COURSE OUTLINE
FRESHMAN COLLEGE
GE 111: FRESHMAN SEMINAR II

Instructor _________________________________________________            Section _______
Instructor’s Phone # ____________________ email address___________________________

Office Hours:
Mon. ____________ Tues.____________Wed__________Thur.__________ Fri._____________

PREREQUISITES: GE 110, Freshman Seminar I

ACADEMIC AFFAIRS VISION

Students will graduate B-CU as transformative leaders with complex cognitive skills; practical knowledge and competency; an appreciation of human differences; and an integrated sense of identity and civic responsibility that prepares them to live successfully within a multicultural and global community.

Freshman Seminar GE 111 is designed to provide an opportunity for students to learn more in regards to their academic major and professional behavior essential to their chosen careers. This course is required of all students who are not transferring in 30 semester hours of college credit.

Course Goals and Objectives:

In GE 111 service learning is emphasized. The Institution’s Mission Statement states, “The College has deep roots in the social history of America and continues to provide services to the broader community” which emphasizes the importance of service to Bethune Cookman University.

This course is designed to provide students with a variety of opportunities to become meaningfully engaged and pro actively involved with both service and a chosen profession at the beginning of a student’s undergraduate years. Students will learn more about their major field of study in the traditional classroom as well as in the community by forming a connection between learning and service through hands-on service-learning opportunities.
Objective I Collecting facts, rules, and procedures to organize into schemas

I. Knowledge Objectives
   A. Students will explore career paths and service opportunities within their chosen major
   B. Students will explore “social responsibility” in fulfillment of the University’s Mission Statement
   C. Students will develop professional relationships with major area faculty members, agencies and organizations in the community
   D. Students will explore diversity among people in the community through their individual and collective service experiences
   E. Students will explore the connection between learning and service through their service learning activities

Objective II Working individually or collectively to perform a service that benefits one’s self or another

II. Service Objectives
   A. Students will explore real life experiences and applications
   B. Students will explore career options and gain networking opportunities
   C. Students will build “citizenship skills” through service and civic participation
   D. Students will explore ethical and moral development in service and civic participation

Objective III Understanding and valuing the characteristics and beliefs of those who demonstrate a wide range of characteristics

III. Diversity Objectives
   A. Students will explore their awareness and sensitivity of people of diverse backgrounds
   B. Students will explore their awareness of social issues and needs of various groups in the community
   C. Students will explore an appreciation for diversity among the diverse community groups
   D. Students will explore changes in oneself as it relates to the diverse community groups
REQUIREMENTS OF THE COURSE

All students are required to attend scheduled classes, and symposiums, as assigned in a punctual and courteous manner (see class schedule and weekly assignments).

Required for Service Activity

If a specific uniform is not required, students must adhere to the following:
- Males: slacks, shirt, tie, and dress shoes
- Females: professional pant suit, skirt, dress, dress shoes
- (NO jeans, shorts, t-shirts or tennis shoes)

Grading System and Criteria

Grade
A An “A” student demonstrates mastery of the various course learning objectives, turns in all assignments on time, participates to the fullest in class and group projects, and misses no more than one class meeting

B A “B” student masters the majority of course learning objectives, turns in all assignments on time, participates in class discussions and group assignments, and misses no more than two class meetings.

C A “C” student masters about half the course learning outcomes, turns in most assignments on time, participates in class when called on, contributes minimally to group assignments, and misses no more than two class meetings.

D A “D” student performs unsatisfactorily, fails to turn in all assignments.

F An “F” will be earned by any student who fails to turn in more than half the assignments.
Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Reflection Journal</td>
<td>200 pts</td>
<td>A = 900 - 1000</td>
</tr>
<tr>
<td>30 Service Hours</td>
<td>400 pts</td>
<td>B = 800 - 899</td>
</tr>
<tr>
<td>Symposiums</td>
<td>100 pts</td>
<td>C = 700 - 799</td>
</tr>
<tr>
<td>Final Project (Power Point Presentation)</td>
<td>300 pts</td>
<td>D = 600 - 699</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>1000 pts</strong></td>
<td><strong>F = 599 - 0</strong></td>
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**Academic Honesty:** You are expected to be familiar with the Academic Dishonesty and Behavior Policy found in the B-CU 2006-2008 Undergraduate Catalogue pp. 20-21.

**Cell Phones and Pagers:** Please be courteous to your fellow students. If you have a cell phone, a pager, or any other electronic device that has an audio notification system, either turn off the device or disengage the audio while in class.

*Violation of any part of these policies will result in a required appearance before the Universities Disciplinary Review Committee.*
The following organizations, agencies and institutions are acknowledged as community partners:

- Big Brother/Big Sister
  386.738.5134

- Bureau of Braille and Talking Book Library Services
  420 Platt Street, Daytona Beach
  904.239.600

- Central Florida Community Development Corporation
  847 Orange Ave.
  386.253.3232

- City of Daytona Community Development Department
  1834 Mason Ave, Daytona Beach
  386.274.4441

- Dickerson Center
  308 S. Dr. Martin Luther King Jr, Daytona Beach
  386.671.5820

- East Volusia County Headstart
  250 N. Beach Street, Daytona Beach
  904.239.7830

- Greater Friendship Missionary Baptist Church
  539 George W. Engram Blvd., Daytona Beach
  386.252.0322

- Halifax Habitat for Humanity
  386.257.9950

- Highlands Presbyterian Outreach
  950 Derbyshire Rd., Daytona Beach
  386.252.3723

- Meals on Wheels (Allen Chapel A.M.E Church)
  580 George Engram Blvd., Daytona Beach
  386.255.1195
• Olds Hall Good Samaritan Center
  325 S. Seagrave Street, Daytona Beach
  386.253.6794

• PAL (Police Athletic League)
  118 Cedar Street, Daytona Beach
  386.671.3406

• Sickle Cell Anemia Association of Volusia County
  386.258.5605

• Volusia County Public Schools*
  See Ms. Lawanda Walden, College of Education

• International Miracle Center
  386.257.4622
Service Learning/Community Service Partnership Project

MEMORANDUM OF UNDERSTANDING STUDENT VOLUNTEERS

Service Learning/Community Service Volunteers pursuing academic or non academic credit are expected to follow the following regulations:

1. All work rules and policies of the organization with which you are assigned will be followed.

2. Punctuality in reporting to assignments will be observed at all times.

3. Students will not explore or enter into loans or other financial obligations with the organization, agency, church, etc.

4. Students will not engage in unauthorized use of telephones, computers or other facilities or the organization, agency, church, etc.

5. Students are expected to dress in a fashion consistent with the practices of the sponsoring Service Learning/Community Service Partner.

6. Students will not seek employment with SL/CS Partner during the volunteer experiences.

7. Students operating vehicles must have insurance in order to offer transportation to other students.

When the above policies are not adhered to, Bethune-Cookman University reserves the right, in conjunction with the sponsoring SL/CS Partner, to terminate the volunteer service and to deny a student consideration of further volunteer experiences.

I agree to all conditions stated above and fully realize that failure to comply my result in termination of appointment and an unsatisfactory grade or report for community service.

________________________    _____________
Student’s Name      Date

________________________    _____________
Site Supervisor      Date

________________________    _____________
Division Facilitator     Date
Directions: Use the following bullets to develop the body of your paper. All papers must be type double spaced using 12 inch times new roman font. Please include a cover sheet. This journal is to be submitted with your final project.

- What thoughts did you have about your service learning placement before you started?
- Has your experience been what you expected? Please explain.
- What specific things have you done or been a part of so far?
- Do you think that you have the power to make a positive difference in someone’s life?
- What is the **most interesting** thing that has happened to you at your service learning site? What is the **most important** thing that has happened to you at your service learning site? What is the **most satisfying** experience you have had at your service learning site?
- What skills and abilities did you take to your site with you?
- Write down some specific things you have learned to do at your service learning site that you did not know how to do before?
- In what way(s) are the people you interact with at your site different from others you have interacted with before? (Example: “I’ve never worked with senior citizens before.”)
- What are you learning about the people in the community that surrounds Bethune-Cookman University?
- What parts of your service learning experience have been the most challenging?
- What do you think your biggest contribution has been to the person/persons or organization you are involved with through your service learning assignment?
- What is the greatest contribution this community partner has made to you?
- What have you learned about such values as honesty, being responsible, work, trust, punctuality, and keeping promises?
• Has your service learning experience influenced your views about the community and/or the residents who surround Bethune-Cookman University?

• Has being involved in service learning changed how you feel about yourself? Please explain.

• Has your experience had any surprising influences on your decision of a college major or career? Please explain.

• Are there any courses or activities on campus which have become more interesting to you because of your SL experience?

• What will your SL site supervisor and the persons you worked with remember most about you?
Service Learning Plan

Your SLP is what drives your SL experience. This form should be completed by you and your major representative. Your final project should be built from this plan.

Agency:

Placement Purpose:

Time commitment:

Service Objectives:

Service Activities:

Evaluation of Services:

Learning Objectives:

Available Resources:

Learning Activities:

Evaluation of Learning: