
MWF 11:00 am-11:50 am 08/30-12/17 SCIENCE 132 Smirnova, A

Instructor: David L. Stoloff, Ph.D., Professor, Education Department, Eastern CSU
Office: Webb 150, stoloffd@easternct.edu, Phone: 860-465-5501

Peer Mentor: Anne Muessel, History and Earth Science Major and Theater Minor,
muessela@my.easternct.edu, Phone: 203-216-3859

Office hours for the Fall Semester 2010 – Monday, Tuesday, Wednesday, and Friday mornings
10 am – 11:50 am, Wednesdays, 3-4, Webb 150.

Anne is available most mornings and afternoons for out of class meetings. Other times, please
call – 203-216-3859.

About email - Please use email within online component of the course or stoloffd@easternct.edu
or muessela@my.easternct.edu. The instructor and peer mentor will not respond to email
from non-easternct.edu addresses for official class correspondence.

Colloquium Description (50 words): “The FYR 174 course introduces students to
academic skills, university resources, and student life and encourages them to
become involved with and responsible to the university community. This will be
achieved through collaboration between faculty and varied university support
services. The goals for this course are to improve students’ transitions to
university life by developing skills in critical thinking, reading for comprehension,
oral and written communication, research and library use, and effective note
taking. Areas of student and campus life include autonomy, career development,
wellness, decision-making, time management (including the development of a
four -year graduation plan), and dealing with people of different traditions,
backgrounds and identities.”

Course objectives:

By the end of this colloquium, the students will –
a) prepare essays within threaded discussions on how university resources discussed may enhance the benefits they receive from the Eastern experience,

b) create the foundations of an electronic portfolio that would include for this colloquium: 1) an index to expanding horizon reports, 2) a reflection essay on the Focus survey tools and their implications for academic, social, and professional development, 3) a resume using Optimal Resume, 4) a four year academic plan, and 5) 3 documents collected from courses other than this FYR 174,

c) evaluate and synthesize plans for resolving challenges they may face and maximize the benefits of living and learning in a diverse university community and develop a community of learners and support, and

d) enhance skills in time management, learning online, the careful citation of information, ethical conduct in the applications of knowledge, web publishing, effective presentation planning and implementation, and cooperative learning.

**Course schedule (may be modified as our community develops):**

General agenda for each session – introductions, discussion of past week’s activities, **presentation by Anne on upcoming events**, hot topics, group presentations, campus visits to important offices

**Wednesday, September 1** – Individual introductions, **Anne’s introduction**, Introduction to FYR 174 – Resource, Research, and Response, access to online component of colloquium, eWeb resources, university calendar

**Wednesday, September 8** – **Liberal arts curriculum and majors**, campus visit to Academic Services Center

**Wednesday, September 15** – Further developing the foundation of an electronic portfolio, campus scavenger hunt

**Wednesday, September 22** – campus visit - Library resources, **go directly to Users’ Education Room, LIB 263**

**Wednesday, September 29** – **career services and planning**

**Wednesday, October 6** – **conflict resolution in residential life, academic misconduct**, planning for group projects

**Wednesday, October 13** – planning for group projects, mid-term discussions of Wednesday presentations
Wednesday, October 20 – registration process, visit from Counseling Center – Suzanne Dowling

Wednesday, October 27 – cultural diversity, group presentation(s), Intercultural and Women’s Center

Wednesday, November 3 – how to study, Dr. Stoloff will be away

Wednesday, November 10 – Financial Aid representative, group presentation(s)

Wednesday, November 17 – getting active in residential life, intramural and intercollegiate sports, SGA representative presentation - Student Government and Clubs, group presentation(s)

Wednesday, December 1 – planning for Spring 2010, group presentation(s)

Wednesday, December 8 – further planning, group presentations, discussion of the first semester

Course requirements and assignments:

Students will be expected to actively participate in both classroom discussions and online threaded discussions. Assignments will be submitted using online resources.

Assignments and credit earned:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>By midterm</th>
<th>Maximum Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance policy – 100% attendance and active participation is expected. This colloquium follows immediately after the University Hour or First-Year Hour programs.</td>
<td>14</td>
<td>28 points – 2 points for participation in each class session (7 sessions before midterms, 7 sessions after midterms)</td>
</tr>
<tr>
<td>2. Participants will be expected to study each of the 14 modules in the online course.</td>
<td>7</td>
<td>14 points – 1 point each – 7 before midterms, 7 sessions after)</td>
</tr>
<tr>
<td>3. Active participation in weekly threaded discussions, which will include a discussion of the University Hour, the First-Year Hour, other campus events, and the presentations in the colloquium. Three threads earn 1 point.</td>
<td>12</td>
<td>19 points – First two posted for 7 points total, 1 point for discussions of weekly events for remaining 12 weeks</td>
</tr>
<tr>
<td>4. Take the Focus 3 Career Readiness and 5 Self Assessment online surveys found at</td>
<td>10</td>
<td>10 points – 250 word on the</td>
</tr>
<tr>
<td><strong><a href="http://www.easternct.edu/career/focus.htm">http://www.easternct.edu/career/focus.htm</a></strong> and write an at least 250 word essay on what you learned about yourself from the results of the surveys.</td>
<td><strong>results of the 5 self assessment online surveys</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5. Electronic portfolio with 1) an index to expanding horizon reports, 2) a reflection essay on the Focus survey tools and their implications for academic, social, and professional development, 3) a resume using <strong>Optimal Resume</strong>, 4) a completed four year academic plan, and 5) 3 documents collected from courses other than this FYR 174.</td>
<td><strong>10 points</strong> <strong>– start of ePortfolio</strong></td>
<td></td>
</tr>
<tr>
<td>Mid-term grade, due by Friday, October 15, will be determined by expecting about half of the work will be completed. Midterm grades – potentially 53 points, $\geq 45 = A, \geq 40 = B, \geq 35 = C, \geq 30 = D, \leq 29 = F$ and Academic Performance Notification to the Academic Services Center.</td>
<td><strong>53 potential points by midterm</strong></td>
<td></td>
</tr>
<tr>
<td>Points after midterm for 1-3 – 28. Two additional 10 point assignments, for a total of 48.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Group project discussing strategies for maximizing the benefits of living and learning in a community of scholars and the resources for student success at Eastern. Each group will develop an over-all theme like residential living, sports, community service, clubs, relationships, financial aid, professional development, diversity, … Each participants will create their own essay on this topic from the perspective of their potential major – for example, sociology and residential living, business and clubs, psychology and relationships, … Participants, in groups of 4-5 students, will begin presenting after midterms. Presentations will be about 15 minutes in length with each member of the group participating.</td>
<td><strong>10 points</strong> <strong>After midterm 10 points</strong> – 5 points for a 250-word essay developed individually on university resources with at least 5 citations drawn from library research or websites, formatted in APA style, and 5 points for the group presentation</td>
<td></td>
</tr>
<tr>
<td>7. Completion and posting of an expanding horizon form (below) on at least 5 university events in one’s ePortfolio.</td>
<td><strong>10 points</strong></td>
<td></td>
</tr>
<tr>
<td>Please discuss with the instructor potential alternative projects on our colloquium topics. (General rule is that one hour of effort earns 3 points.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total potential points – 101 points. Total points –</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
potentially 101, \geq 90 = A, \geq 80 = B, \geq 70 = C, \geq 60 = D, < 59 = F

Participants will be expected to attend at least five Eastern events – University Hour or First-Year Hours (Wednesdays, 3-4 pm), Arts and Lecture presentation, club participation… - and complete and post an Expanding Horizons Report form for each, posting them within an ePortfolio.

Evolving List of Other Resources

Eastern Online Calendar - http://calendar.easternct.edu/
First-Year Program at Eastern - http://nutmeg.easternct.edu/firstyear/
Liberal Arts Core Curriculum - http://nutmeg.easternct.edu/lapc/
Academic Services Center – http://nutmeg.easternct.edu/academicaffairs/ASC-FAQs.html
Smith Library - http://nutmeg.easternct.edu/smithlibrary/
Intercultural Center - http://nutmeg.easternct.edu/interculturalcenter/
Women’s Center - http://nutmeg.easternct.edu/womenscenter/
Counseling Center - http://nutmeg.easternct.edu/counseling/
Center for Community Engagement - http://www.easternct.edu/communityengagement/
Judicial Affairs - http://nutmeg.easternct.edu/judicialaffairs/
Financial Aid - http://nutmeg.easternct.edu/finaid/
Student Activities - http://nutmeg.easternct.edu/mt-static/student_activities/student-government-association-sga/
Expanding Horizons Report Form

This form is designed as a record of a cultural event that you attended at Eastern CSU – for example, a University Hour presentation, a presentation at the Arts and Lecture series, a musical/cultural event, a speaker on campus, or a club meeting or athletic team (only to be reported on once) – that strengthened your studies, abilities to live in a diverse and technological enriched world, professional development, and/or liberal arts foundations.

Please copy this form and paste it onto a blog web page in your electronic portfolio. Fill in the form and remove these instructions. Create an index page for all of these reports, each entitled with the name of the event, date, time, and place on the index page in the blog. Share the index page’s URL, web address, with your instructor at mid-term and at the end of the colloquium, for credit.

Title, date, time, and place of the event you attend.

____________________________________________________________________________________

Name ___________________________ Date __________________________

1) Please summarize the event in a short essay of about 100 words.

2) How does this event connect to your current studies? (at least 50 words)

3) What value-added content did this event have on your education? (at least 50 words)
Office of AccessAbility Services

“If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.”

Academic Services Center

“Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://www.easternct.edu/asc/”

WRITING CENTER STATEMENT

"The ECSU Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of ECSU by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work, and do it more comfortably and confidently. Any student can and should use the Writing Center--the process of talking with readers about writing and getting feedback on their writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to www.rich37.com/easternct and registering online. It's a good idea for students to bring copies of any assignment sheets to the Writing Center, so the tutor knows what is expected of the assignment."

Academic Misconduct:

"Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the student handbook or at: www.easternct.edu/judicialaffairs/academicmisconduct. All violations will be handled under the procedures established in this policy."

Posted on http://www.easternct.edu/cee/univresforstudents.htm