“For many new students…the initial weeks of the first academic term are like being in a foreign land. With only intermittent feedback and classes meeting but two or three times a week, students who think they are doing well are sometimes surprised to discover after their first midterm exam reports that their academic performance is subpar. After six or eight weeks, some have dug a hole so deep that getting back to ground level seems almost impossible” (Kuh, 2005, p.86).

Instructor: Molly Moody
Email: moodymk@sfasu.edu
Office: BPSC 3.305A
Phone: 936.468.1088
Office Hours: 9am-2pm

Student Instructor: Matthew Yelle
Email: matthew.yelle95@gmail.com
Office: BPSC 3.300
Office Hours: MWF 10am-3pm

Department: Student Engagement

Class Meeting Time and Place: Monday and Wednesdays 10:00-10:50a.m.

Meet Your Instructors:
I am Molly Moody, your SFA 101 course instructor and Assistant Director of Student Engagement. I am a proud alumna of SFA and I completed my graduate work at UNT. However, there is no doubt that I bleed purple ALL the way through. My faith is the driving force in my life and it has been a blessing for it align with my passion for college life. It is true that I spend more than my share of necessary time at work, but I do love my two children and husband very, very much. My desire more than anything is to get to know each of you and be a great resource for you throughout your days at SFA!

My name is Matt and I am a senior here at SFA. I was born and raised in McKinney, Texas. I am a Healthcare Administration major, Public Admin minor. I am the Omicron Delta Kappa President as well as a member of Phi Epsilon Kappa. In my free time I love to go fishing and spend my days at the lake. My family and friends are very important to me, and I can’t wait to meet and interact with all of you.

Course purpose: The SFA 101 course has been created to help first-year students’ transition into the college setting and learn the principles of leadership. The overall goal of the course is to prepare the first-year student to be successful leaders at Stephen F. Austin State University, and beyond.

Course description: This course provides study and practice in methods for success in college. Topics include critical thinking skills, study skills, time management, goal setting, career planning, and a review of university resources and regulations. Students will learn about campus resources, and how to become involved on campus. This interactive course will cover the following topics:

SFA 101
- 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.

Course methods and activities: You will participate in the class in the following ways:
- Small group discussion


- Whole class discussion
- Guest speakers
- Visits to campus locations
- Videos, Games and exercises
- Illustrated lecture
- Individual meetings

**Class text and materials:** All students will receive a *SFA 101 Journal* at the beginning of the semester. Worksheets and assignment instruction will be distributed according to date of assignment.

**Course requirements and expectations:** Attendance is required at each class period. Because of the importance of classroom interaction for this course, it is imperative that students attend class. Attendance Failures will be given for students who have 3 or more absences unexcused in the course. Absences are deemed excused at the discretion of the course instructor. Students are expected to actively participate in class discussion.

**Grading policy:** 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>Points</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 pts</td>
<td>Participation and Attendance</td>
</tr>
<tr>
<td>80 pts</td>
<td>Daily Reflections</td>
</tr>
<tr>
<td>35 pts</td>
<td>Emotional Wellness</td>
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<tr>
<td>25 pts</td>
<td>Intellectual</td>
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<tr>
<td>50 pts</td>
<td>Financial Wellness</td>
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<tr>
<td>25 pts</td>
<td>Spiritual Wellness</td>
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<tr>
<td>50 pts</td>
<td>Environmental Wellness</td>
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<tr>
<td>15 pts</td>
<td>Physical Wellness</td>
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<tr>
<td>30 pts</td>
<td>Occupational Wellness</td>
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<tr>
<td>400 pts</td>
<td>Possible Points</td>
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**Participation and Attendance (40 points)**
Students will lose points for being tardy and/or missing class. Absences are deemed excused at the discretion of the course instructor. Students are expected to actively participate in class discussion. Students MUST submit advance notification of absence to course instructor and timely notification in an emergency.

**Daily Reflections (80 points)**
Each day a prompt will be given at the end of class. Over the course of the semester 8 journal entries will be randomly selected for a grade.

**Emotional Wellness**
- **One-on-One Meeting (20 points)** Each student is required to set-up one outside of class meeting with either the course instructor OR the student instructor. This meeting MUST take place the week of October 15-19th. Meeting must be completed by 5pm on October 19th.

- **Tunnel of Oppression (15 points)** As a class we will attend this program hosted by the Office of Multicultural Affairs on Tuesday, Nov. 6th sometime between 6-8pm in the BPSC.

**Intellectual Wellness**
- **Graduation Plan (25 points)**
  Part of this course involves helping you set your goals for your timely attainment of graduation. You will be required to set up a meeting with your Academic Advisor, become familiar with their roles and the Degree
Plan for your area of study. You will submit a complete plan to Graduation on D2L before class on October 22. This assignment should include the following:
- Signed documentation of meeting with Academic Advisor
- Detailed Course Outline
- All important applicable deadlines for programs applications and program requirements
- Copy of Degree Plan
- Must be complete in 12 point, Times New Roman, APA format

Social Wellness
- **Involvement Essay (50 points)** Write a 2 page, double-spaced essay in Times New Roman, 12 point font, APA style. This assignment must be submitted to D2L for the beginning of class on September 19th.

  Essay Prompt: Please share in a narrative format your journey of becoming involved at SFA. Make sure to address who you explored ways to engage, as well as your decision making process that led you to where you chose to place your “roots” this semester.

Financial Wellness
- **Budgeting for the Future Project (50 points)** Further details about this assignment will be distributed prior to the due date on November 26th.

Spiritual Wellness
- **Civic Engagement (10 points)** As a class we will be volunteering our time to educate our peers and register students who would like to participate in the Be The Match bone marrow registration drive. We will do this during our class meeting time and in partnership with SFA Athletics.
- **Personal Values Statement (15 points)** Further details about this assignment will be distributed prior to the due date on November 5th.

Environmental Wellness
- **Global Impact Essay (50 points)** Write a 3-5 page, double-spaced essay in Times New Roman, 12 point font, APA style. This assignment must be submitted to D2L before the beginning of class on November 14th and must include three cited academic references.

  Essay Prompt: Use this essay to address and explore the three following questions: 1) What do you believe to be the biggest obstacle that faces our society today? 2) What do you believe to be the solution to overcoming this obstacle? 3) How do you personally aspire to leave an impact on overcoming this societal challenge?

Physical Wellness
- **Time Allocation Worksheet (15 points)** This assignment will be discussed in-depth in class and will be due on October 1st.

Occupational Wellness
- **Part-time Job, Volunteer & Internship Fair Scavenger Hunt (10 points)** Students will receive a worksheet that is to be complete and returned on September 10th. Students must complete the worksheet and check-in to the Fair to receive full points for this assignment.

*Note from Center for Career & Professional Development:* Students MUST wear professional dress (business casual or better - no jeans, shorts or leggings) to any career expo. Students who are not dressed appropriately will not be allowed to enter, and will not be allowed to sign in for attendance. Students will only be allowed to sign in upon leaving the event - they must participate in the fair before receiving credit for their attendance.
CCPD offers a Career Closet, where students can borrow professional attire, but it is NOT available on the day of our events, so students must plan ahead to borrow items. The closet is located in our offices on the third floor of the Rusk Building during normal business hours.

- **Resume (20 points)** A full resume, that has been reviewed by the Center for Career & Professional Development, must be submitted on D2L before the beginning of class on October 29th. If you have proof of drafts make sure to include documentation of your improvement as well!

**Behavioral Expectations:** When students have personal technology available in the classroom, it should be used appropriately. Using devices for interacting on social media sites is not an appropriate in-class use of technology. Sending or receiving texts, instant messages, or making/receiving phone calls can cause distractions to the instructor and to fellow students. Cell phones, computers, and other electronic devices in the classroom are to be used for class purposes only. Classroom behavior that is disruptive, distracting or disrespectful 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. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Following these few rules will help to maximize the SFA 101 experience for you and your classmates:

1. Attend every class.
2. Read the assigned material, and **turn in all required work on the day it is due.**
3. Participate in individual and group activities and discussions.
4. Treat everyone in the class with respect and courtesy.
5. All students are expected demonstrate professional behavior and use language appropriate for the classroom learning experience.
6. Cell phones and other electronic devices should be turned off and put away during class time.
7. Ask questions!

**Mail:** Please check your Jacks email account regularly. Your Jacks account is the official email account for SFA. D2L will be the official tool in your SFA 101 class for communicating the important reminders, announcements, and further assignment directions.

**Course complaints:** Any college course complaints or problems should first be discussed with the course instructor for the particular course. Difficulties can usually be resolved there. If the complaint cannot be resolved, the next person to see is the appropriate department chairperson. For SFA 101 (Steen Library, Room 203L; 936-468-1588).

**Student ethics and other policy information may be found at www.sfasu.edu/policies**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and submission of completed assignments are expected. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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, 936-468-3004 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/

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals: Policy 6.3**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students.

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
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. 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. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Withdrawal Policy: Per the Registrar’s Office, the last day to drop the course without a “WP or WF” is Wednesday, October 24, 2018.**
**Fall 2018 Tentative Schedule**

Each class meeting lists what assignments you should have completed prior to class, what is due, and any special instructions for that day. Please review this section prior to each class meeting with sufficient time to complete the required readings and assignments for each class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Outside of Class Activities</th>
</tr>
</thead>
</table>
| **Week 1** | August 27  
Getting to Know You | August 29  
Q&A with Upperclassmen |  |
| **Week 2** | September 3  
Self- Leadership | September 5  
Part Time Job Fair | Sept. 6  
Involvement Fair 5-7pm, Campus Rec |
| **Week 3** | September 10  
Know Thyself | September 12  
Chat w/ Matt | Sept 12: 12th Class Day |
| **DUE: Fair Scavenger Hunt** | | | |
| **Week 4** | September 17  
Study Strategies Workshop | September 19  
Resources for Academic Success  
**Class will meet at the AARC** |  |
| | | **DUE: Involvement Essay** | |
| **Week 5** | September 24  
Resiliency | September 26  
Be the Match |  |
| **Week 6** | October 1  
Time Allocation  
**DUE: Time Allocation Worksheet** | October 3  
Civic Engagement:  
Be the Match Drive | Oct. 6  
Battle of the Piney Woods |
| **Week 7** | October 8  
Typefocus  
Who do you even think you are? | October 10  
Goal Setting |  |
| **Week 8** | October 15  
Adulting 101 | October 17  
SFA History, Traditions, and Pride | **DUE BY OCT. 19**  
One-on-One Meeting |
| **Week 9** | October 22  
Resume Construction Workshop  
**DUE: Graduation Plan** | October 24  
Work that Resume | Oct. 25  
Homecoming 5K |
| **Week 10** | October 29  
Safety  
**DUE: Resume** | October 31  
Murder Mystery |  |
| **Week 11** | November 5  
Diversity & Inclusion  
**DUE: Personal Values Statement** | November 7  
Diversity & Inclusion Debrief | **DUE NOV 6.**  
“Tunnel of Oppression” program hosted by the Multicultural Center |
<table>
<thead>
<tr>
<th>Week 12</th>
<th>November 12</th>
<th>November 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Make it Rain</td>
<td>Friendsgiving!</td>
<td><strong>DUE: Global Impact Essay</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>November 19: NO CLASS</th>
<th>November 21: NO CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE: Budgeting for the Future Project</strong></td>
<td>Enjoy your Thanksgiving break! Be safe!</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>November 26: Q&amp;A with Upperclassmen</th>
<th>November 28: Chill Day</th>
</tr>
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</table>

<table>
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<tr>
<th>Week 15</th>
<th>December 3: Find us in the BPSC</th>
<th>December 5: Find us in the BPSC</th>
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</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>December 10 NO CLASS</th>
<th>December 12 NO CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on Finals!</strong></td>
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</table>

*Please note that due to the dynamic nature of this course, topics covered on a given day may be altered from this schedule.*

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five “Root Principles” below, members of the SFA community seek to strive for personal excellence in everything that we do.

**The Principle of Respect:** Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict. **The Principle of Caring:** Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and express gratitude freely to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others. **The Principle of Responsibility:** Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions • **The Principle of Unity:** Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed. **The Principle of Integrity:** Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.