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 polices.

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.
- Apply college classroom learning strategies within the class and beyond.
- Relate the Wellness Model to personal life activities and behaviors.
- Apply a Growth Mindset to learning in college and beyond.
- Construct a strategy for accessing and evaluating information through Steen Library.
- Select campus and community service opportunities in which the student is interested in.
- 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 in a digital format at the beginning of the course. 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

There is a total of 100 points available to be earned, as SFA 101 is a graded course counting as one-hour credit. The grading system is as follows:

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<th>Points</th>
<th>Grade</th>
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<tr>
<td>100 - 90</td>
<td>A</td>
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<tr>
<td>89 - 80</td>
<td>B</td>
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<td>79 - 70</td>
<td>C</td>
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<td>69 - 60</td>
<td>D</td>
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<tr>
<td>59 points &amp; below</td>
<td>F</td>
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complete a student introduction discussion in D2L. This assignment will also help the student become familiar with the D2L system and its role within a course (10 points).

- **Student Success Plan:** Each student will utilize the following questions to guide them in their construction of a Student Success Plan. The Student Success Plan should adequately showcase the student’s ability to identify personal and academic goals, evaluate current academic strengths and weaknesses, and address intentions of developing one’s self within college (20 points).
  1. What are your academic and personal intentions for this semester?
  2. How are you going to evaluate success at the end of the semester?
  3. What new idea or approach am I hesitant to try? How can I best manage my time?
  4. The biggest strength that will guide me through this semester is…
  5. What challenges and problems am I facing now?
  6. What are the opportunities available to me right now?
  7. What is one skill I hope to develop this semester?
  8. During stressful times, how will I handle the stress?

- **Professor Chat:** Building relationships is an important component of transitioning into college. Each student will be required to visit with one Professor, a Professor other than the SFA 101 Instructor, to gauge an understanding of the Professor’s expectations. Proof of your professor chat/visit will be in the form of a one-page double spaced paper. You will need to list the date/time, Instructor Name, and course (10 points). Consider the following questions to help you brainstorm some things you might have a chat with your Professor about:
  1. When you need clarification on an assignment, policies, and/or schedules.
  2. When you’re not getting the grades you know you’re capable of.
  3. When you want feedback on a draft
  4. When you have questions about a specific grade you’ve received
  5. When you would like advice on the subject of your major
  6. Do you have suggestions on study strategies for your class/exam?
  7. If I must miss a class, what is your policy for notifying you and make-up?

**Writing for Reflection**

- **Jacks PASS Reflection:** An important part of developing as a college student is reflecting on where you started, where you are now, and what you have learned along the way. In doing so, you will be able identify areas that you have grown in, areas for continual improvement, and what habits you have developed to help you become successful. Please use the following questions to help guide you in constructing a two-page double spaced paper reflecting on your time in Jacks PASS:
  1. If you had to do it over again, what would you change?
  2. What seemed hard at first, but turned out to be easy?
  3. What seemed easy at first, but turned out to be hard?
  4. How are you going to improve your habits for the future?
  5. What did you learn about yourself that you didn’t know before?
  6. What does college mean to you now?
  7. Did you achieve your goals?
  8. Describe something you like and something you do not like about college life?
9. What advice would you give to next year’s Jacks PASS students?

VI. Class Rules

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

- Log in for every class; you must have your video on.
- 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 and form of communication for SFA. Brightspace/D2L will be the official tool used in your SFA 101 class for 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 Raquel Skidmore, Interim Director of the Student Success Center. (Steen Library, Room 203; 936-468-6232; skidmorerr@sfasu.edu).

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)
Ordinarly, 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 Academic Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
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<tr>
<th>Week</th>
<th>Class Topics</th>
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<tr>
<td>Week 1</td>
<td><strong>July 7th</strong>&lt;br&gt;Class overview- Resources, Bright Space by D2L&lt;br&gt;Evaluate the significance of academic integrity</td>
<td><strong>July 8th</strong>&lt;br&gt;Learning Strategies Workshop with Kay Winfield/AARC&lt;br&gt;Check your Jacks email for zoom link</td>
<td><strong>July 9th</strong>&lt;br&gt;Navigating College; Time Management, Calendars, weekly plans&lt;br&gt;Welcome Activity Due Sunday July 12 at 11:59pm</td>
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<td>July 7-10</td>
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<td>Week 2</td>
<td><strong>July 14th</strong>&lt;br&gt;Academic Overview; Differences between HS and College; Personal Responsibility&lt;br&gt;Student Introductions Due by 11:59pm</td>
<td><strong>July 15th</strong>&lt;br&gt;Investigate an overview of university resources&lt;br&gt;Student success; Smart Goals&lt;br&gt;Review results of Welcome Activity</td>
<td><strong>July 16th</strong>&lt;br&gt;Argue the value of a college education; Test Preparation;</td>
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<td>July 13-17</td>
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<td>Week 3</td>
<td><strong>July 21st</strong>&lt;br&gt;Demonstrate working successfully with peers, faculty, and staff; Balancing Academic 7 Social Engagement</td>
<td><strong>July 22nd</strong>&lt;br&gt;Ken Morton/Wellness Model&lt;br&gt;Check your Jacks email for zoom link</td>
<td><strong>July 23rd</strong>&lt;br&gt;Develop personal survival skills, Money Management&lt;br&gt;July 27th :11:59pm Student Success Plans Due</td>
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<td>July 20-24</td>
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<td>Week 4</td>
<td><strong>July 28th</strong>&lt;br&gt;Construct a strategy for accessing and evaluating information through Steen Library</td>
<td><strong>July 29th</strong>&lt;br&gt;Mental Health with Jill Milem/Counseling Services&lt;br&gt;Check your Jacks email for zoom link</td>
<td><strong>July 30th</strong>&lt;br&gt;Employing Interdependence; The Importance of relationships&lt;br&gt;July 31st-11:59PM Prof Chat Due</td>
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<td>July 27-31</td>
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<td>Week 5</td>
<td><strong>August 4th</strong>&lt;br&gt;Examine SFA history, traditions and pride</td>
<td><strong>August 5th</strong>&lt;br&gt;Evaluating your summer experience: What have you learned?</td>
<td><strong>August 6th</strong>&lt;br&gt;What’s next? Expectations for Fall and Closing Activity&lt;br&gt;August 7th-5:00pm Final Reflection Due</td>
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<td>August 3-7</td>
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