##### EIU 1111: University Foundations

###### Fall 2015

##### Section #: Time: Location:

##### www.castle.eiu.edu/~eiu1111

Instructor: Instructor:

Office: Office:

Office Hours: Office Hours:

Phone: Phone:

Email: Email:

# Course Description

University Foundations is an inquiry into the academic expectations, resources, policies, and traditions of university life. Students are challenged to enhance their intellectual potential, understand their academic and moral responsibilities, and appreciate diversity in a framework that develops the critical thinking, learning, and communication skills necessary to contribute successfully to the university’s intellectual life. An

experiential learning component engages students in the scholarly and co-curricular community.

# Textbooks

*Choices for College Success and Case Studies*. (2015). New York: Pearson.

# Course Objectives

University Foundations is a writing-active course with four main objectives:

* To familiarize you with the expectations, policies, resources, and traditions of Eastern Illinois University
* To develop your critical thinking, learning, and communication skills
* To enrich your perspectives on personal, academic, and moral issues in higher education
* To engage you in the educational and social life of the university

# Student Learning Objectives

## Upon completion of the course, you will be able to

* Describe classroom norms, university policies/procedures (including student code of conduct and catalog information), and faculty expectations
* Explain key moments in Eastern history
* Function as a global citizen in a multi-cultural world
* Use the resources and services provided by Eastern Illinois University
* Identify transitional issues—personal, social, and academic—and learn about resources and services to aid in overcoming those issues
* Formulate educational and life goals
* Articulate values and priorities related to college and your future
* Communicate more effectively (orally and in writing) with professors and peers
* Analyze, criticize, and construct arguments using critical thinking skills
* Employ time management and study skills (including test taking, note-taking, and reading strategies)

Accommodations

If you need accommodations for a disability, please contact the Office of Student Disability Services at 581-6583, Ninth Street Hall, Room 2002.

### Classroom Ground Rules

We promise to respect your individuality, values, and opinions. We expect you to respect each other and treat us and each other with civility. This does not mean that we cannot disagree, but we will do so in an appropriate manner. While you are in class, we expect you only to use your cell phone to schedule things in your calendar for class; do not use it to text your friends and family, to play games, to look at facebook, etc. When not putting something into your calendar, turn off your phone and put it away.

We expect you to come to class prepared and ready to participate in discussions. That means we do not expect to see you put your head on the desk to sleep. You will have your materials ready and come with books, handouts, paper, and a writing utensil. This, by the way, is a good idea for ALL courses.

### Assignments—Readings, Papers, Homework, Email, and Campus Activities

Because University Foundations seeks to aid in your transition from high school to college academics, there will be many opportunities to earn points through a variety of skills. For many assignments, you will receive points for being timely and fulfilling the assignment, which helps you practice good time management and good study skills.

**Readings**: Readings will be selected from the textbook and other sources; assignments are due **the day listed on the schedule**, so come prepared to discuss readings on the day given. We reserve the right to give unannounced quizzes over the readings to encourage careful reading and reflection. We may ask you to complete an on-line module or assessment before class as well.

**Papers**: There will be three major writing assignments. These assignments will challenge you to think and express yourself about issues related to the readings and class activities/discussion. In this course we will adhere to standards of writing and conduct that are similar to those in the workplace where promptness, neatness, and respect are taken for granted. All exercises completed in class should be completed in ink, and all assignments written outside of class should be typed. See the grading rubric on p. 7 of this syllabus.

**Paper Format**: All papers must be typed, doubled spaced with a 1-inch margin. Please place the page number at the bottom, right-hand corner of each page (if you don’t know how to set up headers or footers, ask us). In the top right hand corner of your papers put your name, the course number and section, our names, the date, and the assignment name or number. All papers should have a title that expresses your thesis/ideas, not just the assignment name. Use an easy to read font like Times New Roman or Arial. Papers will be turned in to us in paper format and submitted electronically to D2L.

Papers and projects that contain research must use correct citation. Do not copy or paraphrase another person’s words or ideas without citing sources. We value good writing, and good writing requires revision. To that end, we suggest you take drafts of your papers to the Writing Center and use the spelling and grammar tools available on your computer word processing program.

**Campus Activities:** Students must attend at least 4 campus activities for a total of 25 points each. Activity reports must be submitted by the dates indicated on your class schedule. Choose one activity that falls into each category: art & culture (play, concert, or art exhibit at Tarble or Doudna); academic (lecture or workshop on an academic topic or study skills); social life (lecture or workshop on alcohol, dating, and so forth), and community (athletic events or volunteering). Required activities for Greek organizations, Gateway, or other classes may not be used. If you are unsure if something will count, ask ahead of time; do not assume something will count without asking.

**Global Citizenship Project:** Each University Foundations class does a global citizenship project that involves learning about your new community and giving back to that community. This will involve outside work on your part and a reflective written piece. The exact project will be determined by the class.

**E-mail Assignments**: E-mail assignments will be announced in class. These assignments are scored credit/no-credit; if you complete them all and turn them in on time and at the required length (minimum 100 words), you will receive an A for this portion of the class (10 points per email). If you do not turn in an email assignment or turn it in late, you will receive 0 points. Emails should go through D2L. Take the time to spell check your emails and use full sentences as well as Standard English grammar and punctuation.

**Homework**: All other work we collect will be included in homework. You must turn this work in on time in order to receive credit. If you know that you will be gone for a University-sponsored event, you should turn your work in early or discuss the due date with your instructors.

# Class Project: Our class will create and develop a college-life project related to a theme of the course. The project must be a creative endeavor that reflects the skills and knowledge that were taught during the course, and it must allow for everyone in the class to make contributions. Our class will summarize/present the results of this project during the Project Showcase on Thursday, December 10, 2015 from 4:00-6:00 p.m. in the Grand Ballroom of the University Union. ATTENDANCE IS REQUIRED. The project and its presentation will take the place of the final exam in this course.

# Late Work: Late work is not acceptable. If you know you will be gone for a school trip (athletic or otherwise), work should be turned in before you leave. Extensions will only be granted if you have good reasons for asking for an extension. (It is smarter to ask and give a reasonable explanation than it is to assume that we will refuse; we’re usually pretty reasonable.) Requests for extensions must be made *before* the paper is due, not on the day it is due. That's too late.

**Attendance and Participation**

**Evaluation**

The standard college scale will be used: 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, below 60% = F. The final grade is determined according to the following points:

Then & Now Paper 100 points

Citizenship Project 150 points

Narrative 100 points

Class Project 200 points (100 pts. group; 100 pts. individual)

RSO Presentation 75 points

Attendance and Participation 100 points

AFD 75 points

Homework 100 points

 Email

 AFD sheets

 Time journal

 Project evaluations

Campus Activity Papers 100 points (25 points each)

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Total 1000 points

Due to the interactive nature of the course, attendance and active participation in class is required. Your instructors reserve the right to give unannounced reading quizzes to assure that you keep up with your reading. Because this class is largely based on large- and small-group discussion, attendance is mandatory. You may miss two classes before your grade is affected. If you come in after attendance has been taken, it is up to you to make sure, after class, that you have been marked late and not absent. Three tardies (late 10 minutes or less) equal one absence, and if you are more than 10 minutes late, you will be counted absent regardless. If you are chronically late, you will miss important announcements, coursework, and will greatly inconvenience your instructors and classmates. After two absences your final course percentage will be lowered 3% for each additional day missed. No distinction is made between “excused” and “unexcused absences.” Obviously, if you have a major hospital stay or something of that nature, greater latitude will be given.

In order to receive an **A** for participation, you must:

* Complete assignments on time

# Engage in class discussions on a regular basis (daily)

# Be an asset to your small group activities

# Miss no more than 1 class

# In order to receive a B for participation, you must:

# Complete assignments on time

# Engage in class discussion on a semi-weekly basis (weekly)

# Be helpful in your small group activities

# Miss no more than two classes

# In order to receive a C for participation, you must:

# Complete assignments on time

# Participate at least minimally in class discussion

# Participate at least minimally in group activities

# Miss no more than three classes

#  A D for participation will be assigned if you:

# Do not complete all assignments on time

# Participate in class discussions only minimally

# Participate only minimally in group activities

# Miss 4 or more classes

An **F** for participation will be assigned if you:

* Routinely come to class unprepared
* Miss 5 or more classes

**Important Dates for UF**

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| --- | --- | --- | --- |
| **Event** | **Date** | **Time** | **Location** |
| Panther Palooza | Wed., Aug. 26 | 10:00 a.m.-3:00 p.m. | South Quad |
| Academic Foundation Day | Tues., Oct. 6 | 4:00-7:00 p.m. | Grand Ballroom and 3rd floor meeting rooms, MLK University Union |
| Project Showcase | Thurs., December 10 | 4:00-6:00 p.m. | Grand Ballroom, MLK University Union |

**Semester Schedule**

Note: Case Studies are in a section at the back of your book that begins on p. 329. On pages 392-93 are questions that you should be able to answer for each case study. We will use these as the basis for discussion and may collect on occasion.

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| --- | --- | --- | --- |
| **Date** | **Topics** | **Assignments** | **Due** |
| **AUGUST** |  |  |  |
| M 24  | Introduction to course and each other  |  |  |
| W 26  | Differences between HS and college; Faculty & Student Responsibilities | Chapter 1 and Ch. 4, pp. 68-68, Ch 7 p 120 and Case 16; Snarktastic 13, 14, 18, 20: Attend Panther Palooza |  |
| F 28 |  |  | Email #1 due by noon |
| M 31 | Transition to College | Chapter 7 and Case 1, Case 3, Case 11  | Bring list of 3 RSOs to class |
| **SEPTEMBER** |  |  |  |
| W 2 | Staying Safe  | pp l – li; Chapter 4; Case 4, Case 10;  |  |
| M 7 | Labor Day – no classes |  |  |
| W 9 | Creating a Sense of Belonging; Relationships | Chapter 11; PL Stories—web site, Case 2, Case 12, Case 13, Case 17 |  |
| F 11 |  |  | Email #2 due by noon |
| M 14  | Motivation, Priorities, & Goal Setting | Chapter 5; Snarktastic 8 |  |
| W 16  | CSI; acalog, D2L; Discuss Citizenship | Meet in Booth 4450 |  |
| M 21  | Values Auction |  | Now & Then paper due; Value Auction Sheets |
| W 23 | Establishing Priorities to Match Values; Critical Thinking | Chapter 3; Snarktastic 8 | Campus Activity Report #1 due |
| F 25 |  |  | Email #3 due by noon |
| M 28 | Global Citizenship Project Speaker |  |  |
| W 30 | Practicing CT Skills—Decision-making | Chapter 2 |  |
|  |  |  |  |
| **OCTOBER** |  |  |  |
|  |  |  |  |
| M 5 | Majors & Careers | Chapter 14; Snarktastic 8 | Time Journals Due |
| T 6 | Attend Academic Foundation Day | 4:00-7:00 p.m. MLK Union |  |
| W 7 | Reading and Note-taking; Time Management | Chapter 3, 7, 8 & 9; Snarktastic 16 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| M 12  | Test Taking—Memory  | Chapter 8 | AFD paper due; AFD sheets due |
| W 14 | CT and Test-taking | Chapter 8, Case 8, Case 9 |  |
| F 16 |  |  | Email #4 due by noon |
| M 19  | Wellness; Time Management | Chapter 1 pp 11-17 & Chapter 3 | Citizenship Project Due |
| W 21 | Handling Substances | Case 15 | Campus Activity Report #2 Due |
| M 26 | Tolerance & Civility | Chapter 11 Case 5, Case 6; Snarktastic 12, 31 |  |
| W 28  | Tolerance & Civility; Discuss Class Project | Read article about Princeton Suicide |  |
| F 30 |  |  | Email #5 due by noon |
| **NOVEMBER** |  |  |  |
| M 2  | Class Project |  |  |
| W 4  | RSO presentations |  |  |
| M 9 | RSO presentations |  | Campus Activity #3 due |
| W 11 | Roommates; Conflict Resolution |  |  |
| F 13 |  |  | Email #6 due by noon |
| M 16  | Class Project |  | Narrative due |
| W 18 | EIU history | pp. xxxv-xlix |  |
| M 23 | *Thanksgiving break!* |  |  |
| W 25 | *Thanksgiving break!* |  |  |
| M 30 | Class Project |  |  |
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| **DECEMBER** |  |  |  |
| W 2  | Priorities & Goals for next semester |  | Campus Activity #4 due |
| M 7 | Class Project |  |  |
| W 9  | Class Project; Course Evaluations |  |  |
| R 104:00-6:00 | UF Showcase | Participate in Project Showcase; 4:00-6:00 p.m. |  |
| F 11 |  |  | Email #7 due by noon |

**Important Dates for You & EIU**

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| --- | --- | --- | --- |
| **Event** | **Date** | **Explanation** | **Location** |
| Schedule Advising Appointment | Sept. 14--Begins on this day | Schedule an appointment to discuss spring schedule | 2100 9th Street Hall |
| Midterm | October 14 | Instructors will submit grades for NC, D, & F | Emails will be sent to your eiu.edu account |
| Drop Deadline | November 6 | Last day to drop a class; will result in a W on transcript | PAWS |
| Return Textbooks | Dec. 18 by 3:00 p.m. | Return all books; fines begin at 3:00 p.m. | Textbook Rental Service |
| Grades Available | December 22 | Fall course grades will be available for viewing | PAWS |

**Paper Grading**

**The “A” Paper (90-100 pts.)**

* Has a central theme expressed explicitly in the thesis statement and developed consistently through the paper
* Is easy to follow because it is logically developed and written clearly
* Each paragraph has focus, unity, and coherence
* Smooth transitions exist between paragraphs and sentences
* Assertions are supported with examples, illustrations, and/or details
* Words and ideas are used precisely
* Free of mechanical, spelling, and grammatical errors
* Is interesting to read and shows imagination
* Conclusion does not merely re-state the thesis, but summarizes the major points in order to make the reader understand the subject at a higher level
* Adheres to the requirements of the assignment

**The “B” Paper (80-89 pts.)**

* Has a clearly and succinctly written thesis statement
* Is easy to follow and its paragraphs have focus and unity
* May lack coherence and smooth transition at some points
* May have one or two mechanical, spelling, and/or grammatical errors
* Each paragraph is well-developed
* Most ideas are supported by examples, but may lack details
* Lacks the spark of imagination and interest of the superior paper
* The conclusion summarizes the entire paper
* Adheres to the requirements of the assignment

**The “C” Paper (70-79 pts.)**

* The thesis may be too wordy though it may be clearly stated, or may be too vague, or is difficult to find
* Contains mechanical, spelling, and grammar errors that are distracting but do not overly mar communication. These errors may be sentence fragments, spelling verb-tense shifts, etc.
* Lacks vigor of thought and expression
* Problems with focus, development, and transition are evident
* Conclusion shows a little more than a superficial understanding of the subject
* Does not meet all requirements of the assignment

**The “D” Paper (60-69 pts.)**

* Lacks focus and unity
* Many serious mechanical and grammar errors, such as run-on sentences, colloquial language, comma splices, etc.
* Lacks imagination
* Few, if any, supporting examples, illustrations, or details are given
* No sense of supplying the reader with important or necessary information for understanding or comprehension
* Little attention is paid to the requirements of the assignment

**The “F” Paper (59 pts. and lower)**

* The “F” paper has all the problems of the “D” paper but to a greater degree
* Numerous incoherent or illegible sentences
* A preponderance of misspelled works and grammatical errors
* No evidence of focus, organization, or development
* Does not adhere to the requirements of the assignment