



UWG 1101
The First-Year University Experience

Days and Times: Wednesdays 11:00 – 12:40

Meeting Place: EC 225

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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 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. Student Success & Career Development: 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:

Preparation, Attendance, and Participation: 45% (3% per class session) → You will be expected to attend all class sessions. In addition, you will be expected to be prepared and to participate in class activities. This may include taking notes, engaging in discussions, completing group activities, a ticket out the door, etc.

Bloggng: 20% → Journal assignments will be given throughout the semester. Topics will vary.

Project: (20%) → Groups of 3 will, in discussion with the professor, pick a topic of interest to them. They will research/create it (could be an academic project with a PowerPoint, could be a film, a creative project, etc), present their project to the class, and lead a short class discussion on it. Each group will provide the professor with a formal version of their project (paper / video / recording). This assignment is intended to prepare you for a variety of typical college reading, presentation, and writing assignments. The instructor will provide more details as the semester progresses. **Due date: will vary according to presentation date.**

Campus Events: (15%) → Students should attend at least 3 out-of-class **campus events** during the semester and write a short response to them (100 words). **Due dates: one before September 30th; one before October 31st; one before November 30th.** You should attend at least one of each of the three types of events listed below.

- Academic (5%) — a program about how to be a better student, a speaker sponsored by an academic department on campus, an academic discussion of current events, etc.
- Social, entertainment, or service (5%) — an event sponsored by a student organization or the Department of Student Activities, an athletic event, a campus service project, etc.
- Cultural (5%) — a foreign film, a play, musical performance, art exhibit, etc.

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

Date	Topic	Reading	Assignment
Week 1 (8/28)	Introduction to the course and Campus scavenger hunt		Scavenger Hunt
Week 2 (9/4)	Syllabus Q&A	Student Essays (p3-6) Chapters 1 & 2	Blog entry Due on or before 9/10 @ 11:59pm
Week 3 (9/11)	Service Learning/Career Services Community Involvement Fair (outside TLC 10am – 1pm)		
Week 4 (9/18)	Guest speaker – Academic Survival	Chapters 4 & 5	Blog entry Due on or before 9/24 @ 11:59pm
Week 5 (9/25)	Guest speaker – Jill Hendricks, patient advocate	Chapter 12	Blog entry Due on or before 10/1 @ 11:59pm
Week 6 (10/2)	Guest Speaker – Campus Safety/Active Shooter		Blog entry Due on or before 10/8 @ 11:59pm
Week 7 (10/9)	Getting Involved Survey research	Chapter 3 & 6	Blog entry Due on or before 10/15 @ 11:59pm
Week 8 (10/16)	Field Trip: Library (meet at the library)	Chapter 7	Blog entry Due on or before 10/22 @ 11:59pm
Week 9 (10/23)	Guest Speaker - Career services		

Week 10 (10/30)	Guest Speaker - Career services		
Week 11 (11/6)	Guest Speaker - Career services	Chapter 8	Blog entry Due on or before 11/12 @ 11:59pm
Week 12 (11/13)	Guest Speaker - Time Management	Chapter 9	Blog entry Due on or before 11/19 @ 11:59pm
Week 13 (11/20)	Guest Speaker – Dating and Relationships	Chapter 11	Blog entry Due on or before 12/3 @ 11:59pm
Week 14 (11/27)	Thanksgiving Holiday Break		
Week 15 (12/4)	Presentations An Open Mind Discussion	Chapter 14	Blog entry Due on or before 12/10 @ 11:59pm
Week 16 (12/11)	Presentations		

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.