I. 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.

II. Program and 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 the student is interested in.
- Apply college classroom learning strategies within the 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 the student’s personal behavior at SFA.
- Demonstrate working successfully with peers, faculty, and staff.

III. Class Readings and Materials

All students will receive a SFA 101 Freshman Success Handbook at the beginning of the semester. Information in the study sheet and handbook will be used for class discussions. Make sure you get them, read them, and understand them. You will also need a class notebook to keep required coursework and assignments organized.
IV. Course Methods

You will participate in the class in the following ways: small group and whole class discussions, guest speakers, visits to campus locations, videos, illustrated lectures, individual meetings, games and exercises.

V. Grading Policy and Assignments

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 Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>400 - 360 points</td>
<td>A</td>
</tr>
<tr>
<td>359 - 320 points</td>
<td>B</td>
</tr>
<tr>
<td>319 - 280 points</td>
<td>C</td>
</tr>
<tr>
<td>279 - 240 points</td>
<td>D</td>
</tr>
<tr>
<td>239 points &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance Policy 100 points

- **Instructor/Student Meetings** (20 points): Two individual meetings with the instructor or the student instructor will be scheduled. The purpose of the meeting is to allow you to ask questions, get clarification on college processes, or just to develop a professional relationship. Your participation in these meetings will count as 10 points per meeting.
- **Outside Events** (30 points): You will be required to attend two (2) outside events provided by SFA. You must provide sufficient documentation of the event. Attendance at each of these events will be valued at 15 points each.
- **Class attendance** (50 points): Class attendance is mandatory and will be recorded during each class meeting. Therefore, please plan to attend all sessions. For every absence you incur, a deduction of 2 points will be taken from your final grade.

Assignments 100 points

Several times during the semester you will be given an assignment to be completed using Brightspace D2L or to be turned in at the beginning of class. **NO LATE WORK WILL BE ACCEPTED.** These assignments are intended to provide you with an opportunity to reflect on and benefit from what is happening in college.

Writing for Reflection 100 points

You will be assigned four writing for reflection assignments, each valued at 25 points. These assignments may range from journaling, structured papers, or online
discussions. Formatting for these assignments will be provided to you in class and accessible in Brightspace D2L.

Exam

100 points

There will be one exam given during the semester. It will include true/false, matching, multiple choice, fill in blank and essay items. The exam will be based on material from assigned readings and class discussions. In addition to testing you on course material, this exam will indicate how you perform with different types of test questions and allow your instructor to make suggestions to improve your test taking skills in other classes. There is no final exam. The exam will be taken outside of class, on your own time, by the due date.

VI. Class Rules

Following these rules will help maximize the SFA 101 experience for you and your classmates.

- Attend every class.
- Read the assigned material and submit all required work on the day it is due. No late work is accepted.
- Participate in individual and group activities and discussions.
- Treat everyone in the class with respect and courtesy.
- All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience.
- Cell phones and other electronic devices should be turned off and put away during class time.

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.

VII. Communication

Please check your SFA email account regularly as this is the official email for SFA. D2L will be the official tool used in your SFA 101 class for communicating the important reminders, announcements, and further assignment directions.

VIII. 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, the chairperson is Dr. Brittany Fish (Steen Library, Room 203; 936-468-5803).

IX. General Student Policies

The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

1. Student Academic Dishonesty (4.1)
   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.

2. 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

3. Course 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.

4. Academic Accommodation for Students with Disabilities (6.1)
   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/
5. **Student Code of Conduct (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 (see the Student Conduct Code, 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 iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
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</thead>
</table>
| Week 1, August 27    | *Bring SFA 101 syllabus to class*  
Class Introduction-Resources, Brightspace D2L, mySFA  
Differences between HS & College: Developing Personal Responsibility | Syllabus Quiz  
Introduction Video Discussion |
| Week 2, September 3  | *Bring all syllabi to class!*  
Navigating College: Time Management & Prioritization!  
SMART Goal Setting  
AARC Overview 3:30 |  
Writing Assignment #1 – What College Means to Me Discussion Board & Response |
| Week 3, September 10 | College Learning Strategies & University Rules, Procedures, & Resources & Campus and Community Involvement  
Scavenger Hunt  
Schedule 1st Individual Sessions |  
Writing Assignment #1 – What College Means to Me Discussion Board & Response |
| Week 4, September 17 | *Bring any textbook to class*  
Learning Styles Inventory due beginning of class  
Learning Strategies: Note-taking, Reading textbooks, Study Skills, & Test Taking |  |
| Week 5, September 24 | Working Successfully with Faculty, Staff, and Peers |  |
| Week 6, October 1    | *Prof Chat due beginning of class*  
The SFA Way, Academic Integrity, Nursing Integrity, & Personal Values  
Critical Thinking; Accessing & Evaluating Information-Library Services |  |
| Week 7, October 8    | Success in College: Grades, GPA, Course Selection, Academic Advising, General Bulletin |  
Writing Assignment #2 – Why I Chose Nursing Discussion Board & Response |
<p>| Week 8, October 15   | Personal Survival Skills: Alcohol, Drugs, and UPD; Health &amp; Stress Management |  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Schedule 2nd Individual Sessions</th>
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</thead>
<tbody>
<tr>
<td>Week 9, October 22</td>
<td>SFA History, Traditions, Pride</td>
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<tr>
<td>Week 10, October 29</td>
<td>Team Building Fieldtrip</td>
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<tr>
<td>Week 11, November 5</td>
<td>Managing Motivation &amp; Maintaining Mindset Fieldtrip</td>
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<td></td>
<td>Writing Assignment #3 – Tunnel of Oppression Discussion Board &amp; Response</td>
</tr>
<tr>
<td>Week 12, November 12</td>
<td>Career Planning: Explore Nursing – Nursing Panel Discussion</td>
</tr>
<tr>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td>Week 13, November 19</td>
<td>The Value of a College Education: Money Management &amp; Budgeting</td>
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<tr>
<td>Week 14, November 26</td>
<td><strong>Thanksgiving Break</strong></td>
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<tr>
<td>Week 15, December 3</td>
<td>Review Learning Strategies</td>
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<tr>
<td></td>
<td>Final Reflection: My First Semester at College Presentations</td>
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<tr>
<td></td>
<td>Writing Assignment #4 – My First Semester at College Powerpoint</td>
</tr>
<tr>
<td>Week 16, December 10</td>
<td><strong>Finals Week</strong></td>
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</tbody>
</table>
Guidelines for Grading Discussion Board Postings

Each student should contribute meaningfully at least 2 times (your own post and response to a peer) to the discussion thread. The grade received will be based on the level of discussion you contribute as summarized below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 5 points</th>
<th>Good 4 points</th>
<th>Needs Improvement 2 points</th>
<th>Unsatisfactory 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Post</strong></td>
<td>High level commentary with evidence of critical thinking and analysis expected of a college student. Included rationale and credited reference as needed.</td>
<td>Moderate level commentary. Did not give rationale or credit reference.</td>
<td>Low level commentary. Did not give rationale or credit reference.</td>
<td>Meaningless entries. Inappropriate messages. Unprofessional.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Posted prior to the due date and gave classmates adequate time to respond.</td>
<td></td>
<td>Posted on the due date but did not leave sufficient time for classmates to respond.</td>
<td></td>
</tr>
<tr>
<td><strong>Proofreading and Grammar</strong></td>
<td>Post proofread and does not contain errors in grammar or spelling.</td>
<td>Some errors in grammar and spelling.</td>
<td>Extensive errors in grammar and spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Succinctness</strong></td>
<td>Main point stated early and clearly with logical progression of thought. Does not contain extraneous information. Stated in as few sentences as possible.</td>
<td>Main point clear with logical progression of thought. Contains unnecessary sentences.</td>
<td>Main point unclear, lacks logical progression of thought, but is not rambling. Contains many unnecessary sentences.</td>
<td>Rambling, main point unclear, contains extraneous information.</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>Responded thoughtfully at a level expected by a college student. Demonstrated insight or critical review of posting and remained professional. Gave rationale for opinion and credited reference as needed.</td>
<td>Agreed with the original post, but did not add to the conversation.</td>
<td>Meaningless response without giving opinion. Unprofessional response.</td>
<td></td>
</tr>
</tbody>
</table>

**Maximum Score: 25 points**