



**UWG 1101**  
**The First-Year University Experience**  
**Fall 2015**

**Days and Times: Wednesday, 1000-1140**  
**Meeting Place: Oaks Multipurpose Room**

**Instructor:** Michael Hopper  
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**Office Hours:** M 3:30-5:30;  
W 12:30-2:00;  
3:30-5:30  
Th 12:00-3:30;  
4:30-5:30  
\*(Newnan)

**Course Description**

UWG 1101 is designed to help students succeed at West Georgia: succeed academically as well as personally and socially. The fundamental focus of the class is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. In addition, the course will provide an overview of resources, which will help to ensure student success in the university classroom. Furthermore, UWG 1101 provides students with essential information about the University as a whole, its rules, procedures, and resources. UWG 1101 classes include subjects that cut across the academic and nonacademic lines of school; these subjects include time management, college student skills, and computer and portal skills. Students are required to attend class and to interact with their instructors and classmates. While students must take responsibility for their own learning, the course attempts to support and enhance that responsibility by making the class a learning community within the University.

**Course Objectives**

- To promote for first-year students a positive adjustment and assimilation into the University
- To help students learn to balance their freedom with a sense of responsibility as part of the process of enhancing self-knowledge and self-confidence
- To develop a network of colleagues
- To involve students in the total life of the University
- To reduce student anxiety about written and oral communication
- To enhance college-level and analytical reading and provide supplemental practice in applying the knowledge students gain in other first-year courses

- To provide students additional training, practice, experience, and knowledge in the following skill areas: decision-making, goal setting, planning, time management, and group/teamwork

### **Learning Outcomes**

- Students will identify and utilize a set of adaptive study, coping, critical thinking, logical problem solving, and other academic/personal/social success skills;
- Students will demonstrate an understanding of some of the most typical pedagogical strategies of their professors' teaching and presentation styles;
- Students will identify and understand their own personal learning style and how to best adapt to different instructional strategies in the classroom;
- Students will summarize basic information about UWG: its purposes, organization, rules and regulations, people, services, resources, and opportunities for student development;
- Students will utilize the following resources available to them at UWG: the Library, the EXCEL Center, and the Health Center; students will also identify the location and function of other important offices on campus, such as the Student Development Center, the Writing Center, the Mathematics Tutoring Center, and the Career Services Office;
- Students will identify some of the major health and wellness issues for students;
- Students will document their personal goals for careers and academic majors and their plans for achieving these goals;
- Students will demonstrate basic skills in computer literacy through activities involving the use of e-mail and the Internet;
- Students will demonstrate personal responsibility and self-direction regarding their education;
- Students will identify the benefits of a college degree;
- Students will identify and demonstrate an appreciation of the value of diversity and of a liberal arts perspective in their education;
- Students will identify elements of democratic structures within which they will be civically engaged on the UWG campus, in the larger community and in the State of Georgia;
- Students will examine and discuss ways in which UWG students, faculty, and staff identify, prioritize and debate issues in ways that allow and support the principles of civic engagement and democracy.

### **Text, Readings and Instructional Resources**

A. *A Starting Point: The First-Year Student's Guide to Going West*: Custom Edition for University of West Georgia

B. Other reading/viewing as assigned

### **Expectations, Evaluation Procedures, and Grading Policy**

**Expectations:** The student will attend each class meeting having read the assigned portions of the text and will be prepared to actively participate in class activities and discussions.

**ASSESSMENT — Course assignments will be weighted as follows:**

<b>Assignment</b>	<b>Points Value</b>
Projects/ Participation	20
Weekly Assignments (including WSC)	40
Reflective Paper	20
Final Presentation	20
Total	100

**EVALUATION OF ASSIGNMENTS** — All assignments will be assessed on three basic criteria:

- 1) **Successful Completion.** I will look to see that you have done the work that was assigned and that you answered all aspects of the question.
- 2) **Professionalism.** I will look to see whether you proofread your work, took the assignment seriously, and handed it in on time.
- 3) **Thoughtful Consideration.** I will read your submission to determine whether you took the assignment seriously and applied critical thinking and logical reasoning to the assignment.

**PUNCTUALITY AND CONSIDERATION FOR OTHERS:** Like most professors, I expect you to behave professionally in this course, which means considering the effect that your behavior will have on other people involved in the course.

- Please come to class on time, and do not leave early. If you must come to class late, enter as quietly as possible to avoid disrupting class and be aware that points will be deducted.
- Turn off cell phones, and do not use them in class. Please do not text during class.
- Please be sensitive of the perspectives of your classmates. Vigorous discussion of controversial issues is terrific, but we ought not to belittle the opinions of others. I expect you to disagree with me and with one another, but do so in a respectful manner.
- Finally, please hand in assignments on time. The professors' time is also valuable, and late assignments disrupt my scheduling.

**ACADEMIC HONESTY POLICY:** At UWG we take academic honesty very seriously. Plagiarism of any sort will not be tolerated. Plagiarism is the use of someone else's ideas or words as your own. This definition includes copying another student's exam or assignment, as well as using material from a book, article or internet site without acknowledging the source. If you plagiarize any part of an assignment for this course, you will receive a zero for the entire assignment, and disciplinary action will be taken.

## **Special Notes**

**SERVICE PROJECT**—You will be required to perform a service project of some sort during this class. Details about options were not available at printing time, but we will strive for maximum flexibility and settle the matter very early on.

**MAP-WORKS**—The link to the Map-works surveys is on p. 242 of your text.

**MYERS-BRIGGS**—The Myers-Briggs Personality Inventory must be completed before we begin Chapter 8. The link to it follows:

Link: <http://online.cpp.com/en/CPPLandingPage.aspx?projectId=72fa38ed-fde6-4aa8-bcda-3bd600f971f0>

“As you take the assessment, it is important to be as honest as possible; there are no good or bad results. Try to think of what you do when left to your own devices instead of what you have to do to make good grades or what your parents, teachers, and peers want you to do. Try to think of who you really are deep down.

If you have any trouble taking the assessment, or if you have questions or concerns, please call 678-839-5222.” (The Career Development Team)

**PAPER**—You are required to write a paper reflecting on your first semester of college. This will be due on the last day of class, and we will discuss parameters on the first. Your final exam will consist of a five-to-seven minute presentation of your paper (without notes).

The class schedule is presented on a separate page in order to simplify editing.

<b>Date</b>		<b>Class Discussion</b>
<b>August</b>		
W	26	Introduction
<b>September</b>		
W	2	Lt. Ned Watson; Campus Safety Chapter 1; WSC due
W	9	Health Services; “Alcohol Awareness” and “AOD”; Ron King, Lead Health Educator Chapter 2; 1 <sup>st</sup> Map-works Survey opens 9-14; WSC 2 due
W	16	Health Services: “Got Consent” Chapter 3
W	23	Dustin Killpack; Service Opportunities Chapter 4; 1 <sup>st</sup> Map-works survey closes 9-25
W	29	Time Management (Center for Academic Success); Chapter 5
<b>October</b>		
W	7	“Strategies for Test Taking; (Center for Academic Success) ; Chapter 6; Exercise 6-2 Library project due.
W	14	Duane Theobald, University Writing Center Chapter 7
W	21	Career Development Intro; Chapter 8; Exercises 8-1, 8-2 & 8-3 Complete Myers-Briggs this week
W	28	Career Development continues; Chapter 9; Ethics Discussion; Exercises 9-1 & 9-2
<b>November</b>		
W	4	Melissa Degrandis; Academic Honesty Chapter 10; 2 <sup>nd</sup> Map-works Survey opens 11-9; Activities 10-1 & 10-2
W	11	“Rain-out Date;” Chapter 11
W	18	Kim Holder: Managing Personal Finances; Chapter 12; 2 <sup>nd</sup> Map-works Survey closes 11-20
W	25	<b>Thanksgiving Holiday; no classes</b>
<b>December</b>		
W	3	Chapter 13; Papers due; Service project due
M	7	<b>Final Exam; 11:00 am</b>
		Your instructor reserves the right to alter this schedule based on the availability of speakers or other logistical concerns.