UNV 101: Orientation to College & Beyond

OVERVIEW (The statement below should be included in each UNV 101 syllabus)
University 101 is designed to help you make a smooth transition to the NKU community as you interact with your instructors and classmates. In class, we will engage in discussions and activities related to your academic, social and personal growth and development, especially as it relates to your college experience. Work outside of class will involve visiting various campus resources, practicing college success skills, reflecting upon your own strengths and areas for improvement, and exploring majors and careers that complement your skills, interests and values. The skills and knowledge you gain from this class will provide a firm foundation upon which to build success throughout your college experience, and beyond.

COURSE DESCRIPTION (describe any special features of your course—this example is a guide)
You are enrolled in a special section of UNV 101 for students interested in -------------------. We will spend time learning about ------------------., and (what will you be doing that makes this course a bit different)

This class is also part of a Learning Community. You will attend _______ and UNV 101. Your _______ professor, Dr. ________, and I will communicate with one another throughout the semester. (if you plan to integrate ideas from the other classes, or go on shared field trips, for example, this is a good place to state that intention)

COURSE THEME
Is there a quote or a philosophy of learning you would like to share with your students? A theme could be used as a way to ‘tie’ topics together—to provide a common thread throughout the course. A theme could relate to the fact that you are teaching a focused section, in a learning community, etc)

LEARNING OUTCOMES (must be stated exactly as below)

Self Awareness
1. Students will explain how motivation impacts their success.
2. Students will discuss how decisions affect a healthy balance in their life (work, school, personal).
3. Students will identify ways in which they have taken responsibility for their own learning
   a. in the classroom.
   b. out of the classroom.
4. Students will assess their progress and take appropriate action.

Awareness of Others, Resources and Expectations
1. Students will describe how an awareness of diversity makes a difference for them in their daily interactions.
2. Students will create academic goals based on their personal interests, values and abilities.
3. Students will explain what they need to do to earn a degree in a major.
4. Students will identify when and how to use three available campus resources.
5. Students will demonstrate a basic use of at least 3 NKU computer tools such as myNKU, email, blackboard, NKU website, electronic library sources.
6. Students will employ at least two academic skills discussed in class.
7. Students will defend their interpretation of examples of academic integrity/lack of academic integrity.
Connection with Campus and Peers

1. Students will reflect upon how attending campus events impact their college experience.
2. Students will explain the importance of a support network.
3. Students will identify ways to expand their support network to include campus connections.
4. Students will begin to build a support network by connecting with at least one NKU faculty/staff member.
5. Students will utilize campus networks (resources and connections) to enhance their college success.

REQUIRED TEXTBOOKS AND MATERIALS

Textbook Options:
Currently in the selection process of course text
How Does it Feel to be a Problem Moustafa Bayoumi

NKU First-Year Planner- students will receive this at the Convocation

Note to Instructors: The only book the students will have to purchase is the their textbook. Other texts will be given to the students at Orientation. Students will be told to KEEP track of the books they are given during NSO.

COURSE POLICIES

Note to Instructors: This section on “Course Policies” is provided as a guide to setting up your syllabus. Please re-word accordingly.

Attendance and class participation—speaking and active listening—in class discussion and activities.
- It is important that students understand that active listening is also considered participation.
- Please include a statement concerning the importance of participation.
- Attendance guidelines: MWF classes, students should not miss more than 5
  MW or TR classes, students should not miss more than 4
- Do not institute a policy that would assign a failing grade for students who miss the maximum number of classes allowed. Rather, institute a policy that gives you more discretion while emphasizing the importance of attendance to the students (i.e. grade lowered by one letter for excessive absences). Students who miss excessively generally do not perform well enough to earn a passing grade.

Courtesy

Statements about courtesy are important to include in the syllabus. You may wish to mention etiquette related to the following.
- Cell phones, text messaging, IPODS, laptops, tablets/iPADS (staying on task, not surfing Facebook, etc.)
- respect of others in the classroom, i.e. you could say something like, “To maintain an environment that fosters open discussion of appropriate topics in an inviting atmosphere, you are responsible for being respectful and courteous in class discussion and in writing, including your email messages. Showing respect is the right thing to do.”

Missed/Late Assignments

Establish an expectation for punctuality, but also indicate any consequences for late work and be sure to enforce your policy. Because students are making a transition to college and learning expectations, they need to opportunities to “make mistakes” but also to learn from them.
- You could include something like this “You are responsible for any information you miss. Plan ahead for computer malfunctions: please do not wait until the last minute to complete or print an assignment. If you are unable to submit work on the due date, contact me prior to the due date. Your work will receive an automatic % deduction.”
- Up to a 20% deduction seems reasonable (the equivalent of 2 letter grades)
Academic Honesty—The statement below should be included in each UNV 101 syllabus http://deanofstudents.nku.edu

The work you do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Academic dishonesty on any major assignment could result in a failing grade for the entire course. Academic dishonesty on any other assignment could result in a substantial reduction of the course grade, or if the situation is substantial or repeated, a failing grade for the course. Academic dishonesty includes:

1. taking, paraphrasing, or re-writing someone else’s work, and submitting it for credit under your own name;
2. submitting the same work for more than one course without both professors’ approval;
3. quoting, paraphrasing, or borrowing ideas from a source without fully citing that source.
4. allowing someone else to write any part of an assignment for you.

NOTE: You may have someone else read or comment on a draft. However, to ensure honesty, you should avoid letting them write on your draft, tell you what to write or edit for you.

COURSE REQUIREMENTS

REQUIRED ACTIVITIES

Note to Instructors: This section, “Required Activities”, is provided as a guide to setting up your syllabus. Please re-word accordingly when including these on your syllabus.

The following are required UNV 101 Activities. Samples are available on UNV 101 Instructors’ Blackboard Site. Or, if you create your own assignments, please share so that others may benefit.

CATs: Classroom Assessment Techniques Give students opportunities to earn points during or after class. These opportunities help solidify the importance of being in class and encourage participation.

- You could include in-class work or responses to class discussion/class topics for which the students can earn points, rather than simply getting points for coming to class. Points for processing information/thinking critically might include asking the student to listen for and write down something new he/she learned during the class, or a question about a concept, or an “a-ha” that has occurred as a result of learning new information or gaining a new perspective. These can be done on cards or filler paper, turned in for quick review by the instructor and then returned to the student.
- Processing Points/Critical Connections are not necessarily given to students for speaking up in class but for students’ actively listening to/attending to class lecture or discussion and sharing brief insights at the end of class.
- These points do not have to be offered every day…in fact, randomly offering these opportunities may encourage student attendance because they will never know if they will miss turning something in.
- Points should only be offered to students who have attended class the day the “in class” assignment is given. This is a reward for attendance.

System of Organization

Please help your students realize that they need to develop a system of organization. They should be told to save materials from their classes. Students are often expected to use their completed assignments, papers, quizzes and projects as reference and/or test prep. Introduce some methods, i.e. a binder method, color coding, etc. and help your students determine what organizational methods work best for them.

Reflections, Assignments and Oral Presentations

Giving students frequent and timely feedback helps them assess how they are doing in the course. You can use the work submitted by students to share overall reactions to the topics, or to gauge areas that need further work.
Students should be required to complete 10 – 15 reflections/assignments/oral presentations throughout the semester. Assigning points or a grade to this work sends a message that it is important. Graded work should be returned to the students within a week.

1. **Written reflections** about topics, presentations, class discussions is an excellent way for students to process what they are learning. It is also a good way for the instructor to learn more about what the students are thinking.

2. **Assignments** such as worksheets from the text, sharing a sample page of notes, or creating a schedule enable the student to practice skills introduced in class, and demonstrate how these skills are relevant to academic success.

3. **Oral Presentation(s)** Many students fear public speaking. The collaborative, safe UNV 101 classroom creates an environment for students to begin practicing this important skill in a less threatening setting.

**Five Campus Engagement Activities**
In addition to introducing students to a wide range of activities and events, campus engagement provides opportunities for learning outside the classroom. The best assignments ask the students to make a connection between what they have attended to a concept from class discussion or the text.

**All UNV 101 classes MUST attend the Book Connection Conversation in November.**

In addition to the Book Connection Conversation, one event from the categories below may be chosen, for a total of five different campus engagement experiences. Students need to complete an assignment for each. The events listed generally occur during the fall semester.

- **Social/Student Life:** Welcome Week Activity, Freshfusion, Freshman Convocation, Pumpkin Bust, Feast for Finals
- **Academic:** Military Lecture Series, Alumni Lecture Series
- **Cultural:** Theater or musical performance, art exhibit
- **Athletic:** NKU competitive sport, intramurals, Campus Rec Exercise Class
- **Experiential/Service:** Up ‘til Dawn, Freshman Day of Service, Service on Saturday
- **Event of Choice:** Students may choose any event on campus that interests them
- **Networking:** Write about a meeting with a staff member or student that enhanced the student’s ability to be successful at NKU or interview a staff member or student to be in her/his network.

**Midterm Check In**
All students receive midterm grades from their instructors. It is an important time in the semester to make sure students are checking their grades and using their campus resources to make good decisions about completing the semester successfully. If a student is not doing well in a class, encourage her/him to talk with you, their advisor or their professor to discuss ways to successfully complete the semester. Financial Aid can be impacted if a student drops too many classes, so avoid recommending a student drop a class.

**Academic Technology Resources**
Students need to become familiar with the academic technology here at NKU. NKU instructors need to use and introduce students to the following technology resources.

- **Blackboard** – minimally, use the gradebook, post your syllabus and assignments in Blackboard so students become familiar with logging in and getting comfortable with using Blackboard
- **NKU Email** – All correspondence, including financial aid deadlines, bursar billing information/drop for nonpayment information, are sent through the NKU email. Students need to check their NKU account every day.
- **MyNKU** – All information the students need to know about their life at NKU is available through MyNKU – registration, financial aid, grades, demographic information, billing...
- **NKU Website and Online Library** – students need to know and become familiar with navigating these sites in order to find necessary information.
- **Norse Alert** – Please encourage your students to sign up for Norse Alert.
Required Reading
Students need to come to class with basic knowledge upon which to build. Requiring students to read from the text prior to class will then free up class time for active application and processing of this knowledge in the classroom rather than just lecturing about content. You may want to have students take a quiz about the reading before coming to class or have students submit a “ticket to class” where they have taken notes about the chapter on an index card and turn it in at the beginning of the class. You may also want let students use these “tickets” as reference during your exams.

Group Work
To be successful in college and beyond, students must have the ability to work effectively and efficiently in groups. Providing opportunities to work collaboratively both in and out of the classroom helps students hone this skill.

Quizzes/Exam
Each UNV 101 section should administer quizzes and a final exam/project during exam week. University policy requires all classes meet during exam week. Consider asking students to answer open-ended questions about a presentation, or a “unit” addressed in class. Some instructors have ‘active’ quizzes, in a jeopardy format, for example. The idea is to help the students realize that they are learning and that they are accountable for information from the course.

Semester Overview (could be a Letter to a Freshman, or other assignment)
This assignment should be designed to encourage the students to reflect upon their semester and highlight what they have learned; become more aware of what they would do differently; their future plans, etc. It is a nice way to help the students realize that they have grown throughout the semester.

REQUIRED TOPICS
Note to Instructors: This section listing “Required Topics” is provided as a guide to setting up your syllabus and course outline. Please DO NOT include this section in your syllabus.

Throughout the Semester – The major/career project can be introduced early in the semester with the various parts of the project being completed throughout the semester as topics are discussed. For example, as you discuss values in your class, have students complete the values assessment in FOUCS 2; when discussing resources and advising, have students complete the Catalog Research; use a visit to the library to help students find their article about a career that interests them. The major/career project helps students see the application of what they learn in UNV 101 and can be used as a framework for the course.

- Major and Career Exploration Project – A standardized, major/career project has been developed for implementation in ALL UNV 101 sections. You may add assignments to this project, but you may not exclude any part of the standardized project. All students are required to declare their major by the time they earn 40 credit hours; this project encourages major and career exploration so students can make an informed decision about their major/career when they declare or if they decide to change their major. Students will examine their values, skills, interests, and personality styles through the use of FOCUS 2. Students will research majors and careers using the NKU Undergraduate Catalog, FOCUS 2, NKU’s website and faculty interviews. Students will apply their knowledge through a final paper and/or presentation that discusses what they learned and next steps they need to take to successfully transition into their dream career i.e. how campus involvement, image management, networking, etc. play a role in landing their job after college. Because this is a weighty project, having students work on it over several weeks, with guidance from you, is the best approach.

Early in the Semester – Weeks 1-6
- Self Awareness - It is important for students to have opportunities to explore who they are as an individual, student and member of society; and where they want to go in life. Some topics to consider – motivation, learning styles, goal setting, values clarification, responsibility, money management, image management.
- University Procedures – Topics such as the transition from high school to college, advising and general education, the honor code, academic honesty are all important issues for students to understand as they begin their college career.
- **University Resources** – Students will be introduced and given opportunities to demonstrate understanding of how to effectively use available college resources such as: Advising; Learning Assistance Program; Career Services; Health, Counseling and Student Wellness; Student Engagement; Student Achievement Programs and Services; Disability Programs and Services; Steely Library; Student Financial Assistance; Registrar; Student Account Services; All Card; Computer Labs.

- **Connecting on Campus** – The importance of getting involved on campus and reflecting on their experiences attending engagement events. Students need to be thinking about who is in their network and how they can build their network at NKU.

**Mid Semester – Weeks 7-12**
- **Time Management** – Students need to not only be introduced to this topic and how to manage themselves and their time, but given opportunities throughout the semester to demonstrate how they are incorporating this into their college experience.
- **Academic Skills** – Test Taking, Note Taking, Studying Effectively, Reading, Memory, Critical and Creative Thinking
- **Book Connection Work** – Each class will include a project that connects with the Book Connection selection. Students will be making important connections as they delve deeper into the book they have read over the summer/first weeks of the semester.

**End of Semester – Weeks 13-15**
- **Exploring Diversity**
- **Wellness**

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**GENERAL INFORMATION**

**Email and Blackboard**
Check your email and our class Blackboard site regularly. Occasionally, I will post announcements through email or our Bb site. If you have questions or ideas about an assignment, contact me and your classmates through the Blackboard Discussion Board or through email. If you need assistance with email, please let me know as soon as possible.

**Mid-Term Grades**
In accordance with University policy, mid-term grades will be available online through MyNKU and are issued to all students. These grades are not part of your permanent record and will be replaced when final grades are submitted. Remember: mid-term grades do not guarantee a good or bad class grade; they reflect the current level of performance and can be altered by the quality of subsequent work.

**Course Evaluations**
During the last two weeks of each semester classes, students are asked to complete an on-line course evaluation. Student evaluations of courses and instructors are regarded as strictly confidential and are not available to the instructor until after final grades are submitted. Students who complete an evaluation for a particular course (or opt out of doing so within the evaluation instrument) will have access to their course grade as soon as that grade is posted. Students who do not complete the course evaluation should expect to incur a two week delay in accessing their course grade.
CAMPUS RESOURCES IN THE STUDENT SUCCESS CENTER
LOCATED IN THE UNIVERSITY CENTER, RIGHT NEXT TO THE STUDENT UNION

Writing Center. UC 170, 859-572-5475, http://lap.nku.edu/writing.html
Writing Center Consultants will assist you with any part of your writing process. Make appointments online at http://tutortrac.nku.edu. Bring your assignment sheet and draft.

Work one-on-one with a coach to improve your time management, test-taking skills, reading comprehension, or study habits. Make appointments online at http://tutortrac.nku.edu or talk to Success Skills Coordinator Jered Wasburn-Moses.

The Math Center provides assistance to students taking math courses at the 090, 100 and 200-level. Make appointments online at http://tutortrac.nku.edu.

Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Verification of your disability is required in the Disability Services Office for you to receive academic accommodations.

UCAP (University Connect and Persist). UC 120, phone 859-572-6497, http://ucap.nku.edu
Assists students with creating action plans and support networks that promote personal responsibility, academic achievement and advancements toward graduation.

Norse Advising Center. UC 210, phone 859-572-6900, http://advising.nku.edu/ email: advising@nku.edu
Advisors discuss majors and career options with you. They guide you through your individual degree plan, serve as a primary resource for campus information, and help you register for classes. A student’s advising center depends on his or her major, but the Norse Advising Center can help you connect with your advisor, regardless of where your advisor is located. Not sure who your advisor is? Stop by the Norse Advising Center. Those students who are advised through the Norse Advising Center (generally undeclared or Pathfinder students) should schedule an appointment with a peer coach for September and an appointment with a staff advisor in October. The first week of classes is not too early to set up an appointment with your advisor!

Norse Tech Bar. UC 252, http://success.nku.edu/techbar.html email: techbar@nku.edu
The Norse Tech Bar is the new student-centered destination for technology on campus. Technology experts are there to answer questions and troubleshoot computers, tablets, and smartphones. PCs and Macs are available in the lab. Collaboration Spaces are equipped with LCDs with hookups for laptops and/or tablets.

Health, Counseling and Student Wellness. UC 440, phone 859-572-5650, http://hcp.nku.edu Campus nurse, free and confidential personal counseling, sexual health clinic. Most services are free of charge.

The syllabus is subject to change at the discretion of the instructor if a class need arises. Changes to the syllabus and schedule will be announced in class and posted on Blackboard. You are responsible for these changes.
COURSE GRADES

System of Organization
Processing Points/Critical Connections
Reflections/Assignments
Interview (stand alone or embedded in a project)
Library/Book Connection Project
Campus Events
  Social/Student Life
  Academic
  Cultural
  Athletic
  Experiential/Service Learning
Major and Career Exploration Project
Semester Overview (determine what that will be)
Quizzes
Final Exam/Final Project

Note to Instructors: Each one of these should have point value or “grade” attached. Students should know how each assignment will be evaluated. Larger projects such as the Library/Book Connection project, Major and Career Exploration Project and the Final Project should be weighted heavier than other assignments. Please include the Grading Scale on your syllabus.

GRADING SCALE

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Bonus Opportunities
  Perfect Attendance
  Extra campus event
  Responses to “Quotes” that pertain to topics being discussed
  Letters to The Northerner

Note to Instructors: Bonus Opportunities must be made available to everyone if you choose to offer them. These are examples of what you could do.

The syllabus is subject to change at the discretion of the instructor to suit the needs of the class.

Note to Instructors: All UNV 101 courses need to meet during exam week at the scheduled exam time.