Recommended Syllabus
First Year Experience Seminar
FYEX 100-00
Section
Day/Time of Course

Instructor:
Office:
Phone:
E-mail:
Office Hours:

Course Goal:
To promote further development of student success skills, such as reading, writing and speaking; help students gain intellectual confidence; build in the expectation of academic success; and to provide assistance in making the transition to the University.

Student Learning Outcomes:
a) Experience higher personal expectations of his/her ability to meaningfully participate in academic life;
b) Define and give examples of critical thinking;
c) Interact with other students regarding academic matters;
d) Affirm that careful thinking is an important aspect of the educational process;

Required Text:

Attendance:
Class attendance is mandatory and will be taken at each class session. Attendance contributes to 10% of a student’s final grade. The instructor must be notified in advance of late arrivals or absences.

Participation:
The seminar class is designed to be experiential, and learning will occur through in-class activities and discussions. Students will be expected to fully participate in all class discussions and activities. All assigned reading material will need to be completed before each class meeting. Class participation will contribute to 10% of a student’s final grade.
Students with Disabilities

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss necessary accommodations and/or contact the Disability Services Office at (507) 389-2825 (v) or 1-800-627-3529 (MRS/TTY). This document is available in alternative format by calling (507) 389-2213 (v), or 1-800-627-3529 (MRS/TTY).”

Assignments:
All assignments are due at the beginning of class. Late assignments will not be accepted. All assignments are expected to be neat, typed, and double spaced with 1-inch margins.

Critical Thinking

Definition of Critical Thinking:
“Analytical thinking—also known as Critical Thinking—is the process of gathering information, analyzing it in different ways, and evaluating it for the purposes of gaining understanding, solving a problem, or making a decision (Carter, Bishop, Kravits, 2006, pg. 92)”

Assignment: Two page paper on a topic assigned by instructor. Topics can include reaction/personal position on current event topics. Paper is a student position piece utilizing the above definition of Critical Thinking. Paper must be a minimum of two full pages in length, submitted in MLA or APA format. Student must submit a resource page, outlining 3 sources.

Competencies addressed are a and b
This assignment will challenge students to apply critical thinking skills to the above topic.

Campus Involvement

Each student is required to attend 3 campus activities out of class. These can include theatre productions, student Involvement activities, guest speakers, Music Department events, and Athletic events. (One assignment must be attendance to a Multi-Cultural event on Campus). If students have questions regarding other activities please ask instructor for approval.

Each student will submit a 1-page reflection paper for each activity attended. In each reflection paper, the following questions should be addressed.
1. Rational for attending event, why did you choose this specific event?
2. Did attendance to the event assist with transition to MSU? Why or why not?
3. Would this be an event to attend again in the future? Why or Why not?
Competencies addressed are e
This assignment will challenge students by creating opportunities for campus involvement at MSU.

**Library Tour**

**Option #1** - Each student will attend a 60-minute library orientation session aimed at increasing student awareness and comfort level with using the MSU library.

**Option #2** - For students who have completed the library tour for another class:
Students will identify a personal topic of interest and find the following resources within the library in support of the chosen topic:

- One Internet Source
- One Academic Journal, must be copied and attached
- One book must be checked out and shown to instructor at the class period assignment is due.

Please submit a reference page citing these 3 resources in MLA or APA format.

**Competencies addressed are a and e**
By challenging each student to learn the library; students will naturally develop a higher level of comfort with the library facilities and staff.

**Meeting with Academic Advisor**

*Each student will meet with their academic advisor during the weeks of October 8th – November 10th. Each student will then need to submit a 3-page reaction paper outlining the following:*

- Description of their experience, including both positive and constructive reactions will be provided.
- Students will discuss class choices and rational for their choice of schedule.
- Discuss decision regarding major. What resources are employed to aid with decision-making?
- Explore the admission requirements for the major(s) and minor(s) fitting interests.
- Find out if there are any special requirements/pre-requisites courses required to be admitted to a specific major or minor.

**Competencies addressed are a, c, e**
This assignment uniquely blends an opportunity for exploration of a major and minor within an area of interest, as well as illustrating a possible career path, thus providing meaning and purpose to the academic experience.
**Weekly Journal**

Due each class period, week 1 – 13.
Students will keep a weekly typed journal. A variety of journal options are available. For example: 1) Please purchase a 3-ring notebook and 3-hole punch. Students will be expected to submit weekly a 1 page typed journal entry on an assigned writing topic will be provided by your instructor. 2) Utilize D2L to maintain an electronic journal of comparable length

**Competencies addressed are a, d, and e**
The goal of the journal is for active personal reflection over structured topics examining areas of challenge for freshmen students. This active reflection will enable students to bring connection to in classroom and out of classroom experiences with the opportunity to develop a higher understanding of your personal values and growth.

**Reflection paper**
*This is a 5 page typed paper examining the semester as a whole. Please address the following questions:*

- Students will discuss their personal involvement with the MSU campus community? Level of involvement, what activities chosen? Did attending campus events encourage involvement?
- What specifically assisted with the transition to the institution? What services or assistance could MSU have provided that would have helped make the transition easier?
- How will Critical Thinking be applied to the academic experience at MSU?
- What are academic and personal goals for spring semester? For the second year? Assistance needed to achieve goals?

**Competencies addressed are-a, b, d, e**
This is an assignment designed to bring together all the class components in a comprehensive reflection piece.

**Grading:**
All course work will be graded on content, neatness, and timeliness. Students should submit only their best work. Take time to proofread and correct papers ahead of submission. Remember, work submitted is a reflection of the student!
Each assignment will be worth the following points:

- Attendance: 50 points
  (10 pts deducted for each absence, up to 50 points)
- Weekly Journal: 125 points
- Quizzes, for assigned readings: 25 points
- Library Assignment: 25 points
- Critical Thinking Paper: 100 points
- Involvement Reaction papers: 25 points per paper, total 50 points
- Final Reflection Paper: 100 points

Grades will be based on the following point scale:

- A = 90-100% 450-500 points
- B = 80-89% 400-450 points
- C = 70-79% 350-400 points
- D = 60-69% 300-350 points
- F = below 60% 299 or fewer points

Academic Honesty:

“As members of the University community, students assume the responsibility to fulfill their academic commitments in a fair and honest manner. This responsibility includes avoiding such inappropriate activities as plagiarism, cheating or collusion. Students found responsible for these activities may face both academic sanctions (such as lowering a grade, failing the course, etc.) and disciplinary sanctions (such as probation, suspension or expulsion from the institution.

It is the intent of MINNESOTA STATE UNIVERSITY MANKATO to encourage a sense of integrity on the part of students in fulfilling their academic requirements. To give students a better understanding of behaviors that may constitute academic dishonesty, the following definitions are provided.

Plagiarism—Submission of an academic assignment as one’s own work, which includes critical ideas or written narrative that are taken from another author without proper citation. This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student.
The following examples are all acts of plagiarism:

- Submitting the work of others as your own
- Submitting others' work as your own with only minor changes
- Submitting others’ work as your own without adequate footnotes, quotations, and other reference forms
- Multiple submission of the same work, written or oral, for more than one course without both instructors permission, or making minor revisions on work which has received credit and submitting it again as new work

**Cheating**: Use of unauthorized materials or assistance to help fulfill academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from another student, etc.

**Collusion**: Assistance to another student or among students in committing the act of cheating or plagiarism.  *(Basic Stuff Handbook, Pg. 58, 2005).*

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**Schedule:**

**Week 1:** **Introduction to class**

* **Assigned Readings**: Chapter 1, pages 2-21

**Week 2** **Values, Goals, Time and Stress** *(Chapter 2)*

* **Assigned Readings**: Chapter 2, pages 26-50

**Week 3** **Learning Styles, Majors and Careers** *(Chapter 3)*

* **Assigned Readings**: Chapter 3, pages 58-82

**Week 4** **Critical and Creative Thinking** *(Chapter 4)*

* **Assigned readings**: Chapter 4, pages 86-113

**Week 5** **Reading and Studying** *(Chapter 5)*

**Assigned readings**: Chapter 5, pages 120-147

**Week 6** **Listening and Note Taking** *(Chapter 6)*

**Assigned readings**: Chapter 6, pages 152-182
Week 7  **Test Taking** (Chapter 7)

*Assigned Readings*: Chapter 7, pages 186-212

Week 8  **Library Orientation Session-?**
Meet in Library

Week 9  **Test Taking** (Chapter 8)

*Assigned Readings*: pages 266-289

Week 10  **Relating to Others/Campus Diversity** (Chapter 8)

*Assigned Readings*: pages 216-243

Week 11  **Campus Diversity** (Chapter 8)

*Assigned Readings*: Chapter 10, pages 216-243

Week 12  **Creating your Life**

*Assigned Readings*: Chapter 9, pages 248-281

Week 13  **Campus Presenter-Health Pros**
Sexual Decision Making

Week 14  **Campus Presenter-Finance Office**
Managing your Money

December 3rd  Class Wrap up and Evaluation and Assessment Tool

**Final Reflection Paper due!!!/All remaining assignments due!!!**