Portions of material for this manual were taken from the Faculty Resource Manual created by the staff at the University of South Carolina’s University 101 Programs. Other content was adapted, written or compiled by Dr. Theresa Haug-Belvin, UI100 Instructor and Course Coordinator at Southeast Missouri State University, unless otherwise noted.

To access an electronic copy, visit the University Studies homepage at semo.edu/ustudies and click on “School of University Studies,” then “UI100 Experience.” Click on the “Resources for Faculty” link to view the manual.
The intent of this manual is to provide easy access to the resources that may facilitate your process as you design, teach, and assess your UI100 course.
SECTION 1

BACKGROUND
OF THE FIRST-YEAR SEMINAR

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WHAT IS A FIRST-YEAR SEMINAR?

New student seminars are courses for undergraduate students designed to enhance their academic and social integration into college. Based on the data from the 2012 National Survey on First-Year Seminars approximately 89.7% of responding American colleges and universities offer some type of first-year seminar. To put this number into context, in 1988, 68% of institutions reported having a first-year seminar and in 2009 that number rose to 87%.

The precise content and goals for these seminars differ among institutions. Some are academic seminars, which focus on a faculty member’s special area of scholarly interest or an interdisciplinary theme. Others are offered within academic departments or professional schools in order to introduce students to the expectations of an academic major or career. And many institutions offer extended orientation seminars designed to provide students with essential strategies and information to enhance the likelihood of their persistence and academic/social success.

New student seminars have been part of the academic curriculum at American colleges and universities for over 100 years. The first freshman seminar was offered in 1882 at Lee College in Kentucky and the first “for-credit” seminar became part of the curriculum at Reed College in 1911. But the popularity of first-year seminars has fluctuated since that time. After almost disappearing in the 1960s, the first-year seminar has enjoyed a gradual and steady rebirth since the mid-1970s with the University 101 course at the University of South Carolina that was introduced in 1972. A first-year seminar course is now recognized as an effective way to address many of the issues and problems of contemporary college life. All new student seminars give students the opportunity to interact with and gain support from other students and the seminar instructor. This supportive environment helps create a strong sense of community within the larger campus. Many of these seminars have been broadened in focus to include other categories of first-year students, especially transfer students, who also are students in transition. Hence, many former “freshman” seminars have been reconstituted as “new student” or “first-year” seminars.

PORTIONS TAKEN FROM THE UNIVERSITY OF SOUTH CAROLINA’S “FACULTY RESOURCE MANUAL”

Reference:


THE HISTORY OF UI100: FIRST YEAR SEMINAR AT SOUTHEAST MISSOURI STATE UNIVERSITY

The UI100: First-Year Seminar made its debut in the fall of 2000 at Southeast Missouri State University. Its goals are simple: to introduce new University students to the value of a liberal education and the goals and structure of the University Studies program. Special emphasis has been placed on building student skills in information literacy, critical thinking, and communication. The founders of this course wanted to help new students be successful in meeting the academic demands they will face throughout their undergraduate years at Southeast.

UI100 replaced an earlier introductory course which was called GS101: Creative and Critical Thinking. After conducting a review of that course in the late 1990s and after consulting students, faculty, and off-campus experts, a course review committee designed the new, theme-based UI100 course which has been more successful than its predecessor in meeting student needs. The interdisciplinary theme approach and the general syllabus designed for UI100 should assure students in all sections of the course that it will have strong academic and intellectual content that a substantial and equitable amount of work will be required, and the instructors who designed the themes will be highly motivated to make their sections of the course interesting.

In 2011-2012, UI100 went through course redesign where the determination was made to add three additional objectives to the course. These objectives ensure students receive appropriate assistance as it relates to connecting academic and career planning, to developing necessary skills for participation in the University community, and to develop lifelong skills in managing resources, maintaining healthy lifestyles and meeting the responsibilities of citizenship. The redesign process resulted in adding three online modules for students to complete. These modules include a career assessment called FOCUS II, MyStudentBody.com, a module that provides information regarding alcohol, illegal drug usage and sexual violence prevention, and Searchpath, which are information literacy modules developed by the faculty in Kent Library. Given the addition of the online modules, all sections of UI100 are now coded as “Lightly Blended” so as to give faculty some autonomy in setting up their sections.

Beginning Fall 2014, MyStudentBody.com is no longer required in every section of UI100, although faculty are encouraged to assign it.

UI100 is required of all students who enter the University with fewer than 24 credit hours. The course is offered in the fall and spring semesters, although the vast majority of students enroll in the fall semester. The course is taught in small sections with the ideal cap set at 28 students for regular sections and 25 for honors sections. UI100 is a 3 credit hour course.
WHY DO STUDENTS HAVE TO TAKE THIS COURSE?

UI100 is designed to be different than any other course you teach. Because it is not necessarily a discipline-driven course it can be challenging to create a course that reflects the theme as well as ensuring inclusion of the required activities that may not have anything to do with your theme. It is important for you as the instructor to understand the purpose of the course before you teach it so you can explain it to your students.

If this is your first time teaching UI100, you will quickly find out that one of the most frequently asked questions by students “why do I have to take this course?” I would encourage you to address this question before they have a chance to ask it.

There are two compelling reasons we require new students to take UI100. The first is to help them become successful in meeting the academic demands they will face throughout their undergraduate years. They will be introduced to the library and how to become more information literate; they will learn how to think critically and communicate effectively; they will appreciate why it is important to be a liberally educated human being; and they will gain an understanding of the University Studies program.

The second reason is to help students learn about resources so they can be successful members of the university community. They will begin to think critically about their choice of major and how they connect their academic and career planning; they will be educated on negative behaviors that can adversely affect their academic performance and quality of life; and they will discover other resources that will contribute to their overall success and well-being, both during their undergraduate years and throughout their lives.
CHARACTERISTICS OF SUCCESSFUL FIRST-YEAR SEMINARS

The researchers Betsy Barefoot and Paul Fidler have developed a list of characteristics they have found that make up a successful first-year seminar. The characteristics are as follows:

1. They carry academic credit.
2. They are centered in, rather than tangential to, the first-year curriculum, serving as an integral part of general education, core, or major requirements.
3. They include academic content – often extra or interdisciplinary content that is woven into essential process elements such as study skills, library use, writing, etc.
4. Faculty are involved in all stages of program design and instruction.
5. Student affairs professionals are also involved in all stages of program design and instruction.
6. Instructors are trained in basic methods of group facilitation and active learning pedagogies: Course process becomes as important as course content.
7. Instructors are paid or otherwise rewarded for teaching the seminar.
8. Upper-level students are involved in course delivery.
9. Courses are evaluated on a regular basis, and results of this evaluation are made available to the entire campus community.

REFERENCE:
UI100: FIRST YEAR SEMINAR THEMES

Every UI100: First-Year Seminar course at Southeast has a theme. The theme is what the instructor uses to accomplish most of the course objectives. The theme will provide the students and the instructor with a subject to research, think about in a critical fashion, and communicate both in written formats and through oral presentations.

Agriculture in the Economy
American Schools as Seen Through the Media
Anthropological Perspectives on How the University Works
The Artist as Citizen in Contemporary American Society
Be All You Can Be: Personal Development
Being Human or Human Being?
Britain and The Brits
The Business of Marriage
Business Works
A Children's World: International Perspectives of Early Childhood
Citizenship & Civil Rights in the U.S.
Civility in the United States
College and the Community
Communicating in the Electronic Age
Connections in Technology—How Napoleon Helped the Space Program
Contemporary American Indians
The Creative Process
Critical Perspectives of the Body
Cyberspace and Identity
Designing Your World
Digital Nation
Dimensions of Leadership
Disability: The Individual & Society
Dreams & the Mythic Imagination
Educating the Worker for the Global Marketplace
The Environment and Your Pocketbook
Exploring International and American Cultures
Family Policies and Issues
Gender and Race in Literature and Film
Gender Roles and Relationships
Global Issues: The Cultural Environment
Graphic Novels
Health Issues for the New Millennium
Historical Survey of the Development of Christianity
Human Rights: Why Should You Care?
Information Society
Interpersonal Perspectives of Early Childhood
Issues in Global Nutrition
Law, Medicine & Ethics
Law, Society, and Decision-Making
Life Choices & Consequences
The Life and Times of Winston Churchill
Making Sense of Science
Making Sense of the World
The Manhattan Project: A History of the Atomic Bomb
Mass Media & the Movies
The Mathematics of Art
Moral Choices
Music Makers
Narrative Speaking: Oral Tradition
Perspectives on the American Dream
Perspectives on Leadership and Advocacy
Perspectives on the Past: Latin America
Perspectives on the Past: Medieval History Through Films
Pioneers in Animal Behavior
Poverty in American
Rock and Roll and Revolution
Sanity Over the Ages
The Shock of the New: The Story of Modernism
Scientific Controversies: Earth and Planetary Science Perspective
Sports and the Martial Arts
Sports as America
Success Strategies for Science and Mathematics
Thinking Critically: UFO's, ESP & Bigfoot
Time and Change
Travelers in Time
University Survival 101
Utopias & Dystopias
Volunteerism and Community Services
Where Do I Fit In?
Women in Crime: Victims, Bystanders and Offenders
Your Body – Your Responsibility

If you would like to propose a new theme, you can visit the School of University Studies website, click on “Forms” then “Faculty Forms.” You can download a PDF or fill in the Microsoft Word “UI100 Theme Proposal” and email it to Dr. Theresa Haug-Belvin at tbelvin@semo.edu.
SECTION 2

COURSE INFORMATION

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COURSE SYLLABUS FORMAT
Southeast Missouri State University

Department of: University Studies Program
Title of Course: First-Year Seminar
Course No: UI100
Revision X
New

I. Catalog Description and Credit Hours of Course:
A skills-centered seminar which introduces students to the University Studies program and the value of liberal education while addressing one of a variety of themes. See Advising and Enrollment booklet for themes. Required of all students entering the university with 23 or fewer credit hours (University Studies course) (3 hrs.)

II. Prerequisite(s):
None

III. Purposes or Objectives of the Course:
1. To introduce students to the concept and value of liberal education. (University Studies Objectives 1, 2, 6, 7, 9)
2. To introduce students to the University Studies program goals and structure. (University Studies Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9)
3. To develop student skills in locating and gathering information. (University Studies Objective 1)
4. To develop student skills in critical thinking (University Studies Objective 2)
5. To develop student skills in oral and written communication. (University Studies Objective 3)
6. To help students connect academic and career planning. (University Studies Objective 1, 2)
7. To develop student skills necessary for successful participation in our university community. (University Studies Objectives 1, 2)
8. To develop lifelong skills in managing resources, maintaining a healthy lifestyle and meeting the responsibilities of citizenship. (University Studies Objectives 1, 2, 9)

IV. Student Learning Outcomes (Minimum of 3)
1. Students will identify a variety of types and formats of sources of information.
2. Students will differentiate between facts and opinions.
3. Students will demonstrate effective written communication skills.
V. Expectations of Students:

Students are expected to participate in all class activities and complete all assignments and examinations.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

A. To introduce students to the concept and value of liberal education (3 hrs.)
B. To introduce students to the University Studies program goals and structure. (3-6 hrs.)
C. To develop student skills in locating and gathering information. (6-9 hrs.)
D. To develop student skills in critical thinking (6-9 hrs.)
E. To develop student skills in oral and written communication. (6-9 hrs.)
F. To help students connect academic and career planning. (3 hrs.)
G. To develop student skills necessary for successful participation in our university community. (3-6 hrs.)
H. To develop lifelong skills in managing resources, maintaining a healthy lifestyle and meeting the responsibilities of citizenship. (3-6 hrs.)

VII. Textbook(s) and/or Other Required Materials or Equipment:

Custom Textbook for Southeast Missouri State University Students, by Pearson

VIII. Academic Honesty & Civility:

Students can review the official statement on academic honesty here: http://www.semo.edu/facultysenate/handbook/5d.html. Information on civility may be found here: http://www.semo.edu/stuconduct/

IX. Disabilities:

Students can review the official statement on disability services here: http://www.semo.edu/ds/

X. Statement of Non-Discrimination

Missouri’s public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

XI. Basis for Student Evaluation:

1. Value of a liberal education. (10-20%)
2. University Studies program goals and structure. (10-20%)
3. Locating and gathering information. (10-20%) Searchpath required; Walking Tour of Kent Library suggested
4. Critical thinking. (10-20%) students will complete one or more of the following: critique & rebuttal argument; expository and persuasive paper; self-reflective essay. Searchpath required.

5. Oral and written communication. (10-20%) Students will perform at least one oral presentation and at least one formal written paper which include documented sources and at least one informal written paper.

6. Academic and career planning. (10%) FOCUS 2 [CL001] and Action Plan within FOCUS 2 [CL002] are required.

7. Student skills necessary for successful participation in our university community. (10%)

8. Lifelong skills in managing resources, maintaining a healthy lifestyle and meeting the responsibilities of citizenship. (10%) Sexual Violence Prevention video and quiz required.
COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES

All sections of UI100: First-Year Seminar have the same eight course objectives and three student learning outcomes. They are as follows:

COURSE OBJECTIVES

1. To introduce students to the concept and value of a liberal education
2. To introduce students to the University Studies programs goals and structure
3. To develop student skills in locating and gathering information
4. To develop student skills in critical thinking
5. To develop student skills in written and oral communication
6. To help students connect academic and career planning
7. To develop student skills necessary for successful participation in our university community
8. To develop lifelong skills in managing resources, maintaining a healthy lifestyle and meeting the responsibilities of citizenship

STUDENT LEARNING OUTCOMES

1. Students will identify a variety of types and formats of sources of information
2. Students will differentiate between facts and opinions
3. Students will demonstrate effective written communication skills
STUDENT LEARNING OUTCOME REPORTING

PLEASE NOTE: Follow the below instructions to submit UI100 SLOs. You DO NOT enter in any SLO information for CL001 or CL002.

To enter Student Learning Outcomes:

1. Open your internet browser and go to: http://cstl.semo.edu/SLO/Report

2. Once you arrive at the Reporting Page, enter your Southeast Key Username and Password and click "Login."

3. On the Course Section Selection page, click the drop down option and select the course/section that you want to report SLOs for. Upon selecting it you will automatically be taken to the next page in the process.

4. On the entry page, for each SLO, enter the number of students assessed and the number of students who met that assessment. Once you have all of these numbers entered, click "Next."

   Note: A number must be entered for each SLO or you will receive a warning message for each SLO not entered correctly.

5. Next, on the Review page you will have the opportunity to review the numbers you have entered. If you need to make any changes, click the "Back" button on the page in order to return to the previous page and make any necessary changes. If all entered information is correct, click "Send SLO Report" to submit your data.

6. You will then be returned to the Course Section Selection page. Any classes with SLO reports already submitted will be listed accordingly. If you need to report SLOs for any additional courses/sections, the courses can be selected from the dropdown to repeat the process. If you have no further data to enter, click "Logout" to exit the report tool.

For technical questions on using this reporting tool, please contact Floyd Lockhart in OIT at lockhart@oit.semo.edu or x2298
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
<th>HOW STUDENTS COMPLETE</th>
<th>HOW TO REPORT</th>
<th>TROUBLE-SHOOTING</th>
</tr>
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<tbody>
<tr>
<td><strong>ITEM #1: CL001-FOCUS Modules</strong></td>
<td>CL001 is the first of four Career Proficiency checks all students must complete prior to graduation. CL001 is a co-requisite of UI100. Students should complete CL001 during the first six weeks of the semester.</td>
<td>Students must complete the first ten modules (under Career Readiness and Self-Assessment) in FOCUS which is accessed by students logging into portal.semo.edu. A staff member from Career Services will send periodic spreadsheets updating you on your students’ progress.</td>
<td>CL001 is reported at the end of the semester for final grades. If the student completes this activity, s/he receives a “CR.” If the student does not complete the activity, s/he receives an “F.” You do not have to report mid-term grades for CL001.</td>
<td>If you have a student who cannot access FOCUS, please notify (or have the student notify) Career Services at <a href="mailto:careerservices@semo.edu">careerservices@semo.edu</a>.</td>
</tr>
<tr>
<td><strong>ITEM #2: CL002-FOCUS Action Plan</strong></td>
<td>CL002 is the second of four Career Proficiency checks students must complete prior to graduation. CL002 is a co-requisite of UI100. Students should complete CL002 during the first six weeks of the semester.</td>
<td>Students must complete the “Build Your Action Plan” module in FOCUS which is accessed through the portal. Students can print, email, or save the document as a .pdf and upload it to your course website. This module will not show up in the FOCUS report from Career Services.</td>
<td>CL002 is reported at the end of the semester for final grades. If the student completes this activity, s/he receives a “CR.” If the student does not complete the activity, s/he receives an “F.” You do not have to report mid-term grades for CL002.</td>
<td>If you have a student who cannot access FOCUS, please notify (or have the student notify) Career Services at <a href="mailto:careerservices@semo.edu">careerservices@semo.edu</a>.</td>
</tr>
<tr>
<td><strong>ITEM #3: Sexual Violence Prevention Video &amp; Quiz</strong></td>
<td>UI100 students will view a Sexual Violence Prevention video and take a quiz with a 60% pass rate.</td>
<td>Students view the presentation at: <a href="http://youtu.be/wTsuh20HWLQ">http://youtu.be/wTsuh20HWLQ</a>. The quiz is delivered via a method preferred by the instructor. The quiz is emailed to every instructor prior to each semester and available on page 35 of this manual.</td>
<td>This activity is not reported to anyone. We just ask that you have your students complete it.</td>
<td>If you have issues with the video or quiz, please notify Theresa Haug-Belvin at <a href="mailto:tbelvin@semo.edu">tbelvin@semo.edu</a>.</td>
</tr>
<tr>
<td><strong>ITEM #4: Oral Comm Assignment</strong></td>
<td>Objective #5 of the course requires students develop skills in communication. Each student should be expected to deliver at least one speech during the semester.</td>
<td>Use your own rubric to assess your students’ oral communication assignment.</td>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>DESCRIPTION</td>
<td>HOW STUDENTS COMPLETE</td>
<td>HOW TO REPORT</td>
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<td><strong>ITEM #5: Information Literacy Instructional Session</strong></td>
<td>A Kent Library faculty member is paired to work with your UI100 section. They will teach information literacy session(s) for your section(s) and will serve as a resource.</td>
<td>To schedule your Information Literacy Session, please contact the library faculty member who was assigned to your section. These sessions are held in Kent Library 215 and your library faculty member will reserve the space.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ITEM #6: Searchpath Modules (Module 1 with two quizzes is only module required)</strong></td>
<td>STUDENT LEARNING OUTCOME #1: Students will identify a variety of types and formats of sources of information.</td>
<td>Students complete Searchpath which is a self-paced tutorial where Southeast students can learn basic information literacy concepts and skills. Only module 1 with the accompanying quizzes (1a and 1b) are required for completion of the first and second SLO; however, we recommend that UI100 students complete all six modules. Searchpath is accessed by visiting <a href="http://library.semo.edu/searchpath/">http://library.semo.edu/searchpath/</a> or by visiting the Moodle course labeled <em>Spring 2016 Info Lit – UI100 Searchpath.</em> Your students will automatically be enrolled in this “course” and it will show up for them under “My Courses” in Moodle.</td>
<td>Once your students have completed both quizzes for Module 1, you can pull your students’ scores by selecting the Moodle course labeled <em>Spring 2016 Info Lit – UI100 Searchpath.</em> You have access to this course as a non-editing professor so that you can access your students’ Searchpath scores. For instructions on how to access scores, please refer to pages 31 in this Manual. SLO #1 (Module 1 Quiz A): 7/9 SLO #2 (Module 1 Quiz B): 5/6</td>
<td>If you have a student who cannot access Searchpath, please send the student’s name, SE Key, and UI100 section number to Claudia Ruediger at <a href="mailto:cruediger@semo.edu">cruediger@semo.edu</a>.</td>
</tr>
<tr>
<td><strong>ITEM #7: Written Component</strong></td>
<td>STUDENT LEARNING OUTCOME #3: Students will demonstrate effective written communication skills.</td>
<td>Use your own rubric to assess your students’ written work as well as determining what qualifies as having “met” this SLO.</td>
<td>Using your rubric guidelines, report the number of your students who took the assessment and how many of them met it.</td>
<td>If you have any questions about this SLO, please notify Theresa Haug-Belvin at <a href="mailto:tbelvin@semo.edu">tbelvin@semo.edu</a>.</td>
</tr>
</tbody>
</table>
ACADEMIC ALERT REPORTING

The Academic Alert is a portal based system that a faculty or staff member can use to initiate a direct intervention for a student they believe requires contact and follow up. The link can be found on your Faculty SS page on the portal and provides categories that can be noted reflecting the area(s) of concern.

The Academic Alert will be sent to a staff member in the Academic Support Centers that will follow up with the student to provide assistance, a referral or resources to address the concern.

Click here to access the Academic Alert Reporting System
INFORMATION LITERACY SESSIONS &
KENT LIBRARY WALKING TOUR
Written by Claudia Ruediger, Professor & Information Literacy Coordinator for Kent Library

Information Literacy Sessions
A Kent Library faculty member is paired to work with each of your UI100 section(s). They will teach information literacy session(s) for your section(s) and will serve as a resource for you and your students. Claudia Ruediger cruediger@semo.edu will send you an email several weeks prior to the beginning of the semester informing you of your assigned library faculty member.

Information literacy sessions are most relevant to students when the instruction is grounded in a specific class assignment and timed to take advantage of that assignment. As a UI100 course instructor, you choose when the most appropriate time during the semester would be for this instruction and schedule accordingly. You can also schedule multiple sessions for your section(s) in order to work on various aspects of an assignment/project or cover several different activities. Information literacy classes are generally held in Kent Library room 215. ITV and other options are available for sections taught at the Regional Campuses.

Kent Library faculty will tailor sessions to course-specific projects and research topics and create instructional materials just for your section(s). They can also work with you on developing information literacy assignments.

Self-Guided Walking Tour of Kent Library
Many students come to Southeast with little experience using libraries. To help them navigate Kent Library, library faculty developed a self-guided walking tour that includes embedded activity questions.

Print copies of the Walking Tour are available at the Kent Library Research Help/Reference Desk, as the tour begins and ends at the Research Help/Reference Desk.

Staff at the Research Help/Reference Desk score students’ answers for the activity questions.

Library faculty recommend that your students complete the tour early in the semester as it gets students in the door early on and offers them a low-anxiety experience with the Library’s services and resources. UI100 instructors often use completion of the Walking Tour as part of total course points.
MYSTUDENTBODY.COM INFORMATION

In the past, one of the required assignments in UI100 has been MyStudentBody.com which is an online module system that informs all new students of expectations related to alcohol and drug use and to meet multiple federal guidelines that mandate extensive “primary prevention and awareness programs” regarding sexual misconduct and related offenses.

UI100 instructors are no longer required to administer MyStudentBody to their students.

MyStudentBody.com will still be an option for those faculty who wish to retain it in their courses and we encourage you to consider including it in your UI100 courses, especially if you are teaching one of the following themes:

Themes to Consider:

Be All You Can Be: Personal Development
College & the Community
Critical Perspectives of the Body
Health Issues for the New Millennium
Life Choices & Consequences
Moral Choices
University Survival 101
Women & Crime: Victims, Bystanders & Offenders
Your Body – Your Responsibility

In Section 3 of this Manual, you will find an example assignment to use if you wish to implement these modules into your class.
Assessment is a critical component to any successful program or course. Collecting information about the efficacy of our work is an essential ingredient in fostering continual improvement. Evaluating your class allows you to demonstrate performance, discover where improvements can be made to the design of the course or the delivery methods, and identify good practices and lessons for the future. Most importantly, these evaluations are intended to be a positive learning experience. UI100: First-Year Seminar is evaluated every semester the course is taught (fall and spring). The standard IDEA course evaluations are used along with thirteen additional questions to assess the course.

At mid-semester, you will receive your evaluations along with additional information from the Senior Administrative Assistant in the School of University Studies. The information will include your Faculty Information Form (FIF) that will contain prefilled information about your class (your name, class meeting dates & times, and student enrollment) as well as the IDEA Center Directions to Faculty, student answer sheets and additional questions. As the faculty member, you will be required to complete the remainder of the FIF, both front & back.

When you fill out the FIF, please use discipline code 2400, as there is no local code. In boxes 1, 2, and 3 at the bottom of the page, designate answers which best match your UI100 teaching approach. Please do not forget to answer the questions on the back of the FIF. We recommend that you designate the following values in the “Objectives” box:

1 = M  4 = M  7 = I  10 = M
2 = M  5 = M  8 = I  11 = E
3 = I  6 = M  9 = E  12 = M

The memo included in your packet will tell you the recommended administration period and when the evaluations need to be returned to the Office of the Dean of the School of University Studies. Do not turn these forms into your department office. They should be kept separate from the other courses you teach.

Please ask your students to complete the IDEA Evaluation of Instruction using the following guidelines. If possible, have a colleague administer the evaluation. If this cannot be arranged, please choose a responsible student to distribute the IDEA materials. Your designate should read aloud to your students the directions in step 4 on page four of the Directions to Faculty booklet included in the packet.

For UI100, we use the long form of IDEA along with a goldenrod sheet of additional University Studies program questions numbered 48-60. These additional questions are to be answered on their burgundy answer sheet. Please instruct your students (or have your designate instruct your students) not to mark on the goldenrod paper that has the questions on it.
All evaluations should be sealed in the envelope provided and should be delivered or mailed to the Office of the Dean of University Studies.

Questions concerning the formal evaluation process should be directed to Whitney Payne, Administrative Assistant, University Studies.
MID-SEMESTER FEEDBACK RESOURCES

While end of the course information is very important, we may sometimes want to seek feedback about our teaching and the course during the semester. Waiting until the experience is over does not allow us to make necessary changes to our strategies in a timely fashion. You may want to consider seeking feedback from your students at several points during the semester. The following pages contain suggestions for ways to gather this information.

Benefits of soliciting mid-semester feedback include:
- Providing an instructor with information that can be used to make changes in teaching styles and strategies during the course.
- Student suggestions may lead to new assignment and activity ideas for the instructor.
- Building student confidence because they receive the signal that their instructor is committed to the course and is open to making changes that can directly affect them.
- Increasing student engagement in a class they “help build.”

Some examples of collecting information include:
- Asking students to write things that the instructor should START doing, STOP doing, and CONTINUE doing to ensure the course is successful.
- Asking students to consider what they have learned in UI100 so far, and then asking them to write or discuss what they still hope to learn from the course.
- After an activity or discussion, asking students to provide feedback through note cards or a Thumbometer, putting their thumb up if they were satisfied, down if they were not satisfied, or somewhere in between.
- Asking students what has been working, what needs to be changed, and what could be added to enhance the class experience.

The next page contains some example questions you could use for a Mid-Semester Evaluation.
SAMPLE QUESTIONS FOR MID-SEMESTER FEEDBACK

The instructor is approachable.
(1) strongly disagree  (2) disagree  (3) neutral  (4) agree  (5) strongly agree

I would feel comfortable speaking to the instructor about a problem related to my schoolwork.
(1) strongly disagree  (2) disagree  (3) neutral  (4) agree  (5) strongly agree

I would feel comfortable speaking to the instructor about a problem related to my personal life.
(1) strongly disagree  (2) disagree  (3) neutral  (4) agree  (5) strongly agree

The instructor treats students with respect.
(1) strongly disagree  (2) disagree  (3) neutral  (4) agree  (5) strongly agree

The instructor motivates me to do my best work.
(1) strongly disagree  (2) disagree  (3) neutral  (4) agree  (5) strongly agree

The instructor is accessible during class and office hours.
(1) strongly disagree  (2) disagree  (3) neutral  (4) agree  (5) strongly agree

The instructor cares about whether or not you learn something.
(1) strongly disagree  (2) disagree  (3) neutral  (4) agree  (5) strongly agree

The instructor's expectations of student performance are:
   a. Too high  b. Appropriate  c. Too low

The feedback the instructor provides on student progress is:
   a. Very useful  b. Somewhat useful  c. Not useful

Adapted from:

Hayward, P.A. “Developing ourselves through the use of mid-semester evaluation.”
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/3a/42.pdf
UI100: FIRST-YEAR SEMINAR TEXTBOOK

Since fall 2004, Southeast Missouri State University has used a custom textbook from Pearson Custom Publishing. This customized process has allowed us to use materials that best fit the objectives of the course.

In fall 2013, we began using the Fourth Custom Edition. This newest edition will contain information on all of the course objectives. Chapters will include pertinent information on the value of a liberal education, the University Studies Program, career planning, critical thinking, information literacy, written and oral communication, and basic information on how students can be successful at Southeast.

The UI100 Advisory Committee designed the latest edition of the textbook to provide students with information about how they can be successful inside and outside the classroom at Southeast. Included throughout the text are Reflections and Activities you can use with your students in class. We hope this textbook allows your classroom to become one of active learning and engaged students.

We encourage you to use this textbook in a way that best reflects the way in which you prefer to teach the course. For example, we do not expect that you will necessarily use the textbook chapters in the order they are presented. We do ask that all UI100 instructors utilize at least a portion of the textbook during the semester. While we recognize (and encourage) instructors to use additional course materials, we do ask that you strongly consider the cost of any materials you may want to include.

If you have any questions about the textbook, please direct them to Dr. Theresa Haug-Belvin.
COMMUNICATION RESOURCES

The Writing Lab
The Writing Lab, located in Memorial Hall 103, provides face-to-face writing support to members of the University community. The tutors in the Writing Lab will:

- Help your students with their writing at any stage of the process.
- Provide help on a drop-in and appointment basis.
- Offer in-class presentations.

In addition, the Writing Lab offers a free program called MyCompLab. This program requires a student to register (the staff at the Writing Lab will assist with this process) and allows the student to work on specific areas of concern. This program is particularly useful for our international students as there is a non-native speaker component to the program.

Speaker’s Lab and Library – Department of Communication Studies
The Speaker’s Lab is the physical space that houses the various components of the Speaker’s Resource Center.

The lab features video recording and playback equipment (for speech rehearsal) and a meeting place for tutors (in the Speaking Across the Curriculum program) to work with students.

The Speaker’s Lab & Library is located in Academic Hall Room 208. Walk-ins are welcome, but please have your assignment sheet and written work (or flashdrive) with you.

For more information, contact Dr. Roseanna Whitlow-Greenwood for appointment at rwhitlow@semo.edu.

UNIVERSITY BULLETIN

Early in the semester – normally by the fourth week – you will receive a box of University Bulletins from the Registrar’s Office. Please distribute these Bulletins to your UI100 students.

If you have any remaining Bulletins, send them back to the Registrar’s Office.
SECTION 3

COURSE RESOURCES

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Campus Partner Presentations ....................................................................40
Student Instructions

1. When you log into learning.semo.edu and click on “My Courses” you should see a link that says: Spring 2016 Info Lit – UI100 Searchpath. Click on that link. (If you do not see this link, please notify your instructor as soon as possible).

2. You will see a new webpage with all six Searchpath modules and their respective quizzes.

3. To begin each module, click on the module number you wish to begin. For example, Searchpath Module 1, Starting Smart.

4. As you go through the module’s information, you may want to make a few notes on the material.

5. Once you have completed the module, you can click on the “take the quizzes” link (make sure you choose the UI100 link) and it will bring you back to the Moodle page.

6. For module 1, there are two quizzes you must complete: Module 1 Quiz A and Module 1 Quiz B.

7. For the other five modules, there is one quiz per module.

8. You must complete all seven quizzes by XXX. You can take the quizzes as many times as you want and your highest score will be calculated.

9. These seven quizzes are worth a total of 85 points.
FACULTY SEARCHPATH INSTRUCTIONS

**NOTE: If you do not use Moodle, please contact Claudia Ruediger in Kent Library at cruediger@semo.edu to obtain your student scores**

1. When you log into learning.semo.edu and click on “My Courses” you should see a link that says: Spring 2016 Info Lit – UI100 Searchpath. Click on that link. You can view this page as a “Non-Editing Professor.”

2. Your students will also see this link under their “My Courses” tab. You may want to inform them of that link as they may have questions as to why it is there. You can let them know it will be a forthcoming assignment. You can view the example assignment sheet on the previous page.

3. On the page you will see all six Searchpath modules and their respective quizzes.

4. All of your students should be enrolled in this “course” via a process run by OIT. If for some reason one of your students is unable to access this site, please send that student’s name, email address and section number to Claudia Ruediger at cruediger@semo.edu.

5. To assign Searchpath to your students, feel free to use the “Student Instructions” I created for you. Remember to alter the deadline to suit your needs.

6. These quizzes are set up so that students can take them as many times as they want and you will be able to see their highest score on each quiz.

7. Searchpath Module 1 and its two respective quizzes (Module 1 Quiz A and Module 1 Quiz B) are the only quizzes required for UI100. However, we would recommend assigning all six modules and seven quizzes to assist your students with their information literacy awareness during their first semester.

8. Once you are ready to access your students’ scores, follow the instructions on the next page.

9. To report your UI100 Student Learning Outcomes, follow the online process that was created last semester. For SLO #1, if a student mastered 7 of the 9 questions in Module 1 Quiz A, then the student “met” the outcome. For SLO #2, if a student mastered 5 of the 6 questions in Module 1 Quiz B, then the student “met” the outcome.
IMPORT GRADEBOOK FROM SEARCHPATH COURSE INTO YOUR MOODLE GRADEBOOK

**NOTE: These instructions have not been tested since the Moodle upgrade. If you have questions about this process, please contact Dr. Theresa Haug-Belvin.**

1. Click on the “Info Lit” course under My Courses and click on “Grades.”
2. Click on your section in drop down box labeled “Separate Groups.”
3. Click on “Excel Spreadsheet” under the “Export” heading in the Grader Report box.
4. Click on “Real” next to Grade export display type (or however you have your gradebook set up).
5. Deselect “Course total” and only select the module quizzes you wish to export. Click “Submit” and click “Download.”
6. Save file. Open the file where you saved it and “Save as” to save it again. Choose the folder where you want it saved and save as a CSV file.
7. Go back to My Courses and click on the course you wish to import to and click on Grades.
8. In the Grader Report box, click on Import CSV file.
9. Choose file to upload and Upload Grades.
10. In the “Map from” box, select “Email address.” In the “Map to” box, select “user email.”
11. Under Grade Item Mapping, select “new gradeitem” next to each Quiz you wish to import. Click upload grades and click Continue.
12. You should now be back on the Grader Report screen. In the drop down box, click on “Full View.”
13. You will have to change the Max Grade for each quiz. Max grades are:
   a. Module 1 Quiz A: 9
   b. Module 1 Quiz B: 6
   c. Module 2 Quiz: 13
   d. Module 3 Quiz: 15
   e. Module 4 Quiz: 16
   f. Module 5 Quiz: 14
   g. Module 6 Quiz: 12
14. Save changes at the bottom of the page.
15. Go back to Grader Report.
16. Make sure you manually enter in any “zeros” of students who didn’t complete the quizzes.
CL001 & CL002 EXAMPLE ASSIGNMENT

This document is available in Word format on the University Studies webpage at semo.edu/ustudies. Click on “UI100 Experience” under Units in University Studies, then click on “Resources for Faculty.”

If you download this form from the website, make sure you update the last two bullets under CL001 and CL002 to set a due date and to indicate whether you are awarding points for completion.

CL001 & CL002 Assignments
FOCUS Career Assessment

CL001
- CL001 consists of completing the first ten modules of the FOCUS Career Assessment under “Career Readiness” and “Self Assessment.”
- Go to the Southeast Portal at portal.semo.edu and log in using your SE Key and password. Once you are logged in, click on the “Students” tab. In your “Students” tab, you will find a box that says “Career Services” (you may need to scroll down a bit).
- In the “Career Services” box, there will be a link that says “Focus.” Click on that link. Click on the link that says “Log on to Focus now.” That link will take you into the program.
- You need to complete the first ten modules of the assessment. There are five modules under “Career Readiness” and five modules under “Self Assessment.”
- Once you have completed all the modules, print off the Main Menu page that shows checkmarks next to each of the modules indicating you completed them.
- Turn the Main Menu page in class on [insert date].
- This CL001 is worth XX points in UI100. More importantly, you will “Pass” CL001.

CL002
- CL002 consists of completing the Action Plan module of FOCUS.
- Log into FOCUS the same way you logged in for CL001 (see instructions above).
- On the Main Menu page, you will see a module that says “Build Your Action Plan.” Click on that link and complete each page.
- Once you are completed the Action Plan, go back to the Main Menu page and click on “Review and Print Your Action Plan.” Print off your Action Plan.
- Turn your Action Plan in class on [insert date].
- This Action Plan for CL002 is worth XX points in UI100. More importantly, you will “Pass” CL002.
SEXUAL VIOLENCE PREVENTION QUIZ

This document will be provided to you via email before the first day of classes. Underlined answers reflect the correct response.
These materials were created by staff members in the Campus Violence Prevention Program.

Students should view the Sexual Violence Prevention Video here: http://youtu.be/wTsuh20HWLQ

1. Title IX of the Education Amendments of 1972 is a federal law that prohibits _______________ discrimination in education.
   a. Race
   b. Disability
   c. Sex
   d. Nationality

2. Southeast Missouri State University is committed to providing support for students who have experienced:
   a. Sexual Violence
   b. Dating/Domestic Violence
   c. Stalking
   d. All of the above

3. Sexual Violence is any sexual contact that occurs without effective _______________.
   a. Nakedness
   b. Consent
   c. Marriage
   d. Condoms

4. True or False: The Campus Violence Prevention program raises awareness and promotes the primary prevention of interpersonal violence to create a safe campus environment.
   True
   False

5. Effective consent requires which of the following:
   a. All participants are of the appropriate age
   b. All participants have the capacity
   c. All participants are saying YES of their own free will
   d. All of the above

6. Which of the following is NOT a warning sign of an unhealthy/abusive relationship:

a. Lots of hugs
b. Extreme jealousy
c. Controlling behavior
d. Isolation

7. Perpetrators often use the following to assist them in their stalking behaviors:

a. Social status and the post office
b. Smoke signals
c. Social media and technology
d. Horses and buggies

8. True or False: students who report an incident of sexual violence, dating violence, or stalking can be as involved or uninvolved in the investigation as they would like.

   True
   False

9. If someone you know has been the victim of a sexual assault, it is important to:

   a. Judge them
   b. Believe them
   c. Ask them what they were wearing
   d. Demand they get revenge

10. The Office of Student _____________ handles reports of sexual violence, dating/domestic violence, and stalking.

    a. Conduct
    b. Services
    c. Safety
    d. Government
MYSTUDENTBODY.COM EXAMPLE ASSIGNMENT
(if you choose to assign this activity)

This document is available in Word format on the University Studies webpage at semo.edu/ustudies. Click on “UI100 Experience” under Units in University Studies, then click on “Resources for Faculty.”

If you download this form from the website, make sure you update item number 5 to set a due date and to indicate whether you are awarding points for completion.

MyStudentBody Log-In Instructions for Students

1. Go to http://www.mystudentbody.com and click REGISTER NOW to create your account.

2. Please complete these fields on the Registration page:

   School code: redhawks
   Username (Your Southeast Key): jlsmith2s
   Create a password: ********
   Retype your password: ********
   Email address (Southeast email address): jlsmith2s@semo.edu
   Retype email address: jlsmith2s@semo.edu

   Click the box for “I agree to the Terms of Use for this website” Then click submit.

   On the Welcome page enter your Southeast student ID that is on your ID card.

3. You will be taken to the MyStudentBody My Stuff page.

4. Select Take Now under the Essentials Course header.

5. Once you complete the course, you will be asked to complete a survey, and then you can claim your certificate of completion. You will then be taken to the My Stuff page. You must turn in your certificate of completion in class on XXXX in order to earn the XX points. Any late submissions will not receive any points.
ADVISORY SYLLABUS

@ SOUTHEAST MISSOURI STATE UNIVERSITY

PLAN IN THE BEGINNING WITH THE END IN MIND

YOU—the student—are responsible for your educational experience. Academic Advising starts with you—the student! It is important that you understand the academic advising process so you will not be behind in your educational career. As a student, you are responsible for yourself and your academic goals. Both advisors and advisees share responsibility for making the advising relationship succeed. Your advisor will guide you in reaching your realistic academic goals.

Advising Responsibilities of the Student
- Have ALL educational records & transcripts sent to the University
- Make an appointment each semester with advisor (preferably before your priority registration date). Check your registration date online at www.semo.edu/registrar/priority.htm
- Prepare for your appointment by:
  - Reviewing your DegreeWorks audit to identify your program requirements
  - Viewing course selections in the “Look Up Classes” feature in your student portal and preparing a list of possible courses
  - Developing a list of questions for your advisor
- Complete the enrollment process by enrolling through the portal

Academic Advising Learning Objectives
- Students will know how to locate and contact their Academic Advisor
- Students will know where to locate important semester dates
- Students will be able to accurately read and effectively utilize the DegreeWorks audit for their educational plan
- Students will demonstrate knowledge of resources to achieve their academic goals

IMPORTANT DATES INFO
Drop Dates & Academic Calendar
semo.edu/registrar/academic_calendar.htm
Refund Schedule
semo.edu/sfs/refunds.htm
Midterm Grades
semo.edu/registrar/academic_calendar.htm

DEGREEWORKS AUDIT

Access your Degree Audit by:
1. Logging into your MySoutheast portal at portal.semo.edu/
2. Clicking on the “Student” tab
3. Scrolling down to the “Bookmarks Plus” channel with the “DegreeWorks Student” link

Your personalized degree audit tracks progress toward completing your degree. You can choose the “What-if” option to compare other majors.
FAQs FREQUENTLY ASKED QUESTIONS

Q: How do I register for classes?
A: Enrolling on the Web:
   1. http://portal.semo.edu
   2. Sign in to portal using SE Key
   3. Choose Student SS Tab
   4. Choose Add or Drop Classes
   5. Select Term from drop down box
   6. Enter Alternate PIN-_________ (Obtain from Advisor)

Once in the enrollment/registration screen, enter CRNs or select Class Search to find desired courses (Course Search by subject or Advanced Search to define search)

Q: How do I know what my registration date is?
A: If you are not sure about your priority registration date, you can check the dates online at: www.semo.edu/registrar/priority.htm

Q: How do I determine what my GPA will be?
A: Visit: http://online.semo.edu/content/gpa.asp

Q: How do I calculate my semester GPA?
A: Visit: http://online.semo.edu/content/gpa.asp

Q: Where do I go to declare a new major or minor?
A: Typically you can visit the department office or the advising center in which the major is housed.

Q: What are Eight-Week Mid-Term Grades?
A: Your professors will be asked to submit your grades during the eighth week of the Fall and Spring semesters.
   * You can access your grades on My Southeast after the eighth week.
   * If you earned D’s, F’s, or X’s, you will receive a letter from the Dean of Students. You should take the following necessary steps to help ensure your success in the course:
     * Speak with your instructor and advisor
     * Attend Learning Assistance Program Workshops
     * Get a tutor
     * Take advantage of other helpful campus resources

Career Services
Questioning your major?
Wondering about career options?
Looking for a part-time job?
Need resume assistance?

573) 651-2583 or UC Room 206
careerservices@semo.edu

STUDENT SS PORTAL TAB
Account Summary
Registration Tools
Academic Profile
Student Grades
Financial Aid Awards
Residence Life
CHARACTERISTICS OF HONORS COURSES

Written Dr. Craig Roberts, former Director of the Jane Stephens Honors Program and approved by Dr. Kevin Dickson, current Director of the Jane Stephens Honors Program

Note: This is an evolving list. Please feel free to suggest additional items.

I. Honors courses:
   a) should emphasize
      1) creative and active learning
      2) fundamental principles and implications
      3) intellectually-demanding issues and problems
   
b) have a greater reliance on
      1) class discussions
      2) question-and-answer sessions
      3) collective and individual problem solving
      4) student-conducted research and independent readings
      5) current issues and problems in the discipline
      6) the historical development of the discipline
      7) the nature of professional activity in the discipline
   
c) should use a variety of learning resources
      1) primary sources
      2) professional journals
      3) field trips
      4) conferences
      5) performances

II. We certainly want you to challenge our honors students intellectually; to have them think deeply, carefully and rigorously about the concepts being studied; and to ultimately have them produce quality work. Keeping that in mind, methods of student evaluation for honors courses should be consistent with the teaching strategies and learning resources used in the course. The grading criteria and grading scale for honors courses should be equivalent to that used in non-honors sections of the same course.

III. To summarize in a few words, honors courses should be characterized by the active involvement of students in the scholarly processes that are appropriate to your discipline and related disciplines, rather than by the amount of work that is required or by the difficulty of attaining a particular grade. The focus should be on the quality of the learning experiences, rather than the quantity of the work.

IV. Additional items to consider for your honors course:
   a) Plan at least one co-curricular or extra-curricular activity
   b) Use the Honors House as an important resource for your honors course. We have a computer lab, wireless access, large screen TV, and a classroom with a smartboard and tech package at the Honors House. Please consider scheduling some classes
and office hours at the Honors House. We want to maximize the potential of this unique resource!

c) Select IDEA objectives as Essential or Important that are characterized by higher-order thinking as well as that are indicative of a variety of teaching strategies
d) Consider extra IDEA questions related specifically to your honors course
CAMPUS PARTNER PRESENTATIONS

Over the course of the semester, you may want to have a guest speaker from one of our campus partners. Below you will find a list of the most commonly utilized guest presenters in UI100 courses and contact information.

**Academic Advising** – Advising responsibilities for students, registration, student records and portal, declaring/changing majors & minors.
Carol Heisserer, Senior Coordinator-Collaborative Advising Center - cheisserer@semo.edu.

**Academic Support Centers** – Includes Learning Assistance Programs, Educational Access Programs, Student Support Services, and McNair Scholars Program. Discussions include tutoring, other support program assistance, and financial literacy.
Contact 651-2273 to discuss presentation opportunities

**Campus Life** – Involvement and leadership opportunities.
Megan Randolph Murray, Coordinator for Leadership Development – mmurray@semo.edu

**Campus Violence Prevention Program** – Provides programs on the realities of violence, sexual assault, and stalking.
Brittany Talley, Coordinator – CVPP@semo.edu or 986-6899

**Career Services** – FOCUS review, career/major exploration, career preparation, resumes, cover letters, and interviewing. Career Services has created a special UI100 class presentation. Be sure to click that option when requesting a presentation, if that is what you desire.
Request a presentation by visiting the website at semo.edu/careers

**Involvement Ambassadors** – Current Southeast undergraduate students provide information on how to get involved to strengthen campus involvement and increase retention.
Contact getinvolved@semo.edu

**LGBT Issues** -
Megan Randolph Murray, Coordinator for Leadership Development – mmurray@semo.edu

**Office of Student Conduct** – Student Code of Conduct, the judicial process, and MyStudentBody.
Dr. Randy Carter, Assistant Dean of Students – rncarter@semo.edu

**Student Financial Services** – Basic financial aid and payment information.
Verona Lambert, Director – vmlambert@semo.edu
Maggie Buhs, Assistant Director – mbuhs@semo.edu

**University Counseling & Disability Services** – Counseling services, stress and wellness management, and disability services.
Contact 986-6191

**Writing Center** – Services provided and can give tutorial on specific writing styles
Marge Phillips, Administrative Assistant – mphillips@semo.edu
SECTION 4

WORKING WITH FIRST YEAR STUDENTS

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DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

It’s important to remember that many, if not all, of the students in your UI100 class will be traditionally-aged college students. They will have graduated high school in May and are starting college with us in August. Many of them have no idea how to operate in a college classroom and we can assist them by remembering a few of the differences they may struggle with as a new student.

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher/Student Contact</strong> – Contact closer and more frequent (5 days a week)</td>
<td><strong>Teacher/Student Contact</strong> – Faculty are available during office hours (only a few hours a week) and by appointment to address students’ concerns.</td>
</tr>
<tr>
<td><strong>Competition/Grades</strong> – Academic competition is not as strong; good grades can often be obtained with minimum effort.</td>
<td><strong>Competition/Grades</strong> – Academic competition is much stronger; minimum effort may produce poor grades.</td>
</tr>
<tr>
<td><strong>Status</strong> – Students establish a personal status in academic and social activities based on family and community factors.</td>
<td><strong>Status</strong> – Students can build their status as they wish; high school status can be repeated or changed.</td>
</tr>
<tr>
<td><strong>Counseling/Dependence</strong> – Students can rely on parents, teachers, and counselors to help make decisions and give advice. Students must abide by parents’ boundaries and restrictions.</td>
<td><strong>Counseling/Dependence</strong> – Students rely on themselves; they see the results of making their own decisions. It is their responsibility to seek advice as needed. Students set their own restrictions.</td>
</tr>
<tr>
<td><strong>Motivation</strong> – Students get stimulation to achieve or participate from parents, teachers, and counselors.</td>
<td><strong>Motivation</strong> – Students apply their own motivation to their work and activities as they wish.</td>
</tr>
<tr>
<td><strong>Freedom</strong> – Students’ freedom is limited. Parents will often help students out of a crisis should one arise.</td>
<td><strong>Freedom</strong> – Students have much more freedom. Students must accept responsibility for their own actions.</td>
</tr>
<tr>
<td><strong>Distractions</strong> – There are distractions from school, but these are partially controlled by school and home.</td>
<td><strong>Distractions</strong> – The opportunity for more distractions exists. Time management to students will become more important.</td>
</tr>
<tr>
<td><strong>Value Judgments</strong> – Students often make value judgments based on parental values; thus, many of their value judgments are made for them.</td>
<td><strong>Value Judgments</strong> – Students have the opportunity to see the world through their own eyes and develop their own opinions and values.</td>
</tr>
</tbody>
</table>

ADAPTED FROM UNIVERSITY OF SOUTH CAROLINA’S FACULTY RESOURCE MANUAL

TRANSITION ISSUES AND OUR FIRST-YEAR STUDENTS

Certain times during the academic year tend to be universally challenging to students. Those who understand the ups and downs of the first college year are better able to help students negotiate the challenges of transitioning to college. Below are some typical adjustment/transition issues that our students face throughout their first year.

August/September
- Excitement
- Testing new-found freedom
- Frequent calls and visits home
- Homesickness and loneliness
- Anxiety about roommates, professors, classes
- First exams

October
- Roommate problems begin to arise
- Students begin to question: “Do I fit in here?”
- First test grades returned
- Midterm exams
- Love relationships from home remain strong, or fall apart (this is usually the time high school sweet hearts break up)
- Consequences of decision-making are experienced

November
- Midterm grades returned
- Roommate challenges become more clear
- Many exams and papers due before Thanksgiving
- Excitement and/or anxiety regarding going home for Thanksgiving
- First series of campus-wide illness (cold, flu, strep, etc.)

December
- Anxiety over preparing for finals
- Excitement and/or anxiety regarding going home for the holidays
- Sadness about leaving new friendships and/or love relationships

January
- “Fresh Start” mentality sets in with new term
- Satisfaction and/or disappointment with fall term grades
- Homesickness
- Loneliness for love relationship back home
- Relief being away from home and back at school
February
  o Feelings of claustrophobia and depression set in with winter
  o Potential increase in alcohol and other substance abuse
  o Challenges with love relationship back home
  o Valentine’s Day brings out loneliness and isolation

March
  o Anxiety regarding finding roommate(s) for next year
  o Excitement and/or disappointment regarding Spring Break plans
  o Midterm exam stress
  o Concern over summer employment
  o Concern over winter weight gain

April
  o Excitement with arrival of spring
  o Concern over declaring major
  o End of semester pressure

May
  o Final exam anxiety
  o Apprehension about returning home for summer
  o Sadness over leaving new friendships and/or love relationships at school
  o Realization of how college influences life decisions

In addition to these more predictable stressors, students may experience the following concerns throughout the academic year:
  o Missing family birthday and holiday celebrations
  o Missing participation in family traditions
  o Some involvement with family is maintained, but students expect their desire for complete freedom to be respected.

ADAPTED FROM UNIVERSITY OF SOUTH CAROLINA’S FACULTY RESOURCE MANUAL

TEACHING FIRST-YEAR STUDENTS

- **Provide Feedback, Early & Often** – First-year students making the transition from excelling in high school to meeting expectations in a college class can benefit from feedback, early and often in the semester. A student who must wait several weeks for the first test to get a sense of how she’s doing in the course might have trouble catching up to her peers.

- **Minimize Memorization** – Setting instructional goals that can be met by memorization reinforces students’ naïve beliefs about learning. While some memorization is necessary in many courses, success in a course shouldn’t be possible solely through memory work.

- **Clarify Expectations for Learning** – Since students have naïve ideas about knowledge and learning, instructors should clarify their expectations for student learning and performance. Help students understand what is expected of them via description, examples, and feedback on student work.

- **Clarify Strategies for Learning** – Not only do first-year students not understand what is expected of them, even when they are clear on those expectations, they don’t know how to go about meeting those expectations. Help students understand and practice approaches to learning in and out of the classroom—listening for key ideas in a lecture, learning from a discussion, reading for comprehension, preparing for exams—that will help them make the transition to the kinds of thinking expected of them as college students.

- **Teach to a Variety of Learning Styles** – We often teach as we were taught, but we were rather exceptional compared to our student peers—we went on to graduate school in our chosen disciplines. Be sensitive to the variety of ways that students excel at learning and include a variety of types of learning experiences in your courses to reach the broadest group of students as you can.

- **Have Students Write Letters to Their Successors** – Ask students to write a letter to next year’s students focusing on advice for succeeding in your course. These letters help your current students reflect on and cement what they’ve learned, they help you learn about your students’ experiences in your course, and they help next year’s students adapt more quickly to the rigors of college studies.

**TAKEN AND ADAPTED FROM VANDERBILT UNIVERSITY’S CENTER FOR TEACHING:**
http://cft.vanderbilt.edu/teaching-guides/interactions/firstyears/