COURSE OUTLINE
FRESHMAN COLLEGE
GE110: FRESHMAN SEMINAR I

Instructor _________________________________________________            Section _______

Instructor’s Phone # ____________________ email address___________________________

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

PREREQUISITES: None (transfer students with 30 hours are not required to take this course)

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 110 is a one credit course that is taught by faculty and staff who have received special training to assist students to plan their education and meet the demands of undergraduate study with the ultimate goal - to earn a degree. Overall concepts investigated include exploring campus resources, identity development, personal accountability, civic engagement, academic skills, careers, and majors. The course seeks to assist students toward self-actualization and integration into the life of the campus community.

Course Goals and Objectives:

This course is designed as an introductory seminar in which students will have the opportunity to explore the overall building blocks for success in college and in life, understanding that the journey of college is a time of personal growth and change and begins with the identification and clarification of values, establishing a sense of identity, and exploring the values and thoughts of others. This course will emphasize the following objectives:
Objective #1

Understand the process of self-direction through establishing goals, using effective problem solving and critical thinking skills, and identify the appropriate resources to succeed in reaching those goals.

Students will:
1. Become familiar with a wide range of campus resources
2. Develop short and long term goals
3. Demonstrate effective problem-solving and critical thinking skills

Objective #2

Explore and develop the academic and personal skills necessary to succeed in college and as a self-directed, lifelong learner.

Student will:
4. Select the most effective time management method
5. Understand individual learning preferences and the impact on the selection of learning strategies
6. Identify the academic strategies most appropriate for them
7. Identify & utilize appropriate educational resources as needed

Objective #3

Develop a respect for the role and responsibility that each individual plays as a connected and engaged citizen of diverse communities.

Student will:
8. Understand issues of diversity
9. Appreciate and accept personal responsibility
10. Work effectively within a group setting
11. Articulate the importance of becoming engaged B-CU students
Objective #4

Relate knowledge of self, values, and goals to the exploration of careers, interests and intended majors

Student will:
12. Identify personal values as they relate to career choice
13. Identify the basic knowledge, skills, and professional requirements needed for intended major
14. Associate with the principles of a selected career field
15. Identify the links between selected courses and potential careers

Objective #5

Engage in self-reflection throughout the semester on personal development and its interaction with educational and career goals

Student will:
16. Develop and practice the skill of self-reflection
17. Articulate how the General Education Curriculum connects to personal development and educational goals
18. Develop an individual educational plan
19. Demonstrate the skills necessary to select, schedule, and register for courses

REQUIREMENTS OF THE COURSE

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

Required Text:

First Year Experience: Bethune-Cookman University Michelle Thompson
The Life and Legacy of Mary McLeod Bethune Nancy Long
Bethune-Cookman University 2006-2008 College Catalog
Bethune-Cookman University 2006-2008 Student Handbook

Required for Chapel Service:

Males: slacks, shirt, tie, and dress shoes
Females: professional pant suit, skirt, dress, dress shoes
(no jeans, shorts, t-shirts or tennis shoes)
Assignments

Critical thinking, reflection, and value-exploration should be embedded throughout course activities and assignments wherever possible.

Required Formal Writing
Minimum of three (3) required papers (at least 2 graded prior to mid term) – all papers should have a critical thinking component
- Campus Event Reaction Papers
- Changing Roles and Responsibilities (from high school student to college student)
- Time Management Reflection Paper
- Career Exploration Paper
- Professor Interview
- Self-Assessment Paper (career inventories, learning styles, etc.)

Informal Writing
- Journals (guided through critical reflection questions) (minimum of 6)
- Blackboard Discussions (minimum of 3 – must respond to at least one other classmate in addition to post)

Group Assignment (at least 1 required)
- Presentation
- Facilitate a Learning Activity
- Service Learning Project
- Scavenger Hunt
Content Outline of Required Topics

Week 1: Course Overview/Community Building

Topics
- What is Freshman Seminar?
- Syllabus/Course expectations
- Classroom Community

Week 2: Campus Resources

Topics
- Student Services (registrar, financial aid, etc.)
- Academic Resources (Library, Student Learning Services, Labs)

Week 3: Technology

Topics
- Blackboard
- Responsible computing (downloading)
- Email, Facebook, MySpace (opportunity to explore values and responsibility)
- Freshman College Community site

Week 4: Campus & Civic Involvement (History / Traditions)

Topics
- Student Affairs & Engagement (clubs, organizations, recreation, etc.)
- Cultural Resources (performances, etc.)
- History of B-CU

Week 5: Transitions and Transformations

Topics
- Team Building
- Exploration of Reasons for College
- Educational Values
Week 6: Academic Success Skills

*Topics*
- Academic Strategies

Week 7: Time Management

*Topics*
- Goal Setting & Priorities
- Time Management Systems

Week 8: Understanding Self

*Topics*
- Personality traits
- Learning preferences

Week 9: Health & Wellness

*Topics*
- Nutrition
- Alcohol & Other Drugs
- Safer Sex
- Stress
- Fitness & Nutrition
- Campus/Personal Safety

B-CU Hiv/Aids Awareness Week

Week 10: Career Exploration / Life Preferences

*Topics*
- Lifestyle Values
- Career Development Process
- Career to Major Exploration

Week 11: Financial Wellness

*Topics*
- Managing your Money in College
- Know the Financial Aid System
- Credit Cards
Week 12: Diversity

*Topics*
- Value of Diversity in a Learning Environment
- What Can We Learn from Each Other?

Week 13: Academic Advising

*Topics*
- General Education Requirements and Rationale
- Academic Policies and Procedures
- Major Declaration

**Additional Activity or Assignment Options**
- Student Presentations (individual or group)
- Field Trips (associated with major, end of semester canoeing, etc.)
- A Photo Diary Project

**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, and misses no more than three class meetings.

**F**  An “F” will be earned by any student who fails to turn in more than half the assignments and misses more than three class meetings.
Criteria:

<table>
<thead>
<tr>
<th>Assigments</th>
<th>200 pts</th>
<th>A = 900 - 1000</th>
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<tbody>
<tr>
<td>Chapels</td>
<td>300 pts</td>
<td>B = 800 - 899</td>
</tr>
<tr>
<td>Symposiums</td>
<td>300 pts</td>
<td>C = 700 - 799</td>
</tr>
<tr>
<td>Teacher Discretion</td>
<td>200 pts</td>
<td>D = 600 - 699</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>1000 pts</td>
<td>F = 599 - 0</td>
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**Spiritual Growth and Development:** B-CU, Founded in the Christian tradition, strives to instill spiritual growth by nurturing a continuous understanding and appreciation of the ecumenical tradition and heritage of our school. The study and acceptance of other religious cultures is shown with tolerance, understanding, acceptance, and love toward others. Students will be able to make wholesome decisions for themselves and contributions to their communities.

**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.