**University 101-S08**

**TTH 2:50-4:05; Capstone Hall 105**

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**Contact Information**

Instructors: Dr. Dan Friedman
E-mail: friedman@sc.edu
Phones: Office: 777-9506
Office: 1728 College St

Office Hours: Due to the nature of our roles on campus, we cannot maintain regular office hours. However, we are both happy to meet with you anytime we are available. Please call, text, or e-mail to schedule a time.

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**PURPOSE**

The purpose of University 101 is to help new students make a successful transition to the University of South Carolina, both academically and personally. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, articulate to students the expectations of the University and its faculty, help students develop and apply critical thinking skills, and help students continue to clarify their purpose, meaning, and direction.

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**GOALS & OBJECTIVES**

**I. Foster Academic Success**

*As a result of this course, students will...*

a) Adapt and apply appropriate academic strategies to their courses and learning experiences.
b) Identify and apply strategies to effectively manage time and priorities.
c) Identify relevant academic policies, processes, and resources related to their academic success and timely attainment of degree requirements.

**II. Discover and Connect with the University of South Carolina**

*As a result of this course, students will...*

a) Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom.
b) Develop positive relationships with peers, staff, and faculty.
c) Describe the history, purpose, and traditions of the University of South Carolina.

**III. Promote personal development, wellbeing, and social responsibility**

*As a result of this course, students will...*

a) Clarify their values and identity and articulate how these shape their perspectives and relationships with people who are similar to and different from themselves.
b) Explore the tenants of the Carolinian Creed.
c) Examine and develop strategies that promote wellbeing and explain how wellness impacts their academic and personal success.
d) Initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability.

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**COURSE READINGS & MATERIALS**

3. Myers-Briggs Type Indicator. $15. Please visit the Career Center in Thomas Cooper Library to purchase your access to this instrument. Must be completed by August 28.
4. Other readings available on Blackboard (chapters or articles)
COURSE REQUIREMENTS & GRADING

Attendance & Participation 15%
E-mail Journal (5 entries) 10%
Assignments & Quizzes 10%
Academic Success Activity 10%
Resident Expert Presentation 20%
MBTI analysis paper (midterm) 15%
Final Project 20%

GRADING SCALE
90-100=A
87-89 = B+
80-86= B
77-79= C+
70-76= C
67-69= D+
60-66= D
Below 60= F

SUMMARY OF ASSIGNMENTS

ATTENDANCE POLICY & CLASS PARTICIPATION
You are expected to attend all class meetings and outside events. This is a seminar course in which attendance and participation are vital. Full credit will be earned for perfect attendance. Ten points will be deducted from your attendance grade for each unexcused absence. Five or more absences may result in a failing grade for the course. Participation will be evaluated based on your engagement in the class, substantial contributions to class discussions, evidence of having completed the readings, and positive attitude. You will also be required to schedule a one-on-one meeting with your instructors as a way to check in about your progress this semester. More information will be provided about this later.

E-MAIL JOURNAL
You will be required to submit regular journal entries via email as a means of reflective writing. You are required to submit five entries over the course of the semester. Topics and deadlines will be posted to Blackboard. Your journal entries should demonstrate considerable reflection and thought and should be at least two paragraphs long. Please email your journal responses by Sunday at 11:59 p.m.

MBTI PAPER
Please explain what each letter in your Myers-Briggs type means about you. Do not just give a summary or (even worse) directly quote the paraphrased responses about your type. You need to synthesize and analyze your Myers-Briggs type. How can understanding your MBTI type help you succeed in college? You should give examples for each letter about how it can help and hinder your college success. Please be as detailed and specific as possible, while providing a thoughtful analysis.

This answer must be typed, double spaced, and should be around three to four pages. This should be in essay form, with an introduction, conclusion, and transition between ideas. You will be evaluated based on:
- Grammar & spelling (25 points)
- Organization, structure, introduction/conclusion, & transitions (15 points)
- Explanation of MBTI Type (20 points)
- Analysis of type and connection to college success (40 points)
ACADEMIC SUCCESS STRATEGIES ASSIGNMENT

One goal of this class is to help you be successful in your other academic courses. In order to help foster habits and behaviors that lead to academic success, you will be required to earn 50 points by choosing activities from the list below. You do not need to do all the activities on the list, but you do need to accumulate 50 points over the course of the semester (in any combination you choose). Evidence (paper, confirmation slip, etc.) is due one week from when you attend event or complete task.

REQUIRED

_____ Complete the Semester at a Glance activity on page 68 of Transitions (10 points)
Due August 23.

Earn 40 more points from the list below.

_____ Attend an SI session (10 points each) – bring signature from SI leader
_____ Type your notes for your one of your classes (10 points per week)
_____ Make study guide for one of your exams (10 points)
_____ Make an outline for a chapter in one of your textbooks (10 points)
_____ Create flash cards to prepare for an exam (10 points)
_____ Take a paper for another class to the Writing Center for review (10 points)
_____ Take professor out to lunch – write 1-page reaction paper (20 points)

For more information about how to get a free lunch ticket for your professor, as well as potential discussion questions to ask over lunch, please visit the ACE website at:
http://www.housing.sc.edu/ace/otl.html

_____ Attend ACE coaching session - bring signature from ACE Coach (10 points)

RESIDENT EXPERT RESEARCH PRESENTATION

To further explore the course learning outcomes, you will develop a research presentation that contributes to our learning in this course. This project will be your opportunity to enhance and practice your research, writing, group work, and presentation skills.

In small groups, you will develop a research question, collect information, and create an informative and engaging presentation for your classmates.

Possible topics might include (but certainly not limited to):
- Can college students (or people in general) effectively multitask?
- How much sleep do we really need?
- Is the freshman 15 a real thing?
- What do we know about the effects (physical, ethical) of ADHD medication for those without ADHD?

OTHER ASSIGNMENTS

There will be several in-class and short out-of-class assignments. These will include: a quiz on the syllabus, a time management project, a meeting with the instructor(s), and other similar activities. In addition, each student will be asked to provide one “Do You Know” to start the class. For this activity, you will research a University resource, agency, policy, or opportunity, and educate your classmates on this topic or area (2 minutes). This will be a way we can learn about all the University has to offer students. You should utilize your Transitions text and USC web pages to find the appropriate information.

FINAL EXAM

You will be asked to create a 3-minute media presentation (movie, slide presentation, art collage, etc), and write a letter to yourself, that synthesizes your first semester of college. More information will be provided later in the semester. We will hold a “film festival” at our final exam period (Tuesday, December 10 at 12:30 p.m.).
Policies & Statements

Classroom Behaviors
To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, engage regularly in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

Course Accommodations
The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Office of Student Disability Services in LeConte College Room 112A, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible. *All course materials are available in alternative format upon request*

Academic Integrity
It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline. Each member of the University community has an obligation to report violations of the Honor Code to the Office of Academic Integrity. Any student who is believed to have engaged in any form of academic dishonesty (cheating, plagiarism, lying, bribery, etc.) will be referred to the Office of Academic Integrity per the procedures set forth in the Code of Academic Responsibility (http://www.sa.sc.edu/carolinacommunity/) and their actions will result in an academic penalty (which could include failure of an assignment or the course).
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<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment for Today</th>
<th>Notes</th>
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<tbody>
<tr>
<td>8/18</td>
<td>Introductions &amp; Overview of Syllabus</td>
<td>Take syllabus quiz on Blackboard; Chapter 1 in <em>Transitions.</em></td>
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<tr>
<td>8/23</td>
<td>Build Community; How We Learn</td>
<td>Have completed syllabus quiz by 2 pm today; Deadline to complete MBTI</td>
<td>Sign up for “Did You Know”</td>
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<td>8/30</td>
<td>Campus Safety</td>
<td>Meet in Russell House Theatre; Have read <em>Transitions</em> pages 202-204</td>
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<td>9/1</td>
<td>Campus Involvement &amp; USC Connect</td>
<td>Have read Chapter 5 in <em>Transitions</em></td>
<td>Introduce USC Bucket List (competition); Journal 1 due Sunday</td>
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<td>9/6</td>
<td>Alcohol Use in College</td>
<td>Have read pages 234-239 in <em>Transitions</em></td>
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<td>9/8</td>
<td>Understanding your personality preferences: The Myers-Briggs Type Indicator (MBTI)</td>
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<td>9/13</td>
<td>MBTI; Time Management</td>
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<td>9/15</td>
<td>TBD Gamecock Football 101</td>
<td>Journal 2 due Sunday</td>
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<td>9/20</td>
<td>Measure of our Success</td>
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<td>9/22</td>
<td>Advising &amp; Registration</td>
<td>Four-year plan &amp; career aspirations; Have read pages 74-98 in <em>Transitions.</em></td>
<td>Get in groups for Resident Expert Project;</td>
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<td>9/27</td>
<td>My 30 Values Activity</td>
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<td>Time Management Project due</td>
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<td>9/29</td>
<td>Writing Workshop &amp; Academic Integrity</td>
<td>MBTI paper due; Have read pages 33-43 in <em>Transitions.</em></td>
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<td>10/4</td>
<td>Off campus living</td>
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<td>Journal 3 due Sunday</td>
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<td>10/6</td>
<td>Digital Identities</td>
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<td>10/11</td>
<td>Photo Contest</td>
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<td>10/13</td>
<td>Fall Break; No Class</td>
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<td>10/18</td>
<td>Carolina History &amp; Traditions</td>
<td>Have read Chapter 7 of <em>Transitions</em>.</td>
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<td>10/20</td>
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<td>10/25</td>
<td>Effective Presentations</td>
<td>Have read pages 43-49 in <em>Transitions</em></td>
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<td>10/27</td>
<td>Responsible Citizenship</td>
<td>Have read pages 78-80 in <em>Transitions</em></td>
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<td>Presentation outlines due; Journal 4 due Sunday</td>
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<td>11/1</td>
<td>Employability</td>
<td>Have read Chapter 11 of <em>Transitions</em>.</td>
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<td>Calculate GPA</td>
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<td>11/3</td>
<td>International Conversations</td>
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<td>– Thinking Globally</td>
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<td>11/8</td>
<td>Election Day – No Classes</td>
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<td>11/10</td>
<td>Resident Expert Presentation</td>
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<td>11/15</td>
<td>Resident Expert Presentation</td>
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<td>11/17</td>
<td>Resident Expert Presentation</td>
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<td>11/22</td>
<td>Thanksgiving Break</td>
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<td>11/24</td>
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<td>12/1</td>
<td>Last Day of Class</td>
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<td>Final Exam Period</td>
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