



UWG 1101
The First-Year University Experience
Fall 2016

Days and Times: 11:00 – 12:40 am

Meeting Place: Adamson 115

Instructor: Michael Hopper
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Office Hours: Tu: 9:00-11:00; 2:30-5:00
W: 2:30-5:00
Th: 10:00-11:00; 2:30-3:30;
4:30-5:30 (in 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 (**Journaling will play an important role in achieving this objective.**)

- 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 demonstrate their understanding of the function of a mentor and how to go about finding one;
- 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 Center for Academic Success, 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. The Navigator: Your Guide West; You should have received your copy during Orientation. You are expected to bring it to each class.
- 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:

Assignment	Points
Attendance/Participation	10
WSC—Time Management Assignment	10
I-20 Passport	5
Library Assignment	10
Quizzes (if any)	5
Reflective Paper	20
Service Project	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) **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.
- 3) **Professionalism.** I will look to see whether you proofread your work, took the assignment seriously, and handed it in on time.

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 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.

COURSE SCHEDULE: Here is a schedule of topics, along with assigned readings from your textbooks. It is an accurate projection of the course at the time of printing. However, it is sometimes necessary to make changes in course content based on student needs, time constraints, or other factors. I will update this schedule as needed throughout the term, so come to class and be attentive. You will be responsible for any changes announced in advance.

Course Schedule

Week	Date	Topic / Chapter	Assignments Due
1	August 10	Introduction; I-20 Passport; Service Project options (The first & last Warm and Fuzzy day)	
2	August 17	Lt. Ned Watson; Campus Safety	Read Ch. 1
3	August 24	Class will be held in computer lab (Miller 2327) Excel Basics; begin Weekly Schedule Control	Read Ch. 2; bring a flash-drive
	August 26	<i>Submit I-20 Passport to Center for Student Involvement</i>	I-20 Passport
4	August 31	Health Services; "Alcohol Awareness" and "AOD"; Ron King, Lead Health Educator	WSC is due; receive library project
5	September 7	"Got Consent" and other Sexual Health topics; Renesha Weston, Health Educator	Read Ch. 6
6	September 14	Career Development: Introduction and short topics; Lauren Johnson and Kristi Conner	Read Ch. 5
7	September 21	Career Development: Focus on Career Choices; Fawn Hudson	
8	September 28	Center for Academic Success: Managing Your Study Time	Read Ch. 8
9	October 5	Center for Academic Success: Test-taking Strategies (Note: This topic may get covered on 9-28; if so, Fall Break is on.)	Begin scheduling 1-on-1 meetings; Read Ch. 3
10	October 12	University Counseling Center; "Counseling is not Just for Crazy People," (Cassie) Progress Report on Service Projects	Library project due; Read Ch. 10
11	October 19	Duane Theobald; University Writing Center	Last week for 1-on-1's
12	October 26	Academic Honesty and Why It's a Good Idea	Read Ch. 4
13	November 2	Center for Diversity & Inclusion—Diverse Topics	Read Ch. 9
14	November 9	No Live Meeting—Do Sustainability Module in CourseDen	Sustainability Module
15	November 16	The Very Basics of Financial Literacy	Read Ch. 7
	November 23	No Class; Thanksgiving Break	
16	November 30	Rain-out Date	Papers & project due

	December 5; 11:00 am	Final Exam—Paper Presentations (note that this is a Monday)	
		Your instructor reserves the right to alter this schedule based on the availability of speakers or other logistical concerns.	

Reflective Paper: You are required to write a 10-page paper reflecting on your first semester at college. All papers must meet the following requirements: 1-inch margins on all sides, double-spaced, Times New Roman in 12-point font. Include your full name, student ID in the header with an active page count.

This is a “reflective” paper, so you have a fair amount of leeway in your approach to it, but there are certain things everyone should cover. Spend a minimum of a page and a maximum of two talking about your courses. Tell us which ones were difficult, which were easy, which ones you liked, and which you did not. If you have a roommate, tell us all about him or her. Be honest, but do not use any real names. The same applies to professors. Tell us what surprised you about your first semester, good or bad, and tell us what did not. Tell us what you learned outside of the classroom.

Your instructor is not qualified to grade this paper with the same rigor you would expect from an English professor, but he knows sloppiness, bad grammar, and poor syntax when he sees it. Give this assignment the attention it deserves.

Final Exam: Your final exam will consist of a five-minute presentation to the class on the paper described above. You will not have the paper with you when you present.

Service Project: You are required to provide ten hours of service during the semester to the community or to those less fortunate than yourself. You may do this through a community, church, or campus organization of your choosing, as long as you can document/verify your participation. For options involving university organizations, you may contact:

Andrew “Tyler” Hill, Coordinator of Student Volunteer Programs
Center for Student Involvement
678-839-5372
ahill@westga.edu

Other assignments, for example the library project and the WSC, can best be explained in class as their times approach.

Special Needs:

If you have any special needs associated with a disability, please make the instructor aware of your need so we may make the necessary accommodations.