

**Introduction to Intellectual and Creative Inquiry (FYE 101:05N)
Fall 2007**

Dr. Michael J. Rogers

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Class Meetings: T, Th 12:25-1:40 pm; Temporary Building #8, Rm. 103 (TE8 103)

Office Hours (or by appointment):

T, Th 11:00 am-12:15 pm, 3:15-4:00 pm

W 11:00 am-12:00 pm

Please feel free to visit me during office hours or make an appointment at another time. If you need course adaptations or accommodations due to a disability, or if you have emergency medical information to share with me, please make an appointment to see me as soon as possible. Before receiving course accommodations in this class, you will need to make an appointment with the Disabilities Resource Center in Engleman C 105A.

Required Material:

Two texts are required and are available at the book store (see also www.bookfinder.com):

- 1) Nathan, Rebekah (2005) *My Freshman Year: What a Professor Learned by Becoming a Student*. New York: Penguin Books. [MFY]
- 2) See, Patti and Taylor, Bruce, editors. (2006) *Higher Learning: Reading and Writing about College*, 2nd edition. Upper Saddle River, NJ: Pearson Education. [HL]

Additional material that you need for this course:

- 3) Weekly or Monthly Calendar or Date Book
- 4) SCSU Undergraduate Catalog
- 5) SCSU Fall 2007 Schedule of Classes
- 6) SCSU Student Handbook

Course Description:

Welcome to college! And welcome to the inaugural offering of the First-Year Experience seminar (FYE 101)! Some have likened this course to a “university homeroom,” but we will be doing more than take attendance in this class. FYE 101 introduces students to the academic and interpersonal skills and experiences necessary to become committed, competent, responsible, successful, and engaged learners. This course will help you become more familiar with *what* we do at the university, as well as offer you many occasions to explore *why* and *how* we do these things. In other words, you will gain the practical knowledge and philosophical underpinnings necessary to be savvy, insightful, reflective, and successful college students. Of course, there are no guarantees (and let’s face it, we’re all guinea pigs here to some extent), but if we all commit ourselves to getting the most out of this course, you will likely be well-prepared to face most college-related situations during the rest of your university career.

This section of FYE 101 is part of a cluster that includes ANT 101; that is, everyone here is also in the same ANT 101 section together, taught by Professor Sullivan. This will allow you

to get to know each other well, and it may lead to overlapping of thought, discussion, and assignments. (**NB:** In order to drop or withdraw from any clustered class, you must get the permission of the Dean of Arts & Sciences.)

As your FYE 101 instructor, I also serve as your academic advisor this semester. I look forward to seeing you regularly to discuss your progress not only in this class but in all of your courses this semester. Please stop by my office during my office hours (or by appointment) to talk about adapting to college life, making the best use of resources on campus, deciding on a major, handling the work load, or anything else related to your academic life here.

This syllabus should be considered tentative and could change from week to week. Any modifications will be announced in class and/or posted on the MySCSU course page. Need help logging in to MySCSU? Call 392-5123 or visit JE 130 or BU 314.

Course Objectives:

- Students will contribute to and become engaged in **learning communities** by taking **responsibility for their own education**.
- Students will learn how to **navigate the University** and access both academic and social supports.
- Students will learn the connectedness between their **general education courses, academic majors** and personal and professional development.
- Students will develop an understanding of **education in cultural contexts**, both local and global.
- 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 teachers.
- Students will use **inquiry-based learning** to investigate an issue, reflect upon it, and form and defend a position.
- Students will use reading, writing, and speaking as a way to develop **critical thinking**, as well as a way to **communicate ideas** to others in an effective manner.
- Students will become familiar with the array of **information resources** available, as well as gain an understanding of the **research process**.
- 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.
- Students will explore issues of **diversity** and approaches to advancing **social justice**.
- Students will learn the importance of **wellness** in promoting, maintaining and enhancing the learning process.

Assignments and Evaluation:

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| • Co-Curricular Assignments (CCA's) (4): | 20% |
| • Written Assignments: | 20% |
| • Self-Assessments (2): | 10% |
| • Midterm Exam: | 10% |
| • Final Exam: | 10% |
| • Group Project: Ethnography of Freshman Culture | 20% |
| • Class Participation | 10% |

- Web-based Self-Assessment (not graded)

Explanation of Assignments

- **Co-Curricular Assignments (20%):** You will be responsible for attending and reporting on four different co-curricular events/activities throughout the semester, at least one of which must be off-campus. The possibilities for these assignments are practically endless (from hiking to the top of West Rock to touring the Yale Museum of British Art), although you don't have much choice for the first two. The first assignment is to attend one of these three events: 1) Club Fair on Sept. 7, 2) Student Day of Service on Sept. 8, or 3) the CT Green Expo/CT Folk Festival on Sept. 8. After attending, write a two-page paper (typed, double-spaced) describing what you did, the information you learned, and how this experience may or may not influence your college career. The other three assignments will be described later.
- **Written Assignments (20%):** These will vary from in-class short reaction pieces, to longer (3-5 pages) papers on a particular topic discussed in class, to directions on how to access an online library database.
- **Exams (20%):** There will be one Midterm (objective/multiple choice/true-false/etc) and one Final Exam (essay).
- **Group Research Project (20%):** The Group Project for this course will be to write an ethnography on college culture. Specifically, your group (four students) will focus on one aspect of the first-year experience that Rebekah Nathan describes in her book and assess how the SCSU first-year experience is similar or different to what she describes. More details later.
- Web-based self-assessments (not graded) will 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 student has given his or her consent to use the data as described.

Student participation: Reading assignments are to be completed before the day/week indicated on the course schedule. You should come prepared to class with questions about the readings and

able to discuss important points made in the readings. Take notes as you read! Regular attendance is required to do well in this course. With a small class it is obvious who is and who is not attending class. If you arrive late to class please enter quietly and take the nearest seat. **Turn off your cell phones/pagers before entering class!!!**

****ACADEMIC HONESTY****

Plagiarism and cheating constitute academic misconduct and will not be tolerated! **Plagiarism** is the use of other people's words and/or ideas without properly citing their source. It also includes the use of other **students'** ideas and words, as well as those of scholars. While I encourage students to work in groups to study and discuss ideas about this course, **ALL** of the assignments, quizzes and exams you complete for this class **MUST BE YOUR OWN!** Be sure you are familiar with SCSU's policy on academic honesty (check out the **Student Handbook** on SCSU's web page).

Course Schedule

WEEK/DATE	LECTURE TOPIC(S)	READING ASSIGNMENT(S)
1	Sept. 4	Introductions/Syllabus
		Summer Orientation Recap
	Sept. 6	Why are we here?
		Syllabus; HL: Ch. 1 (choose 2) SCSU web site; MySCSU account
		Co-Curricular Assignment Handed Out
	Sept. 7	Club Fair: 1-4 pm, Buley Mall (Academic Quad)
	Sept. 8	Southern Day of Service, 9:00 am-2:00 pm Meet in Residence Quad CT Green Expo and CT Folk Festival, 10 am-6 pm, Buley Mall
2	Sept. 11	Learning communities
		First CCA due
		Last Day for Add/Drop
	Sept. 13	Theories of Learning
	Sept. 14	New Student Convocation: 1:00 pm, Lyman Auditorium
3	Sept. 18	Diversity and Social Justice
		Prof. Eric Reeves' Lecture: Darfur, 5:00 pm, EN A 120
	Sept. 20	Diversity and Multiculturalism
		Darfur assignment due
	(Sept. 21)	**Last Day for pass/fail option for Fall 2007**)
4	Sept. 25	Education in Context
	Sept. 27	Freshman Blogs
		MFY: Preface, Chs. 1, 2
5	Oct. 2	Diversity revisited
	Oct. 4	The Perfect Class
		MFY: Chs. 3-5
6	Oct. 9	Time Management
		MFY: Chs. 6, 7, Epilogue
		Spring 2008 Course Schedule available on the Web

- Oct. 11 Ethics in College
- 7 Oct. 16 *****Midterm*****
Oct. 18 Assessing the professor **HL: Ch. 3 (choose 1)**
****Self-assessments due****
- 8 Oct. 23 University as a foreign country
Oct. 25 Ethnography and Rites of Passage
- 9 Oct. 30 Navigating the university: academic disciplines
(Oct. 31 Midterm Grades due)
Nov. 1 General Education Requirements SCSU Website
(Nov. 2 ****Last Day for Course Withdrawals for Fall 2007****)
- 10 Nov. 6 Inquiry-based learning
(Nov. 7 ****Majors Expo****)
Nov. 8 Report on Expo/Prepare to register
- 11 ****Nov. 12, 6:01 am Spring 2008 Web Registration begins for freshmen****
Nov. 13 Critical thinking in college **HL: pp. 232-244**
Nov. 15 Library Tour, Intro to databases
- 12 Nov. 20 University Resources **HL: pp. 245-267**
****Nov. 22: No Class: Thanksgiving Break!!****
- 13 Nov. 27 Group projects
Nov. 29 Group projects
- 14 Dec. 4 Powerpoint Presentations
Dec. 6 Powerpoint Presentations
- 15 Dec. 11 Taking Exams—Final Exam **HL: pp. 268-274**
Dec. 13 Course Reflection: Is Nathan right?
****Self-assessments due****
- 16 Dec. 20 ******FINAL EXAM: Thursday, Dec. 20, 12:45 p.m.-2:45 p.m.******