

FYE 101 26N/27N
Introduction to Intellectual and Creative Inquiry
SOUTHERN CONNECTICUT STATE UNIVERSITY
Classroom - Engelman Hall(EN) B211
Monday, Wednesday, Friday 1:05 - 1:55 p.m.

Instructor: Dr. Whitehead

Office Location: Earl Hall(EH) 202-A
Office Hours: Monday: 2:20 – 3:20
7:30 – 8:00 p.m.
Wednesday: 2:30 – 3:30
7:30 – 8:00 p.m.
Friday: 10:00 – 12:00 noon

Please take advantage of the invitation to visit during office hours. Come individually or with friends. An office visit is a chance to talk about the course, assignments, examinations, and/or study strategies, not solely for if you are experiencing difficulty. If you however find yourself experiencing difficulty, definitely come to see me in that I may be able to help. If my office hours are not conducive to your semester schedule, we can schedule an appointment for an alternate time.

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USE YOUR SOUTHERN E-MAIL ACCOUNT. THIS ACCOUNT IS NECESSARY FOR ASSIGNMENTS AND CORRESPONDENCE WITH ME. ASSISTANCE WITH E-MAILS AND LOG IN TO MYSCSU IS AVAILABLE FROM THE SCSU HELPDESK.

E-mail: HelpDesk@southernct.edu Phone: (203) 392 - 5123

LIBERAL ARTS EDUCATION

The most important aspect of an undergraduate degree for every student regardless of her or his major is the successful completion of a liberal education. A liberal education, according to the American Association of Colleges and Universities, provides students with a substantial content, rigorous methodology, and an active engagement with the societal, ethical, and practical implications of learning.

The aim of a liberal education is to prepare a person to live well as a free and responsible individual in a constantly changing society. It enables the student to understand the nature of the world in which he or she lives, and to act effectively in carrying out her or his purposes. It develops critical thinking - the student's ability to comprehend the ideas of others, to assess the validity of evidence, and to understand the inferences drawn from evidence so she or he can arrive at independent conclusions and judgments.

The liberal education gives students access to the broad and deep foundations of existing knowledge in the disciplines comprising the humanities, fine arts, social sciences, and physical and biological sciences. Just as importantly, it offers students the opportunity to participate creatively in the disciplined production of new knowledge, and to recognize the interconnectedness of all branches of learning in the arts and sciences.

FYE 101

INTRODUCTION TO INTELLECTUAL AND CREATIVE INQUIRY

COURSE DESCRIPTION

FYE 101 introduces students to the academic and interpersonal skills and experiences necessary to become committed, competent, responsible, successful and engaged learners. The course helps students become familiar with Southern Connecticut State University (SCSU) with opportunities to explore and experience what the university has to offer.

COURSE OVERVIEW AND CONTENT

The purpose of the course is to help first year students explore issues relevant to a college education and new students at SCSU. The course is to help first year students have a better understanding of SCSU, discover campus resources, connect with new people and university life, and develop study and time management skills important to academic success. Intellectual and creative activity is the mode of navigation of topics that mainly fall within the following two categories:

- (1) **Academic Skill.** Focuses on students becoming more familiar about themselves as a learner. This includes but is not limited to assessment of individual learning style, time management, critical thinking, analysis, and writing skills.
- (2) **University Life.** Includes topics that pertain to transition from a high school to university teaching/learning environment. This includes but not limited to guidance on the use of available SCSU resources, issues of diversity, and health and wellness.

Course learning opportunities include but are not limited to:

- (1) **In-Class Assignments:** This requirement entails an individual active role in in-class activities that include discussion, presentations, and writing. Class participation activities also include group work.
- (2) **On-Line Assignments:** On-line assignments may require written brief synopses of assigned class readings, and also include responses to questions derived from class discussions and/or course readings.
- (3) **Creative Projects.** Creative projects provide students the opportunity to explore course topics through personally connected visual art assignments.
- (4) **Portfolio:** Students will prepare a portfolio, which consists of a representative sample of the semester's work from all courses including FYE101. Detailed guidelines will be provided for these assignments as well as other course opportunities.

EXPECTED LEARNING OUTCOMES

- (1) Students will contribute to and become engaged in learning communities by taking responsibility for their own education.
 - Small and large group activities
 - Learning environment that respects, acknowledges and encourages unique contributions of each student
- (2) Students will learn how to navigate the University and access both academic and social supports.
 - Guest speakers from Academic/Student Affairs and Student Support Services
 - Literature on organization of higher education
 - Visual creations that represent organization of the university
- (3) Students will learn the connectedness between their general education courses, academic majors and personal and professional development.
 - Guest Speakers
 - Course Related Activities
- (4) Students will develop an understanding of education in cultural contexts, both local and global.
 - Literature on cultural experiences related to education.
 - Field trips to historical societies, museums, art galleries, heritage centers

- (5) Students will investigate theories of learning in order to identify their own learning styles, as well as the variety of learning and teaching styles of others, including peers and professors.
 - Awareness of importance of learning style to knowledge acquisition
 - Learning inventory assignments
 - Literature on learning styles and teaching styles
- (6) Students will use inquiry-based learning to investigate an issue, reflect upon it, and form and defend a position.
 - Nurture inquiry attitudes and curiosities to encourage seeking of knowledge
 - Identification of problem or issue and development of possible answers or conclusions
- (7) Students will use reading, writing, and speaking as a way to develop critical thinking, as well as a way to effectively communicate ideas to others
 - Self-reflection critical to literacy skills
 - Reading literacy narratives
 - Writing personal literacy narrative
- (8) Students will become familiar with the array of information resources available, as well as gain an understanding of the research process.
 - Develop information literacy skills
 - Understand importance of research to academic inquiry
 - In-class session with librarian
- (9) Students will participate in co-curricular, community-based opportunities offered by the University and gain an understanding of the importance of these opportunities in relation to their educational goals and personal development
 - Fine Arts Events
 - University Speaker Events
 - Fresh(women) Day of Service
- (10) Students will explore issues of diversity and approaches to advancing social justice
 - Course Related Readings/Assignments
- (11) Students will learn the importance of wellness in promoting, maintaining and enhancing the learning process
 - Explore relationship between learning process and wellness
 - Wellness inventories

REQUIRED BOOKS

- (1) Title: *Academic Transformation: The Road to College Success*
 Authors: De Sellers, Carol W. Dochen, and Russ Harper
 Publisher: Pearson Prentice Hall ISBN: 0-13-048615-9
I selected this book because of the authors' focus on the key concept of academic transformation. This concept and the suggested principles for becoming an autonomous learner relate to the goals of FYE 101. It also contains guided journal questions appropriate for the guided journal course requirement.
- (2) Title: *Higher Learning: Reading and Writing About College, Second Edition*
 Editors: Patti See and Bruce Taylor
 Publisher: Pearson Prentice Hall ISBN: 0-13-114163-5
This text provides a contrast to Academic Transformation in that the voices in its pages are fictional and non-fictional stories that address issues first year students face in their transition to a college or university. It provides us with an opportunity to employ critical thinking based on different type of content.

Supplemental reading material will be provided via the MySCSU Course Home Page.

ADDITIONAL REQUIRED MATERIALS

- (1) Weekly/Monthly Calendar or Date Book
- (2) SCSU Undergraduate Catalogue
- (3) SCSU Student Handbook
- (4) Three-Ring Binder

GRADED COURSE REQUIREMENTS

Students are expected to attend class on a regular basis. In addition to attendance, the following requirements must be met:

1. In-Class Writing Assignments	15 @ 10 points	= 150 points
2. On-line Writing Assignments	10 @ 20 points	= 200 points
3. Individual Research Project	01 @ 100 points	= 100 points
4. Group Project/Presentation	02 @ 50 points	= 100 points
5. Creative Projects	04 @ 25 points	= 100 points
6. Portfolio	01 @ 50 points	= 50 points
7. Guided Journal	01 @ 100 points	= 100 points
8. Quizzes	10 @ 10 points	= 100 points
9. Final Examination		<u>= 100 points</u>
	Total	1000 points

NON-GRADED REQUIREMENT

Completion of Self-Assessment

To help the instructor assess what students are learning in the course and help the university assess how well the FYE model is working to achieve its objectives. The SCSU Office of Assessment and Planning will enter and store the data for all students' self-assessments. The same Office may track the progress of the whole incoming class of first-year students through their years at SCSU and two years after graduation. Improvement of the university experience of students will be the only use to which student self-assessment data will be applied. In this way, both current and future students will benefit. Because of the potential for having data tracked, students are asked to write their student ID number on the self-assessments. The self-assessments are confidential. Only the instructor will have access to them. The Office will not report on individual students' responses, but will group the responses from the whole incoming class of first-year students together for analysis. At any time, including the first entry into the tracking data file, students may request that the Office of Assessment and Planning remove their self-assessments from their analysis files. This may be done by sending an e-mail to assessment@southernct.edu. If no requests are received from a student, it will be assumed that said students have given his or her consent to use the data as described.

EVALUATION

Final semester grade is based on the course requirements. There are no extra credit activities for this course. There are 1000 total possible points for the course. Letter grades reflect the following percentage of the possible point total:

A+	= 100 – 97%
A	= 96 – 93%
A-	= 92 – 90%
B+	= 89 – 87%
B	= 86 – 83%
B-	= 82 – 80%
C+	= 79 – 77%
C	= 76 – 73%
C-	= 72 – 70%
D+	= 69 – 67%
D	= 66 – 63%
D-	= 62 – 60%

Less than 60% results in a failed grade.

COURSE POLICIES

ATTENDANCE

Regular attendance is expected. Excessive absenteeism can impact the final grade. More than three absences will result in a lowered grade for the class. Lectures are not repeated. Information missed as a result of lack of attendance must be obtained from your peers. Lectures do not exclusively cover assigned readings, and new ideas are presented during class discussions. Attendance is therefore essential. Additional important information regarding absences from class is located in the undergraduate catalog.

INCOMPLETE GRADE

An incomplete grade is not assigned, unless there are non-academic circumstances beyond the student's control. Please also consult undergraduate catalog regarding incomplete grades.

WITHDRAWAL

Please confer with me if you are considering withdrawing from the course.

LATE ASSIGNMENT

Assignments submitted after the scheduled due dates are reduced by **10%** per calendar day (not per class session). It is strongly recommended that assignments are turned in on time to avoid late penalty.

MAKE-UP

Make-up opportunities are not provided for missed activities and assignments. Please confer with the instructor if you feel that extraordinary circumstances warrant a make-up opportunity.

ACADEMIC POLICY

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. "Academic Honesty" means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from another person, or using any source of information that is not common knowledge. "Academic Dishonesty" means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty. Assistance by another, when authorized by the Faculty member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

DISABILITY

The Disability Resource Office (DRO) has been charged by the University to provide students, faculty, and staff with assistance and information on issues of access and full participation for persons with disabilities at Southern. The DRO's principal responsibility is to provide services and supports that promote educational equity for students with documented disabilities. If you are a student with a disability, you will need to make an appointment with the [Disability Resource Center](#), located in EN C 105A in order to facilitate accommodations for the class.

CLASSROOM ETIQUETTE

Etiquette is defined as the rules and conventions governing polite behavior in society or a particular social or professional group or situation. In order to create a positive supportive environment in our learning community, please refrain from the following listed behaviors, which are not examples of good etiquette:

- Use of mobile phone or other communication devices in class
- Conversing during class lecture or while fellow students are giving presentations
- Dominating classroom discussion
- Eating and drinking in class
- Habitually leaving class early
- Habitually lateness
- Demonstrating impatience or lack of courtesy to other students when they ask a question or make a statement
- Packing, zipping and closing up materials before class or lecture is completely over
- Sleeping in class

You are responsible for carefully reading this syllabus and fully comprehending the policies of this course and the rules of the University Honor Code. You are responsible for the information in this syllabus; a lack of awareness of the requirements and policies of this class is not a credible or acceptance excuse.

***THE CALENDAR/ CONTENT IS SUBJECT TO CHANGE.
FIRST EIGHT WEEKS**

- Week 1** **Wednesday -September 5**
Introductions. Overview of Course.
Friday - September 7
Why Do I have to Take This Course? Inventory
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- Week 2** **Monday - September 10**
Reading Assignments:
Academic Transformation, “Chapter 1 – The Road to Autonomous Learning”
Wednesday - September 12
Reading Assignments:
Higher Learning, “Saved” by Malcolm X and “ LummoX: Evolution of a Man” by Mike Magnuson
Friday – September 14
Reading Assignments:
Academic Transformation, “Chapter 3 – Loading Up On Strategies for Learning”
- September 11 – Last Day to Add/Drop Classes for Fall 2007
Last Day for Late Registration**
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- Week 3** **Monday - September 17**
[New Student Convocation -Lyman Center @ 1-2 p.m.](#)
Wednesday – September 19
Reading Assignments:
Higher Learning, “Up from Slavery” by Booker T. Washington and “Incurring My Mother’s Displeasure” by Zitkala-Sa
Friday – September 21
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- Week 4** **Monday - September 24**
Reading Assignments:
Academic Transformation, “Chapter 5 – Investing in Our College Lives”
Wednesday – September 26
Reading Assignments:
Higher Learning, I Walk in Beauty by Davina Ruth Begaye Two Bears
Friday – September 28
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- Week 5** **Monday - October 1**
Reading Assignments:
Academic Transformation, “Chapter 7 – Exploring the Diversity of Individuality”
Wednesday – October 3
Reading Assignments:
Higher Learning, “50% Chance of Lightning” by Christina Salat
Friday - October 5
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Week 6

Monday - October 8

Reading Assignments:

Academic Transformation, “Chapter 8 – Establishing Directions in Your Life”

Wednesday – October 10

Reading Assignments:

Higher Learning, “School’s Out: One Young Man Puzzles Over His Future Without College” by Laura Sessions Stepp

Friday – October 12

Week 7

Monday – October 15

Reading Assignments:

Academic Transformation, “Chapter 9 – Making Behaviors Work for You”

Wednesday – October 17

Reading Assignments:

Higher Learning, “Did I Miss Anything?” by Tom Wayman

Friday – October 19

Week 8

Monday – October 22

Wednesday – October 24

Friday – October 26

October 23 – Spring 2008 Undergraduate Web Registration Begins

*** Pace of the class as well as unexpected events influence the possibility of change.**