

Learning Community #1 : Residential Students Only:
The Self Among Others

KSU 1101/05

MW 9:30-10:45 a.m.

ENGLISH 1101/02

MW 8:00-9:15 a.m.

ART 1107/01

MW 11:30 -12:15 p.m.

**KSU 1101/05 – Course Syllabus
Fall Semester 2003**

Instructor: Dr. Rebecca Casey & Ms Kathy Alday

Course Description

KSU 1101 is a three-credit course designed to help entering freshmen transition into college. Through the freshmen seminar course, college freshmen begin to discover the purpose of higher education and are introduced to the available resources and programs of the university. **This particular section of KSU 1101 is part of Learning Community #1 and is specifically designed for residential students at Kennesaw State University.** Although the primary intention of the course is to help students succeed in college, the residential students in this section will participate in a collaborative learning environment with interplays between the individual and others, exploring the concept of community and the role it plays in college success. For freshman, the arrival at college signals both an achievement and a stressful transition. Virtually all students come with two objectives: to achieve academically and to succeed socially; for residential students, there may be additional considerations such as making new friends, living with a roommate, learning how to relate to peers, and contributing to society. In addition, college provides a unique environment for the discovery and definition of self, fostering independence, freedom, and autonomy. Considering these issues, the work of “perspective taking” will be explored as well, when students begin to discover that each of their fellow students brings a special point of view to the learning process. Such discoveries often lead to a reexamination of one’s assumptions about the learning process and the role of peers, as well as the development of new sensitivities. Discussion and teamwork in this community will be utilized to compel students to discover what their fellow students bring to the academic experience. Students in this community will interact with community members, merging time in and outside the classroom into a unique learning experience. In addition, leadership development will be provided through KSU 1101, including opportunities for involvement in campus and residential activities. In addition, this course will assist students in making career decisions and in developing good interpersonal relationships with faculty and students.

Required Texts and materials

Autobiography of a Face, Lucy Grealy, paperback, www.amazon.com

Please Understand Me, Character & Temperament Types, 1999, Keirsey and Bates. Available in KSU Bookstore

The Color of Water, James McBride, paperback, www.amazon.com

One 70-sheet wide rule notebook for reflective journal writing

Academic Integrity

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and /or services, and misuse of students identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Attendance, Evaluation and Grading Methods

This class will consist of lectures, group discussions, reading and writing assignments (in and out of class) as well as individual and group projects. The course centers on the three primary texts listed above. You are expected to attend all classes and actively participate in all assigned activities. Because much of this course depends upon materials presented in class, a strict attendance policy will be enforced. If you miss more than three classes, your grade will be lowered by one full letter, regardless of total point accumulation. Missed quizzes, written assignments, and exams due to absence will NOT be made up unless prior arrangements have been made with the instructor. Note the class schedule for due dates and reading assignments. Specific instructions and guidelines will be offered by the instructor for the journal entries, event summaries, and the career and group project. YOU MUST be present for the Book Club activities to earn the points.

Course Assignments:

- Reflective Journal Entries ----- 100 pts.
- Community Event Reports (4) ----- 100 pts.
- Group Project ----- 50 pts.
- Individual Career Project ----- 50 pts.
- Book Club ----- 200 pts.

Grades will be determined by accumulating points on assigned activities and projects according to the following scale:

500 – 450	A	349 – 300	D
449 -- 400	B	Below 300	F
399 – 350	C		

Class Calendar of Assignments

Week 1	8/18	Course introductions: Overview of course and assignments Syllabus; assignment in Keirse
	8/20	Pig Personality Profile: The Self Among Others
Week 2	8/25	Reflections on the first week of college Differences between high school and college The Value of Higher Education
	8/27	The Keirse Temperament Sorter/Meyers-Briggs
Week 3	9/01	LABOR DAY HOLIDAY – No class
	9/03	Book Club Reading (The Autobiography of a Face) Meyers-Briggs results
Week 4	9/08	<u>First Journal Collection</u> Learning Styles/Brain Dominance
	9/10	Connecting with Professors and Peers Book Club Overview
Week 5	9/15	The importance of Grades Being a successful student
	9/17	<u>Book Club Activity/Discussion</u> (Autobiography)
Week 6	9/22	Values and Ethical Leadership Exercise
	9/24	<u>Book Club Activity/Discussion</u> (Autobiography) <u>Campus Events 1 & 2 due today</u>
Week 7	9/29	<u>Second Journal Collection</u> Group Project Overview
	10/1	Group Project workday
Week 8	10/6	Test-taking and test anxiety
	10/8	Group Project Workday
Week 9	10/13	Getting along with others: Conflict management Book Club Reading (The Color of Water) LAST DAY TO WITHDRAW WITHOUT PENALTY
	10/15	Diversity and Cultural Awareness
Week 10	10/20	<u>Group Project Presentation #1 and #2</u>
	10/22	<u>Group Project Presentation #3 and #4</u>

Week 11	10/27 10/29	Wise Owl Guest Speaker: Brian Glankler <u>Book Club Activity and Discussion (Color of Water)</u> <u>Third Journal Collection</u>
Week 12	11/3 11/5	Academic planning and advisement <u>Campus Event #3 due today</u> Career Project Overview: set up interviews
Week 13	11/10 11/12	Book Club Activity and Discussion (Color of Water) Making effective Presentations
Week 14	11/17 11/19	Begin <u>Career Project presentations</u> <u>Career Project presentations</u> <u>Final Journal Collection</u>
Week 15	11/24 11/26	Finish <u>Career Project presentations</u> <u>Campus Event 4 due today</u> FALL BREAK (November 26-30)
Week 16	12/1 12/3	Course Evaluations Pulling it all together: The Self Among Others LAST DAY OF CLASS

KSU 1101/05
End-of-course Evaluation update

NAME _____

Each of the following assignments was worth the indicated number of points.
Your final score indicates what you earned out of each assignment total possible points.

Campus Events (4 @ 25) ----- 100

Journal Entries (20 @ 5) ----- 100

Group Project (1 @ 50) ----- 50

Career Project (2 @ 25 oral/written)----- 50

BOOK CLUB (4 @ 25 oral/written) ----- 200

FINAL POINT TOTAL FOR COURSE:

SCALE: 500-450 A
 449-400 B
 399-350 C

Earned a grade of: _____

Group Project Guidelines

This semester you will have the opportunity to work with a small group of students in this class in order to present a compelling current event or controversial social issue in a creative and informative way. This group presentation counts 50 points of your total grade and each group member receives the same grade as other group members. Being able to work cooperatively with class members is almost as important to your college success as the academic skills you are acquiring through this course. Many college courses require collaboration with peers on projects and assignments. After the groups are put together, they will be given some class time to meet and discuss what can be done together to accomplish the task. Each group should work through the following steps:

- 1) Your instructors will appoint group leaders for each group. Take a few moments to talk as a group and discuss what each group members may bring to the group, including individual strengths and weaknesses. Quickly choose a “recorder.” This is a person who will keep a running record of the group’s activities—sort of like keeping minutes of a meeting, only less formal. This **MUST** be typed, so this person should be comfortable with a computer.
- 2) **FIRST**, get together as a group and talk about the topic and material assigned to you. Everyone should have gathered something on the topic ahead of time. Get to know each other and have some initial conversations about how your group will approach the material. You should meet in University Place or on campus as a designated location. These meetings will not include your instructors.
- 3) At the group’s first meeting, a decision should be made on the “WHAT” of the presentation. Your options are limitless. The topic assigned to you will contain an issue of some controversy with a “pro and con” side for each. You should present the topic/issue to the class in whatever creative manner you choose. Examples would include a debate, a talk show format, a class game or participation of some kind, a visual presentation, a panel discussion or any other interesting presentation format. **NO VIDEOS please! Be creative**, involve everyone in your group (the grade depends on it!!) and most of all have fun with this. Learning should be fun as well as challenging. The only rule is that I must give each group presentation a final approval, and I will do that through the group leaders. Also, discuss and decide what specific role each group member will play.
- 4) At the group’s next meeting, the actual planning and rehearsal (Yes, I said Rehearsal!) will take place. Each group will present as scheduled on the syllabus –no exceptions. If a group member is absent on the day of the presentation, the project goes on as planned with that group member not getting a grade. All group members receive the same grade so it is to your group’s advantage to get along and do a good job. Good Luck!!

Group Project TOPIC Sign-up Sheet

Group #1 "Millennials"

- 1)
- 2)
- 3)
- 4)
- 5)

Group #2 "Reality TV: Why so popular?"

- 1)
- 2)
- 3)
- 4)
- 5)

Group #3 "Celebrity Status: Blessing or Curse?"

- 1)
- 2)
- 3)
- 4)
- 5)

Group #4 "Sexual Attitudes: Now and Then"

- 1)
- 2)
- 3)
- 4)
- 5)

Reflective Journal Assignment

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Instructors: Rebecca Casey and Kathy Alday

According to your course syllabus, you are responsible for keeping a reflective journal. You will be expected to bring your journal to every class session. You should write two entries per week, out of class, totaling twenty entries by the end of the semester. I will give you all the journal entry prompts at the beginning of the semester, and collect four times throughout the semester, including at midterm and near the end of the course. You should have at least ten entries completed by midterm. Each entry will count toward the accumulation of 100 points by the end of the semester. You will be adding entries occasionally of your own choosing. Your audience is only your instructors. No one else will read the journal unless you allow it.

- Each entry should be written on the front side of the page only and should be at least two full pages in length. Please date each entry on the upper right side of the paper, and use either blue or black ink.
- This journal is not a diary or record of your activities during the day; rather, it is for the purpose of improving your writing fluency and increasing your ability to think critically about your academic experience. It can also be an opportunity for us to get to know you better and an opportunity for you to communicate with us privately.
- I will try to include several types of entries throughout the semester, including goal-setting, reactionary, problem-solving, current events, and personal entries.
- Be aware of the journal deadlines. I will collect the journals for grading four times during the semester, September 08, September 29, October 29, and November 19.
- The journals will be graded for completion only. In other words, I may comment or respond, but I will not be evaluating content or grammar.

Reflective Journal Prompts

KSU 1101

Instructors: Dr. Rebecca Casey and Ms. Kathy Alday

Week One:

- 1) Why did you choose to attend Kennesaw State University? What were your expectations and how have they been initially fulfilled? (Or not?)
- 2) What are you most curious about now that you have been on campus a few days? React to your classes and your instructors, and perhaps, to the concept of being in a “learning community.” We would also like to hear about residential experience so far. Comment on the move-in, your roommates, and your new living area.

Week Two:

- 1) Write a reaction to Kathy Alday’s presentation to our class on Wednesday. What did you learn about yourself through her presentation? Describe your personality. Discuss the results of the Keirse inventory in a personal way.
- 2) What has been your biggest unresolved problem to date in college? How have you tried to solve it? Can we help in any way?

Week Three:

- 1) Talk about someone you have met at KSU that you didn’t already know.
- 2) What is your greatest fear in your academic life? If you don’t have a fear, then, what is your greatest hope for your years at KSU?

Week Four:

- 1) Discuss your results of Learning Styles and Brain Dominance inventories. How do you think this information will affect your academic performance? Also discuss the various instructional styles of your professors, and relate these to your preferred styles.
- 2) Have you already connected with one of your professors? If so, tell us about it, and if not, why? Which of your professors seem to be the most effective? Explain.

Week Five:

- 1) Pick up this week's edition of the Sentinel and read through it. Select two articles to react and respond to.
- 2) Write about yourself as a writer. How do you proceed when given a writing assignment? What are your strengths and weaknesses as a writer? Do you consider yourself a better speaker or a better writer?

Week Six:

- 1) By now, you have formed your group for the group project assignment. How do you feel about the members of your group? What do you think will be the biggest challenges to your functioning as a cohesive unit?
- 2) Why do you think college instructors use group projects as part of their course?

Week Seven:

- 1) Define what you consider to be dangerous in terms of stress, drinking and sex. In light of recent advances in the treatment of the disease, AIDS, do you think your generation has taken the "safe sex" issue seriously?
- 2) Have you ever been discriminated against? Describe the situation and tell how you handled it. If this hasn't happened to you, describe a situation where someone you know has been unjustly treated.

Week Eight:

- 1) What are your grades in all your classes? In other words, assess right now where you would be if grades were given this week? Are you satisfied with your progress so far?
- 2) Do you consider yourself a leader? If so, in what areas? If not, would you like to become more "leader-like?"

Week Nine:

- 1) Have you chosen a career? If not, why? If so, what is this career and why does it interest you?
- 2) What is the most satisfying relationship in your life now? How do you handle conflict?

Week Ten:

- 1) Write us a personal letter telling us what has been the most beneficial part of this course so far for you. Comment as well on any improvements that could be made.

- 2) Now that we are nearing the end of the term, how do you feel about the learning communities concept? Describe one unique “learning communities” experience that would not have been possible outside of the CLASS program.

Career Project

Your individual semester project for KSU 1101 will involve exploration and research on a career you may be interested in. This project counts 50 points of your grade divided equally between a written paper and an oral presentation of the material. You may begin working on this project at any time during the semester, but it will be due during the 14th week of the course.

- **Decide on a specific career that interests you and investigate various sources of information.**
- **Identify someone who is already working in that field. Meet or call that person to schedule an interview. Plan your questions ahead of time. You want to ask about job duties, educational requirements, availability of jobs, opportunity for advancement, analysis of the benefits and drawbacks of this career, and the salary range. THIS PERSON CANNOT BE A FAMILY MEMBER AND THE MEETING MUST BE DOCUMENTED.**
- **In addition to the interview, you must include at least two other secondary sources of information, such as journals, magazines, pamphlets or books. They must be current. All of these sources should be included in a bibliography written according to MLA style as the last page of your paper.**
- **The final written paper should be at least 3 pages minimum and 5 pages maximum, typed and prepared according to MLA style. The introduction should identify the career and give reasons for your interest. It is appropriate for this paragraph to be written in first person. The body of the paper should describe the duties of the job and various other details you have learned from your research. The information gathered from the interview must also be included in this section, woven appropriately into your comments. Pay attention to the MLA rules for incorporating comments from a person into an essay. The conclusion of the paper should discuss how you think you would fit in this career, taking into account your interests, personality, and education. Again, this is a personal response.**
- **The final part of the project will be a 3-5 minute oral summation of your findings, delivered to the class in the form of a “talk.” I expect this to be rehearsed and concise, conversational, but somewhat formal. You may use 3 x 5 note cards if you need them, but you may NOT read from your paper. You will hand me the written portion of the paper right before you get up to speak.**
- **You may include a title page if you choose, but it is not required, and specifically, do NOT put your paper in a folder of any kind.**