

## Overview of UNIV 101—Common Curriculum and Assignments & Ongoing Skills and Themes

	FYS Required Skills/Common Assignments or Practices	FYS Skills w/o Required Assignments	FYS & FYE Ongoing Skills/Themes (Coordinate with FYE Partners)
<p><b>Weeks 1-2 (Honeymoon)</b> Time for setting the tone &amp; expectations, establishing study and work habits, building connections among students, defining the role of the Peer Anchor, and describing your role as a faculty member and mentor. Priority is to help students to feel welcomed and supported. Everything is new, so important to help students to navigate the unfamiliar aspects of college life. Without friends or family around, some students may feel lonely or homesick. Others may be excited to explore the limits of their new-found freedom. All will be adjusting to living and working in a new, unfamiliar place. In addition, while many experiential and co-curricular activities surround this FYS, students need to understand that UNIV 101 is a “real” 3-credit, required academic course that they need in order to graduate.</p>	<ul style="list-style-type: none"> <li>• Pre-Test Survey</li> <li>• <u>Reflection Paper #1</u>: Who are you and your expectations for first semester of college</li> <li>• Two (2) Campus Event Reports (you can determine timing—first six weeks/second six weeks?)</li> <li>• Student begin maintaining portfolio (and upload assignments to D2L)</li> <li>• Faculty take daily attendance using SSC</li> <li>• Have students contact/meet advisor in first few weeks</li> </ul>	<ul style="list-style-type: none"> <li>--Introductions</li> <li>--Building connections</li> <li>--Learning &amp; using students names</li> <li>--College expectations</li> <li>--Professional communication</li> <li>--Email &amp; using D2L</li> <li>--What is a syllabus?</li> <li>--Using faculty office hours</li> <li>--Campus resources</li> <li>--Time management</li> <li>--Reading &amp; study strategies</li> <li>--Effective note taking</li> <li>--Connecting with your advisor</li> <li>--Campus event etiquette</li> <li>--Why college?</li> <li>--College vs. High School</li> <li>--“College Transition: The Overconfident Student”</li> <li>--Values-Goals-Time/Personal Management.</li> </ul>	<ul style="list-style-type: none"> <li>Critical Reading &amp; Analysis</li> <li>College Writing</li> <li>Diversity &amp; Commonality</li> <li>Intercultural Competence</li> <li>Getting Involved on Campus</li> <li>Free Speech &amp; Civil Discourse</li> <li>Learning Strategies</li> <li>Study Skills</li> <li>Information Literacy</li> <li>Stress Tolerance</li> <li>Identifying Personal Goals &amp; Values</li> <li>Emotional Intelligence</li> <li>Civic Engagement &amp; Citizenship</li> <li>Opportunities for Service</li> <li>Career &amp; Major Exploration</li> <li>Campus &amp; Community Leadership</li> <li>Connecting with the Community</li> <li>Cell Phone Etiquette</li> <li>Financial Literacy &amp; Success</li> <li>Violence Prevention &amp; Personal Safety</li> <li>Title IX and Issues of Harassment, Discrimination, and Consent</li> <li>Health &amp; Wellness</li> </ul>
<p><b>Weeks 3-6: (Culture Shock)</b> A critical time for students to develop a sense of purpose and connection to the university. May be a time when their expectations for college may be different from their initial experiences. Some students may have doubts about their majors or abilities. “How do/can I keep up?” Students begin to amass grades. Often students begin to fade or avoid issues or challenges. More frequent absences may begin.</p>	<ul style="list-style-type: none"> <li>• Major/Career Exploration lesson/workshop (CCEC)</li> <li>• <u>Reflection Paper #2</u>: How college experience connects to professional and personal goals (why am I in college?)</li> </ul>	<ul style="list-style-type: none"> <li>--Undergraduate research program</li> <li>--Test taking skills &amp; managing test anxiety</li> <li>--Introduce meta-cognition-study skills</li> <li>--Motivation</li> <li>--Time to reinforce support resources and the value of employing interdependence-reaching out for help</li> </ul>	<ul style="list-style-type: none"> <li>--Homesickness: Home @ Ship</li> <li>--Sleep</li> <li>--Healthy eating</li> <li>--Exercise</li> <li>--Stress management</li> <li>--Safe sex &amp; birth control</li> <li>--Alcohol &amp; drugs</li> <li>--Campus safety</li> <li>--Staying healthy</li> </ul>
			<ul style="list-style-type: none"> <li>--Services for supporting health</li> </ul>

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<p><b>Weeks 6-9: (Initial Adjustment and Growth Through Experience):</b>          Students begin to feel an upswing as they begin to manage many of the issues they faced during Culture Shock. It is during this time students feel more “at home” on campus. Students begin to make friends outside of their initial connections. Fall into a routine and gain confidence in their ability to handle academic and social environments of college. Understanding the social and academic structure.</p>	<ul style="list-style-type: none"> <li>• Make cultural event paper due</li> </ul>	<ul style="list-style-type: none"> <li>--Discuss clubs, organizations</li> <li>--Review campus organizational chart (Provost, Registrar, etc...)</li> <li>--Go into university policies (GPA for good standing, Academic Probation/Dismissal, 120 credits to graduate, withdraw date, etc..</li> <li>--Purpose of General Education &amp; “Value of a Liberal Arts Degree”</li> <li>--Cover the purpose of General -- Education to prep for the advising process</li> <li>--Metacognition &amp; Bloom’s Taxonomy</li> </ul>
<p><b>SCHEDULING: Begins Oct 22</b>          This may be the first (or second) time when students will meet with advisors, and the first time that they will schedule their own classes. Hopefully, students have connected (email or in person) earlier in the term.</p>	<ul style="list-style-type: none"> <li>• Resume &amp; Campus Application workshop &amp; lesson (CCEC)</li> <li>• <u>Reflection Paper #3</u>: Challenges faced in first six weeks of college &amp; strategies/resources for overcoming adversity.</li> </ul>	<ul style="list-style-type: none"> <li>--Planning for Semester II</li> <li>--Mechanics of scheduling classes</li> <li>--Degree Audit &amp; my.ship.edu</li> <li>--Advisement &amp; scheduling</li> </ul>
<p><b>Weeks 8-12 (Mental Isolation or Evolution)—</b>A time for reassessment. Students may have concerns caused by midterm and early-warning grades. Good time to focus on strengthening skills &amp; study habits. Students may seek new opportunities to get involved. Struggling students may disappear from class. Doubts about major choices, value systems changing. Common time for illnesses &amp; colds.</p>		<ul style="list-style-type: none"> <li>--“Making course corrections”</li> <li>--“Gaining self-awareness”</li> <li>--Diversity Topics</li> <li>--Wellness</li> <li>--Growth Mindset-Article</li> </ul>
<p><b>Weeks 13-15—(Acceptance and Integration)</b> Focus on bringing semester to a sense of closure. High anxiety with unfamiliar intensity of finals &amp; projects. Good time for social events and stress reduction opportunities. Dependence on parents lessens. Students develop a more balanced view of the university, their academic pursuits and their future. See the university as their new “home.”</p>	<ul style="list-style-type: none"> <li>• <u>Reflection Paper #4</u>: Reflection on semester’s learning/experiences</li> <li>• Portfolio due</li> <li>• Post-Test Survey</li> </ul>	<ul style="list-style-type: none"> <li>--Semester-end time management</li> <li>--Stress tolerance &amp; management</li> <li>--Navigating finals week</li> <li>--Wellness revisit</li> </ul>