

EDH-102-M05 First-Year Seminar

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Course credit: 1.0 Hours

Class meets: Tuesdays 11 a.m. - 12:15 in PRH 4 (Avda. del Valle, 28)

Office Hours: M & W (10–11h); T (12:30- 14:30h) F (9–11h)

by appointment.

≧**COURSE DESCRIPTION**≦

This course is designed to assist in the transition to college for first year students. Led by faculty from various disciplines across campus and peer instructors, this course provides students with a shared intellectual experience, which fosters an understanding of the mission of Saint Louis University and the uniqueness of Jesuit higher education in Madrid. The course also offers students useful suggestions and mechanisms to respond to the pressures of meeting new people, living in a new culture (both that of the university and that of Spain), and making tough and maybe not so obvious choices. The course covers topics including introduction to the Jesuit mission, academic and time management skills, values and career exploration, and awareness of self and others.

≧**COURSE GOALS AND OBJECTIVES RELATED TO THE 5 DIMENSIONS OF THE SLU EXPERIENCE**≦

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values.

At the completion of the course, students will...

Scholarship & Knowledge

- Reflect on their own values and purpose, as they relate to career decision-making.
- Discuss prevalent college issues including alcohol and sexual assault.
- Identify key campus resources.

Intellectual Inquiry & Communication

- Reflect on their personal values as it relates to decision-making in college.
- Recognize and use effective study skills.
- Determine the balance between academic course-load requirements, work and leisure time.

Community Building

- Establish positive relationships with others in the class.
- Reflect on their participation in a diversity-related experience.

Leadership & Service


- Identify options to become involved on campus.


Spirituality & Values

- Identify key aspects of the Jesuit mission.

≧**REQUIRED MATERIALS**≦

 2008-2009 Schedule of Classes

 Student Handbook, St. Louis University Madrid

 Photocopies of handouts will be distributed during class periods when necessary.



≧**COURSE ASSIGNMENTS & LEARNING ACTIVITIES**≦

Please keep track of your scores as you receive them from me.

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
PORTFOLIO: Academic Reflections and Self-Assessments (9 @ 10 points each)	90	35 %	
One-Minute Reflection Papers (10 @ 2 points each)	20	8 %	
Final Reflection Paper	100	38 %	
Attendance and Participation	50	19 %	
TOTAL	260	100%	

≧**ASSIGNMENTS DESCRIPTION**≦

One-Minute Papers: At the end of all class sessions, you will be asked to write a “one-minute reflection paper” which involves a short (one-paragraph approximately) written response to a question related to the day’s topic. These short exercises, prompted by each individual instructor, are intended to help tie together issues raised in class or raise questions to consider for the next class meeting.

Portfolio:

Academic Reflections and Self-Assessments: Throughout the course, you will be given a variety of opportunities to assess yourself with respect to your personal strengths, interests, values, habits and plans. These assessments are designed to give you insight into who you are, where you’re going, and how you will get there. They will help you think about yourself, your academic program, and your career goals. You should keep these materials in a portfolio, which your instructor will collect both for review and feedback both during and at end of the semester.

Final Reflection Paper: You will complete a final reflection paper of 3-5 pages, reflecting on your college transition and what you have learned about yourself as a student, and as a person, at the end of the course.

FURTHER INSTRUCTIONS FOR EACH ASSIGNMENT WILL BE PROVIDED IN CLASS.

≧**ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES**≦

ATTENDANCE: Attendance is mandatory for this course to run properly. You are allowed only 2 unexcused absences. More than 2 unexcused absences will significantly lower your grade (minus 10 points per unexcused absence after the second). I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 15 minutes late or longer, will count as an absence. If you are unable to attend class, it is your responsibility to find out what assignments, handouts, activities, or instruction you missed. Only documented medical absences and university trips will be excused.

LATE WORK: You will lose 10 % of your score—per day—in any graded assignment submitted late without an official excuse. Submitting an assignment on time means to turn it in during our class meeting times. If you know you are not going to turn in an assignment on time, let me know ahead of time.

PARTICIPATION entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described above.

HOW WILL YOU EARN YOUR PARTICIPATION GRADE?

CAVEAT: Missing classes and lateness will lower your participation grade.

- An “**A**” in participation means that you almost always participate (as described above) in class.
- A “**B**” in participation means that you frequently participate (as described above) in class.
- A “**C**” in participation means that you sometimes participate (as described above) in class.
- A “**D**” in participation means that you seldom participation (as described above) in class is
- An “**F**” in participation means that you never participate (as described above) in class.



DISCUSSION: This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

≧**MISCELLANEOUS POLICIES**≦

CLASSROOM BEHAVIOR: The use of cell phones, pagers and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Please, turn them off at the beginning of class or set them in SILENT mode (not vibrate ☺).

≧**GRADE DESCRIPTION**≦

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

GRADE PERCENTAGES	
94-100% A	77-79%.....C+
90-93% A-	74-76%..... C
87-89% B+	70-73%.....C-
84-86% B	61-69%.....D
80-83% B-	60% and below ..F.

≧**ACADEMIC INTEGRITY GUIDELINES**≦

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another

student or students to engage in an act of academic dishonesty, and making unauthorized use of technological devices in the completion of assignments or exams.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

≧**SPECIAL ACCOMODATIONS STATEMENT**≦

Any student who needs an accommodation based on the impact of a disability (learning disabilities, physical handicaps, or other reasons) should contact me privately to discuss your specific needs. If you qualify for accommodations and are not registered with our Disabilities Services, accommodations can be coordinated for students with documented disabilities. Please contact Vickie Andrews or Laurie Mazzuca at 91 554 5858 Ext. 230, or stop by their office in Manresa Hall.

≧**TENTATIVE SCHEDULE**≦

This is a tentative schedule and it is subject to change as the semester progresses.

Week	Day	Class Description	Reading for the Day	Assignments Due
Week 1	T-Sept-16 <i>Last day to add/drop without a "W"</i> <u>Students from this section get an extension until Sept 23rd</u>	<ul style="list-style-type: none"> ↳ Introduction to the course ↳ Students' introductions ↳ Expectations for this semester. ↳ <i>Analyze and comment on the SLU Mission Statement.</i> ↳ ↳ <i>Involvement on campus: What happened on Thursday 4th?</i> ↳ Instructions 1st Academic Reflections and Self-Assessments 	<ul style="list-style-type: none"> ↳ SLU Mission Statement 	
Week 2	T-Sept-23	<ul style="list-style-type: none"> ↳ <i>Decision making in college:</i> Issues for college students. ↳ What are college issues that concern you? ↳ Instructions for 2nd and 3rd Reflection Journals. 	<ul style="list-style-type: none"> ↳ Read BB Ch. 3. 	<ul style="list-style-type: none"> ↳ 1st Academic Reflections and Self-Assessments: 2-minute Informative/Persuasive speech.
Week 3	T-Sept-30	<ul style="list-style-type: none"> ↳ <i>Involvement on campus:</i> Be ready to discuss and share with your classmates the interviews you conducted. ↳ What is your experience so far? ↳ What questions do you have? ↳ What is your major? Have you decided? 	<ul style="list-style-type: none"> ↳ Take the Learning Styles Survey 	<ul style="list-style-type: none"> ↳ 2nd Academic Reflections and Self-Assessments: What is your major? Interview two faculty members from a department in which you would like to major. Write a 1-page reflection where you show what you have learned. Has the interviews helped you make a more informed decision regarding your major?
Week 4	T-Oct-7	<ul style="list-style-type: none"> ↳ <i>Time Management: Achieving your goals.</i> ↳ Instructions for 4th Academic Reflections and Self-Assessments 	<ul style="list-style-type: none"> ↳ Read BB Ch. 4 	<ul style="list-style-type: none"> ↳ 3rd Academic Reflections and Self-Assessments: Before week 3, prepare a schedule of classes and hours of study that you anticipate. Based on this, write a 1-page reflection in

				which you assess the effectiveness of your time management skills up to this point in the semester. Think about ways to improve (see Ch. 4 and your results of the learning styles survey)
Week 5	T-Octo-14 <i>Last day for Midterms</i>	<p>✦ Stress Management</p> <p>📖 Instructions for 5th Academic Reflections and Self-Assessments</p>	<p>📖 Reading TBA</p> <p>📖 Complete questionnaire: <i>How vulnerable to stress you are.</i></p>	<p>✍️ 4th Academic Reflections and Self-Assessments: How vulnerable are you to stress? Take the test and write a 1-page reflection in which you interpret the results of the test and think about how to improve your stress management skills.</p>
Week 6	T-Oct-21	<p>✦ Academic Integrity; Academic Resources; Information Literacy</p> <p>✦ Academic skills: Reflecting post-midterms</p> <p>📖 Instructions for 6th Academic Reflections and Self-Assessments</p>	<p>🗓️ Schedule an appointment you're your advisor Anna Deckert to finalize your schedule for next semester.</p>	<p>✍️ 5th Academic Reflections and Self-Assessments: Midterms are a point of inflexion in the semester. Assess your performance prior to midterms. Assess the results of midterms and provide ways to improve your performance and results.</p>
Week 7	T-Oct-28	<p>✦ Academic Planning</p> <p>Let's look at a sample 4-year plan. The logics behind it.</p> <p>📖 Instructions for 7th Academic Reflections and Self-Assessments</p>	<p>📖 Read Ch. 7</p>	<p>✍️ 6th Academic Reflections and Self-Assessments: Bring your registration form for next semester completed. Justify the choices you made.</p>
Week 8	T-Nov-4 <i>Last day to drop with a "W" Pre-registration for SPRING 2008)</i>	<p>✦ Relationships with others: diversity.</p> <ul style="list-style-type: none"> ✦ Being and studying in Spain. Cultural similarities and differences. ✦ Studying with people from all over the world. <p>📖 Instructions for 8th Academic Reflections and Self-Assessments</p>	<p>📖 Read <i>Body Ritual Among the Nacirema</i> by Miner.</p>	<p>✍️ 7th Academic Reflections and Self-Assessments:</p>
Week 9	T-Nov-11	<p>✦ Jesuit Ideals</p> <p>📖 Instructions for 9th Academic Reflections and Self-Assessments</p>	<p>📖 Read Ch. 8</p>	<p>✍️ 8th Academic Reflections and Self-Assessments:</p>
Week 10	T-Nov-18	<p>Career Preparation.</p> <p>In class reflection: what goals or concerns do you have for next semester? Are there any specific courses you must take?</p>	<p>📖 TBA</p>	<p>✍️ 9th Academic Reflections and Self-Assessments: Thinking ahead: your reflection will consist of designing a four-year plan for your studies. Justify the choices you made.</p>
Week 11	T-Nov-25	<p>✦ Class Evaluations</p>		