MDIS 1040: Seminar in First Year Experience
Fall 2004
Wednesdays 1:25-3:25pm

Instructor Contact Information

<table>
<thead>
<tr>
<th></th>
<th>Dr. Betsy Eudey</th>
<th>Dr. Nancy Taniguchi</th>
<th>Mr. Ryan Doerksen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>664-6673</td>
<td>667-3529</td>
<td>667-5991</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:BEudey@csustan.edu">BEudey@csustan.edu</a></td>
<td><a href="mailto:NTaniguchi@csustan.edu">NTaniguchi@csustan.edu</a></td>
<td><a href="mailto:Byggry@aol.com">Byggry@aol.com</a></td>
</tr>
<tr>
<td>Office</td>
<td>Classroom 107D</td>
<td>Classroom 118G</td>
<td></td>
</tr>
<tr>
<td>Office hours</td>
<td>Tues/Thurs 9-11am;</td>
<td>Tues/Thurs 2:30-3:30pm;</td>
<td>Wed 10:30am-noon and 3:45-5:15pm</td>
</tr>
</tbody>
</table>

Text


Course Description

Introductory seminar explores relationships between two linked academic courses; supports academic adjustment and skill enhancement; and connects students with faculty, peer advisors and campus resources and services. Students will have the opportunity to reflect on course content individually and in groups; and define their learning goals.

Learning Objectives

1. Explain how key ideas in one course relate to content of the second course.
2. Develop the literacy skills necessary to be successful in these academic courses.
3. Demonstrate understanding of the relationship between the linked classes and general education goals.
4. Locate and understand the uses for campus resources and services.
5. Demonstrate how participation in campus activities has contributed to personal and educational growth.
6. Develop an individual education plan.
7. Demonstrate ability to locate, evaluate, and use information related to course assignments and activities.
General Education
This course satisfies 2 units of credit under General Education area D.2. The Goals of General Education at CSU Stanislaus are:

1. **Subject Knowledge.** To provide an educational experience that will enhance students’ understanding of the discipline’s basic principles, methodologies, and perspectives.
2. **Communication.** To provide an educational experience that will enhance the ability to communicate.
3. **Inquiry and Critical Thinking.** To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and lifelong learning.
4. **Information Retrieval and Evaluation.** To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. **Interdisciplinary Relationships.** To provide an educational experience that will enhance students’ understanding of a discipline’s interrelationships with other disciplines.
6. **Global or Multicultural Perspectives.** To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the discipline’s impact on or connection to global issues, AND/OR
7. **Social Responsibility.** To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline’s impact on or connection to social and ethical issues.

Special Needs
If you have a disability for which you are or may be requesting accommodations, you are encouraged to contact Drs. Taniguchi or Eudey and Disability Resources Services at 664-3159 as soon as possible in the semester.

Academic and Classroom Conduct

Anyone participating in this course (instructor, student, guest, etc) will be expected to behave in a manner that is respectful of others. This does not mean that we must always agree with one another, but it does mean that we will not engage in behaviors or make comments that attack, belittle, ignore, make fun of, or otherwise embarrass or humiliate anyone (whether or not they are present).

It is each students’ responsibility to be aware of campus policies regarding academic honesty and appropriate student behavior, as well as your rights and responsibilities as a CSU Stanislaus student. Questions regarding policies can be directed to the Office of Student Life. Specific information as to how these policies may be interpreted in this course should be directed to the instructor.
Course Requirements

Class Discussion  50 pts
As your textbook for this course clearly explains, regular attendance and active participation in classes enhances understanding of course materials and increases your likelihood of doing well on course assignments (not to mention the personal and social benefits of being here). Each week you should come to class having prepared the required assignments, completed the assigned readings, and ready to engage in a discussion of course-related issues. Grades will be assigned based on the Criteria for Participation Grade During the Discussion presented to you in History 2600.

Weekly Quizzes  9 @10 pts each for a total of 90 pts
Each week there will be a short quiz covering topics from the assigned reading. There will be 10 quizzes, but only 9 will count in the grade. The lowest quiz will be dropped. There will be no make-up quizzes. If you miss one, that is the one that will be dropped.

Weekly Writing Assignments  10@10 pts each for a total of 100 pts
There will be a weekly assignment of either a reading response/analysis or a computer search. These are due in class on Wednesday of each week. Unless told otherwise, your assignments should be no less than one full page, double-spaced, 10- or 12-point type, with standard margins. There will be 11 weekly assignments, but only 10 will count in the grade. The lowest assignment will be dropped. No late weekly assignments will be accepted.

Group Presentation  100 pts
Students will present group presentations in groups of approximately 5 students. Groups may select a topic either from the topics in the next not covered in class or a topic from either History 2600 or GEND 2020 that they want to explore in more depth. Examples of topics from the text include sexual decisions, alcohol and/or other drugs, developing and maintaining effective relationships with friends and/or family, and appreciating diversity. Each group will present a 20-minute multi-genre presentation during the last week of the semester. More information on requirements will follow.

Annotated Bibliography  60 pts
As you conduct research for your group presentation, each student will complete an annotated bibliography of 5 reliable sources, not duplicated with anyone else in the group. More information on how to do these will follow.

Campus Involvement  40 pts
Each student will join 1 campus group or attend at least 2 campus activities this semester. You will submit a brief description and analysis of the group you joined or the events you attended. You are certainly encouraged to attend events with your classmates. This assignment is due November 17, so be sure to plan your attendance or involvement early. More information about the assignment will follow.
Portfolio 160 pts
At the conclusion of the course, each student will submit a portfolio consisting of the following:

1) Reflective cover letter: this is a very detailed letter where you reflect on yourself as a learner and include information from your response assignments as examples.
   a. What have you learned about how you learn?
   b. What have you learned about ways of reading and seeing?
   c. What have you learned about ways of locating sources, generating questions, making connections?
   d. What have you learned about the value of participation in campus activities?
   e. What have you learned about the way your classes this semester are linked to the goals of general education?
2) Copies of your Weekly Writing Responses in chronological order.
3) Your Individual Education Plan.
4) Campus Involvement write-up

Summary of Requirements:
Participation & Attendance 50 pts
9 quizzes @ 10 pts. each 90 pts.
10 weekly assignments @ 10 pts. each 100 pts.
Annotated bibliography 60 pts.
Group presentation 100 pts.
Campus Involvement 40 pts.
Portfolio
   Reflective cover letter 100 pts.
   Inclusion of prior assignments 20 pts.
   Individual education plan 40 pts.
Total: 600 pts.

Grading
A: 600-558;  A-: 557-540  B+: 539-522  B: 521-498
B-: 497-480  C+: 479-462  C: 461-438  C-: 437-420
D+: 419-402  D: 401-378  D-: 377-360  F: below 360

After completing appropriate paperwork, students may take this class for Credit/No Credit grading.

Note: In extenuating circumstances modifications may be made on a group or individual basis to the assignments and grading standards listed above. Modifications may also be made to the schedule of readings and assignment due dates listed below. Students are responsible for knowing and complying with all modifications.
## Tentative Schedule of Readings and Assignments

*Remember that each class period for which readings are assigned you will have a writing assignment due and an in-class quiz.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Prepare for Today</th>
<th>Special info/due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 8</td>
<td>Introductions, Writing Activity, Course and Reading Overview</td>
<td>Bring your book and pre-read Chapter 1 – Planning for Success</td>
</tr>
<tr>
<td>Sept 15</td>
<td>Campus Library and Academic Honesty – Read Chapter 10 and review Rampolla (from HIST 2600) Chapters 6 &amp; 7</td>
<td>Meet in the first floor lobby of the library building – we’ll go up as a group.</td>
</tr>
<tr>
<td>Sept 22</td>
<td>Critical Thinking and Reading to Remember – Read Chapter 5 and 7, also 185-187</td>
<td></td>
</tr>
<tr>
<td>Sept 29</td>
<td>Active Learning and Listening, Note Taking and Participating – Read Chapters 4 and 6, and 181-185</td>
<td></td>
</tr>
<tr>
<td>Oct 6</td>
<td>Speaking and Writing – Read Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Oct 13</td>
<td>Time Management – Read Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Oct 20</td>
<td>Taking Exams – Read Chapter 8 and 187-192</td>
<td></td>
</tr>
<tr>
<td>Oct 27</td>
<td>Individual Education Plan Readings TBA</td>
<td></td>
</tr>
<tr>
<td>Nov 3</td>
<td>Learning Styles – Read Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Nov 10</td>
<td>Career Development – Read Chapter 12</td>
<td></td>
</tr>
<tr>
<td>Nov 17</td>
<td>Managing Money – Read Chapter 20</td>
<td>Campus Involvement Write-ups due</td>
</tr>
<tr>
<td>Nov 24</td>
<td>No class – Thanksgiving holiday</td>
<td>Enjoy your long weekend!</td>
</tr>
<tr>
<td>Dec 1</td>
<td>Presentation Prep, Writing Activity, etc. Readings TBA</td>
<td></td>
</tr>
<tr>
<td>Dec 8</td>
<td><strong>Group Presentations</strong> and Course Evaluations No assigned readings</td>
<td>Annotated Bibliographies Due</td>
</tr>
<tr>
<td><strong>Dec 10 – 5:00pm</strong></td>
<td>Note: class will NOT be held during the final exam period. Good luck on your finals and best wishes for a fun and rejuvenating winter break.</td>
<td>Portfolios due to Dr. Eudey’s box in C118</td>
</tr>
</tbody>
</table>