

Master Syllabus
Course: UNV 101, Introduction to the University
Cluster Requirement: 1E

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved course in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

Course Overview:

The course facilitates new students' adjustment to the demands of higher education. The course promotes academic success and social development by fostering personal and academic goal setting, evaluating personal learning styles, and developing successful study strategies. Students will gain or improve study techniques and strategies, research literacy, time management skills, organizational skills, speaking and writing skills, personal development, interpersonal skills, career goals, appreciation for cultural diversity, and orientation to university resources and services.

Learning Outcomes:

Course-Specific Learning Outcomes:

After completing this course, students will have gained:

- The ability to work independently and with others.
- Improved cultural understanding and tolerance.
- The skill to develop and/or refine personal and professional goals.
- A clear understanding of the differences between high school and college level academic expectations.
- The opportunity to develop positive habits that foster their success during and beyond their college experience.
- New methods and strategies that support and strengthen their academic skills.
- An understanding of the self responsibility required as a college student.
- An understanding of the University requirements and policies regarding academic and financial responsibility.
- Knowledge of all University departments that directly support student success.
- Ability to complete on-line assignments.

University Studies Learning Outcomes:

After completing this course, students will be able to:

1. Express the rationale for a broad education, as described in the UMD Commitment to Student Learning.
2. Define engaged learning in the context of their major, discipline or community.
3. Apply the concept of engaged learning to their personal goals.
4. Explain how perspectives within one or more academic disciplines impact the community.
5. Explain how issues in the community can be understood within an academic discipline.

Examples of Texts and/or Assigned Readings:

- Ellis, Dave. Becoming A Master Student, 14th edition, Wadsworth Cengage Learning, 2012

Sample Assignments: (See attached detailed directions.)

1. Professional Event Attendance at one or more professional events on campus is required. A one page written reflection paper on each event is to be given to the instructor within the week after the event.

Assesses Learning Outcomes 4

2. Service Learning Project Each student is required to do a 10 hour project over the semester which includes service to the university community or surrounding community. This will be followed by a reflection paper relating the experience to the service learning discussion in the text.

Assesses Learning Outcomes 2, 3, & 5

3. UMass Dartmouth Commitment to Student Learning Assignment Either before registering, or as part of an exam or as part of the final project, each student is required to do some demonstrate their understanding of the UMass Dartmouth Commitment to Student Learning.

Assesses Learning Outcome 1

Additional Activities:

Specifically addresses Learning Outcome #1, all instructors include this topic in classroom discussions in the first week of the semester. Additionally, once per week, all of our first year students meet in a large group. We are fortunate to have a dean or associate dean from each college come to give a 30 minute lecture about their college's requirements and expectations.

We visit the concepts of LO#1 again shortly before registration time. We work very intensely with the students in the classroom and in our mandatory bi-weekly meetings with them individually and in their weekly peer/tutor sessions. We try to help them understand their major requirements, college requirements and their University Studies/GenEd requirements and the reasons behind them. We often include questions about this on exams. They demonstrate their understanding of the requirements when they present us with their list of classes chosen for the following semester. In our individual meetings we confirm that they understand what classes they are choosing and why.

Sample Course Outline:

Subject to change

Be sure to read the chapter each week before coming to class.

Week 1		Making Transitions
Week 2		Making Transitions & Chapter 1 First Steps
Week 3		Chapter 1 & Chapter 2 Time
Week 4		<i>Tuesday: TEST #1 Making Transitions and Chapter 1</i> Chapter 2 continued.
Week 5		Chapter 3 Memory
Week 6		Chapter 4 Reading
Week 7		<i>Thursday: TEST #2 Chapters 2, 3 & 4</i> Chapter 5 Notes
Week 8		Chapter 5 & 9 Diversity
Week 9		Chapter 6 Tests
Week 10		<i>Thursday: TEST #3 Chapters 5,6 & 9</i> Chapter 7 Thinking
Week 11	11/14 – 11/18	Chapter 8 Communications & Chapter 10 Money
Week 12	11/21 – 11/25	<i>Tuesday: TEST #4 Chapters 7 & 8</i>
Week 13	11/28 – 12/02	Chapter 11 Health
Week 14	12/05 – 12/09	Chapters 12 What's Next?

Final Exam

UNV 101
Assignment Rubric

Criteria	Strong (5-4 pts.)	Satisfactory (3-2 pts.)	Needs Improvement (1-0 pt.)	Score
Logic & Organization	<ul style="list-style-type: none"> All requirements are met Followed all instructions Well-developed ideas; Good format; paragraphs are well-organized with good transition Clear introduction and conclusion 	<ul style="list-style-type: none"> Most of requirements of are met. Followed most of the instructions Sequence of ideas could be improved with adequate transition Good introduction and conclusion 	<ul style="list-style-type: none"> Task not met, Poor organization Difficult to follow Poor paragraph transitions Unclear introduction and conclusion 	
Language	<ul style="list-style-type: none"> Good vocabulary Employs words with fluency Transitions from one point to another are smooth and easy to follow 	<ul style="list-style-type: none"> Vocabulary is varied. Employs word adequately Transitions from one point to another are awkward/abrupt 	<ul style="list-style-type: none"> Limited vocabulary Misuse of words Difficulty with transition from one point to another 	
Spelling & Grammar	<ul style="list-style-type: none"> The writing is error-free in terms of spelling and grammar 	<ul style="list-style-type: none"> Minor errors in spelling and grammar. Carefully proofread Few punctuation or mechanical errors 	<ul style="list-style-type: none"> Writing contains numerous errors in spelling and grammar Needs additional proofreading Many punctuation and mechanical errors 	
Responsiveness to Task	<ul style="list-style-type: none"> Followed all instructions accurately and thoroughly. 	<ul style="list-style-type: none"> Followed instructions, met most the requirements for the assignment Overall quality is good 	<ul style="list-style-type: none"> Instructions are loosely followed Does not meet the basic requirements 	
Presentation of paper/Use of sources and Documentation	<ul style="list-style-type: none"> Assignment is neat and following and documenting 	<ul style="list-style-type: none"> Assignment is fairly neat but violates some formatting and documenting rules 	<ul style="list-style-type: none"> Assignment is untidy and does not always follow basic formatting and documenting rules (i.e. Margins, headers, sub headers, citing). 	

Overall Comments:

Total Points _____/25

Service Learning
Introduction to the University UNV 101
Becoming a Master Student *14th Edition*

1. Read the section in your text entitled "SERVICE-LEARNING: The art of learning by CONTRIBUTING" on pages 228 and 229. Reflect upon the questions at the end of the section. Keep these questions and the ones below, in mind when you choose your service learning project.
2. Find a suitable project either from something presented to our class by Deirdre Healy or from some other reputable charitable or service agency. **You MUST turn in Part 1 of the contract to your instructor and get her/his approval of your project prior to beginning.**
3. Perform your service.
4. After completing at least 10 hours service, fill in Part 2 of the contract along with comment and signature from your site supervisor. Turn this in along with your paper.
5. Re-read pages 228 and 229 in your text. Write two to three pages relating the ideas and concepts in the text to what you have done in your service learning project.

In the first part you should explain your project. How was it run? Who was involved? What did you do? etc.

In the second part, you should focus your comments on the questions below.

- What personal goals did you hope to achieve during your service? Did you reach any of these partially or fully?
- What knowledge and skills did you bring to this project? After being involved in this project, what knowledge and skills do you want to gain?
- Did you feel any connection with the people you served? Did your project enlighten you about the needs of the community?
- Did you work with others who have different majors or career plans? Can you see any way that this collaboration can continue into future projects and plans for the greater community?

**Professional Development Requirement
Introduction to the University UNV 101
Fall 2012**

As part of your Master Student course you are required to attend at least one **Professional Seminar** this fall semester. Each department and college in the university customarily hosts seminars on advanced topics in its discipline. In addition, many departments have student clubs or organizations such as “The Psychology Association” and the “Association of Students of Mechanical Engineering”. These organizations regularly host guest speakers, either from UMass Dartmouth or from other institutions. These events are open to the community. They are advertised in the Torch, in UMDAnnounce (on email), on the UMD calendar, and on flyers posted around the campus.

It will be your responsibility to:

- find one that is interesting to you and acceptable to your instructor. (I will be pointing them out during the semester.)
- write a brief, reaction paper about the event (see instructions).

The paper is **due on or before November 1, 2012**.

This paper should be written shortly after the event and turned soon after the event but no later than the due date. Put the date of the event in the paper. Enclose a flyer of the event, if possible.

Don't wait until the last moment!!!

Instructions:

Reaction paper:

Reaction papers are personal reactions, not formal papers, however, this should not be merely a summary of the event. **In one to two full pages**, write about your reactions to the event. The first part can briefly describe the event and the audience. Attach a flyer or handout, if possible.

The rest should focus on the following:

- How does this event relate to your chosen major? (If you have not yet chosen a major, please connect the event to some academic major.)
- How do professionals in your chosen field keep current with new information? How do they interact with other professionals?
- Did this event help you to see how your chosen major can extend outside the university to a broader community? Explain.

The UMass Dartmouth Commitment to Student Learning
Introduction to the University UNV 101
Becoming a Master Student 14th edition

Write three to four paragraphs about your understanding of "The UMass Dartmouth Commitment to Student Learning" as found on the university website.

As you prepare for the assignment, reread the commitment and go over your notes of class discussions on the matter. Recall discussions with your peer counselor as well as your College Now counselor. Think about your Service Learning project and how it relates to the question.

Be sure to include the following topics:

- What it means to be an "educated person"
- How a university education is different from that of a technical or trade school
- Explain "The 4 Pillars of The Engaged Community" and how these ideas relate to you

Be sure to edit your paper. Read it out loud to yourself or, better still, have someone else read it out loud to you to help catch incorrect usage errors.

Portfolio Instructions
Introduction to the University UNV 101
Becoming a Master Student 14th edition

Final Portfolio Project: Eulogy

In **Portfolio Project #1**, you were asked to create a Lifeline, outlining significant events in your life. At the end of the project, in the same format, you were asked continue the project into the future and to list some goals that were important to you and approximate times you hoped they would be accomplished.

In **Portfolio Project #2**, you were asked to write your autobiography thus far.

In **Portfolio Project #3**, you were asked to understand mission statements. You found and commented on mission statements from the University of Massachusetts Dartmouth, from a religious or public service agency you were familiar with and also from an organization or company where you someday hoped to work. You reflected about the stated missions of the university and the agency and commented on whether or not you thought those goals were met. You commented on the place you had hoped to work and some of you changed your plans after reading their mission. Finally, you were asked to express your goals and dreams in your own mission statement.

In **Portfolio Project #4** you were asked to explore a possible future career. In that project, you were asked to examine the courses that the university asked you to take to complete your degree and you researched the journals that you will need to study about your chosen field. You were asked to reflect upon the fact that your requirements included not only classes focused in your major but also many other types of classes as directed by University Studies curriculum. You thought about liberal education and why it was important.

In **Portfolio Project #5**, the final assignment, you are now asked to write your own eulogy. This is not the same as an obituary. Be sure you know the difference!! Before beginning this project, be sure to complete the Eulogy Assignment with your Peer Tutor.

You might imagine that the eulogy is being written about you by your great-grandchild, your spouse or by a close friend. It should be at least one to two pages long. **Make sure it is clear to the readers who is writing it and what they are reading!!**

You may want to spend some time reading some eulogies from books, journals, the internet, or the samples collect in the binder in the College Now office. ***Recall the Drum Major speech from Dr. Martin Luther King Jr. that was read and discussed in class.*** Your paper should not simply say when you died and where the services will be held. It should be a detailed description of your life and should focus on the things you hope to have accomplished during your lifetime. ***Include the things that you hope to have contributed to the world.*** Be specific. “She always liked people” or “he was a wonderful person” are not sufficient. Avoid the phrase “s/he was always there for me!”

Alternate Assignment: If it is too difficult for you to think about your death, you may write a speech that your co-worker or family member would read at your retirement party.
