SFA 101 Freshman Seminar
Fall 2018, Section 060

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Class
Location:
Math 203

Course Description
This course provides study and practice in methods for success in college. Topics include critical thinking skills, study skills, time and money management, goal setting, career planning, and a review of university resources and regulations.

Final Grade Components
SFA 101 is a graded course. Passing this course will give you one semester credit that can be used toward the total number of credits you need to graduate. The grading system is as follows:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>125</td>
</tr>
<tr>
<td>AARC Attendance (6 pts each)</td>
<td>30</td>
</tr>
<tr>
<td>Outside Events (20 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Instructor Chats (15 pts each)</td>
<td>45</td>
</tr>
<tr>
<td>Reflections (20 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
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- **Attendance & participation** is mandatory and over 25% of your entire grade. Please plan to attend ALL class sessions prepared to participate in the activities and discussions. If you have an unavoidable conflict, please contact Dr. Hubbard before the period to be missed.

- **AARC Attendance** is one of the activities most strongly correlated with success in the first year. Freshmen who attended the AARC an average of at least once a week had a GPA that was over a full letter grade higher than those who never attended and were 23% more likely the make it to their sophomore year at SFA. To encourage you in attending the AARC, you will be required to turn in 5 AARC slips (and at least 3 by Oct 17). These are slips that you will be given when you participate in an SI session, visit the walk-in tables, or work with a tutor. It is your responsibility to request the slip when you attend an activity then turn it in for credit.

- You will be required to attend 5 outside math or science events provided by SFA (at least 3 by Oct 17 including the STEM Convocation Sep 13 at 4pm). Multiple events will be highlighted in class. Please choose your event, attend, then write a half-page reflection on what you learned at the event.

- **Instructor chats** are an activity you should take advantage of in every class. Your professors are experts in their fields, want you to be successful, and are the ones creating the assignments that will determine your final grade – you should visit them. To practice, you’ll visit Dr. Hubbard or Ms. Camp in the first three weeks of class, then visit with the other instructor in the next three weeks. We’ll also meet with the original instructor again toward the end of the semester. (You’re welcome to visit more than that!) Please schedule an appointment and be on time.

- We will be completing 6 reflection papers/activities. The 1st will be due Sep 17 on any potential STEM career you choose. The 2nd will be on time management. The 3rd will be on conflict resolution. The 4th will be on academic integrity/ right and wrong. The 5th will be on
learning from a 5-year-old. Except in extraordinary circumstances, these papers will not be accepted late.

- One exam will be given on December 3 during the regular class time. This exam will include multiple choice, short answer, and paragraph answer questions covering key topics from the course.

**General Policies and Information**

- We will send e-mails to the entire class during the semester. Check your SFA e-mail account frequently.
- To contact Dr. Hubbard, you may call his office, drop by his office, or email him. To contact Ms. Camp, email is the best option. We will do our best to reply quickly.
- No class materials are required besides pencil and paper.
- Students are expected to respect the learning environment of their fellow students. To this end, use of mobile phones, mp3 players, PDAs, etc., is forbidden during class.

**Tips for a Successful Math/Science Class**

- Measure success as understanding and being able to do new problems, not as having completed an assignment.
- Try to understand definitions and solving approaches. See if you can find examples that work and that don’t.
- Take the time to read the book and review your notes.
- Practice problems until you can do it without referring to examples or help from your notes.
- Practice explaining big ideas and problem solving procedures in your own words, using complete sentences.
- Have someone check your work after you have finished it to help eliminate mistakes that you do not know you are making.
- Treat mistakes as a learning experience.
- Realize that math is hard. Some parts are harder for some people than others. Ph.D. mathematicians frequently find it hard to learn new things sometimes and make mistakes on things we already know. We have just learned to go back and refresh the basics, and keep working, even if it takes hours, days, weeks, or years.
- Some people take longer to understand things than others. Evaluate how you study and seek to study smarter, not necessarily longer. If you are still stuck, get some help. The AARC and I are here for you!

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Overview/ Names</td>
<td>University Resources/ Planning for the Semester</td>
</tr>
<tr>
<td>2</td>
<td>New People /Getting Involved</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>3</td>
<td>Time Management</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>4</td>
<td><strong>Potential STEM Career (due)</strong></td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>5</td>
<td>Typefocus / SFA traditions</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>6</td>
<td>Students choose 😊 (<strong>Time Management due</strong>)</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>7</td>
<td>Growth Mindset &amp; study</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>8</td>
<td>Conflict Resolution</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>9</td>
<td>Surprise 😊 (<strong>Conflict resolution due</strong>)</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>10</td>
<td>Financial Management</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>11</td>
<td><strong>Academic Integrity (due)</strong> / Right vs. Wrong</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>12</td>
<td>Evening Observatory Trip, 8pm</td>
<td>Raguet Elementary</td>
</tr>
<tr>
<td>13</td>
<td>Thanksgiving – no class</td>
<td>Thanksgiving – no class</td>
</tr>
<tr>
<td>14</td>
<td>True Value of College/ Learning from a 5-year-old (due)</td>
<td>Raguet / Exam Review</td>
</tr>
<tr>
<td>15</td>
<td>Exam</td>
<td>Dead Week - no class</td>
</tr>
</tbody>
</table>

Per SFA policy 5.4, this schedule reflects that there is (1) an amount of student work per credit hour that reasonably approximates not less than one hour of class or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks over a long semester, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
**Student Learning Outcomes**
Upon completion of SFA 101 the student will be informed of the following areas and how they relate to their success:

- Evaluate the significance of academic integrity.
- Construct a strategy for accessing and evaluating information through Steen Library.
- Select campus and community service opportunities in which he/she is interested.
- Apply college classroom learning strategies within this class and others.
- Investigate an overview of university resources.
- Develop personal survival skills.
- Examine SFA history, traditions, and pride.
- Argue the true value of a college education.
- Relate university rules and procedures to his/her personal behavior at SFA.
- Demonstrate working successfully with peers, faculty, and staff.

**University Policies**

- **Academic Integrity (A-9.1)** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

  **Definition of Academic Dishonesty** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

- **Withheld Grades (5.5)** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

- **Students with Disabilities** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

- **Acceptable Student Behavior** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, University Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.