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.

Credit Hour Description
SFAS 1101 “Freshman Success Seminar” (1 credit hour) is an optional but highly recommended course for all first-year freshman and transfer students at Stephen F. Austin State University. Direct instruction is provided for two 50-minute meetings per week for 13 weeks. Students have weekly readings and assignments that focus on topics related to student development and college success. These activities average at a minimum two hours per week to prepare outside of classroom hours.

Course Delivery Modality
This course is a fully in-person course which offers all of its meetings in person on campus at a scheduled time. Instructional content will be made available through illustrated lectures, individual meetings, guest speakers, small group and whole class discussions, visits to campus locations, videos, games, and exercises.

Respect for Diversity
At SFA, our commitment to diversity and inclusion is more than words—it is actions. We believe diversity and inclusion are the keys to promoting more engaged individuals locally and globally. We at SFA are committed to amplifying a campus culture that nurtures belonging and embraces similarities while celebrating that every Lumberjack will be different. Those differences are valued, acknowledged, and supported purposefully. We encompass ground-breaking strategies fostered from our diverse campus while taking a holistic approach to how we function as a university.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course supports the mission of Stephen F. Austin State University:

Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

This course also supports the mission of the Student Success Center:

The Student Success Center supports undergraduate students by optimizing campus resources through innovative and intentional programs, which empowers students to attain academic success and persist toward graduation and beyond.

Program and Student Learning Outcomes

Upon completion of SFAS 1101, 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.
- Evaluate the importance of academic advising while in college and explore SFA advising protocols.
- Demonstrate an increased understanding of cultural diversity, inclusion and social justice.
- Demonstrate the understanding of metacognitive skills and applying strategies academically 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.
- 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 SFAS 1101 Freshman Success Handbook in a digital format at the beginning of the course. Information in the handbook will be used for class discussions. Make sure you get them, read them, and understand them. You will also need a class notebook or pocket folder to keep required coursework and assignments organized.
IV. Grading Policy and Assignments

SFAS 1101 is a graded course. Passing this course will give you one semester credit that can be used towards the total number of credits you need to graduate. The grading system is as follows:

- 385 – 345 points A
- 344 – 307 points B
- 306 – 268 points C
- 267 – 230 points D
- 230 points & below F

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 the event will be valued at 15 points.
- 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 unjustified/unexplained absence you incur, a deduction of 2 points will be taken from your final grade.

Assignments 100 points

You will be assigned additional assignments throughout the semester 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.
V. Class Rules

Following these rules will help maximize the SFAS 1101 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 in purse/backpack or on the floor 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, and ONLY when directed to do so by the instructor.

VI. 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 SFAS 1101 class for important reminders, announcements, and further assignment directions.

VII. Course Complaints/Evaluations

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 SFAS 1101, the chairperson is Lydia Richardson, Program Coordinator of the Freshman Success Courses. (Steen Library, Room 203; 936-468-5808; lprichardson@sfasu.edu).

Near the conclusion of each semester, students enrolled in SFAS 1101 electronically evaluate the course and instructor. Evaluation data is used for, (1) course and program improvement and planning; and (2) instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the SFAS 1101 faculty are committed to excellence in teaching and continued improvement. Therefore, your response is critical!

The course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. 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 Academic Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
IX. Mental Health Statement

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line: 1(800) 392-8343
Suicide Prevention Lifeline: 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
As we begin the school year on campus, there are some things you need to consider regarding COVID-19 and the safety of our campus and our community.

Nacogdoches has limited hospital resources. Our ICUs are full, so if you are in an accident, you may not get a bed.

Additionally, the SFASU COVID case counts have been increasing, even with a limited number of students, faculty, and staff on campus during the summer. The case count among students and faculty is at 12 right now. [https://www.sfasu.edu/covid19/cases](https://www.sfasu.edu/covid19/cases)

If you are in a face-to-face class, you are not required to socially distance or wear a mask per the governor's executive order. There are no classroom size limitations.

I am fully vaccinated and encourage you to get vaccinated. COVID-19 may manifest itself as a mild case if you ARE vaccinated; however, the effect later in life may not be light. There is no telling at this early stage of the pandemic what, if anything, COVID-19 might cause later in life. If you are UUvaccinated, the results of catching COVID can be life-long, or life-threatening.

You should also consider in your personal mask-wearing decision that if COVID-19 gets out of control on campus, then I would think, personal opinion, that decisions would have to be made to go all virtual again as we did in the spring of 2020. COVID-19 Delta variant spreads as easily as chickenpox. Close contact for chickenpox is defined as little as five minutes being in the same room.

Take-away from this statement: don’t touch each other, don’t breathe on each other, don’t even LOOK at each other. Wash your hands frequently and use sanitizer MORE frequently. Let’s do everything we can to do the BEST we can, to keep ourselves and each other safe, and in school this semester and year.
Topics MAY INCLUDE but are not limited to:

✔ Class Overview and Introductions, COVID-19 Protocols, Brightspace/D2L, MySFA
✔ AARC Overview
✔ Academic Integrity- “The SFA Way”  Time Management
STAR, Challenges and SMART Goal planning for the semester

Myers-Briggs: Strengths Assessment and Discussion
✔ Social Interactions & Interacting with Professors

✔ Learning Strategies: Note Taking vs. Note Making, Textbooks, Study Skills & Test-taking-
What type of learner are you?
Campus Involvement and Belonging

✔ University Resources
Library Resources

✔ Health & Wellness Self Care; Stress Management
Mental Health/Personal Survival Skills

✔ Alcohol & Drug Awareness, UPD

Community Service Opportunities
✔ SFA History, Traditions, & Pride

✔ Cultural Diversity, Inclusion, and Social Justice
Growth Mindsets, Metacognitive Skills
The Value of a College Education
✔ Money Management/Financial Literacy

✔ Academic Advising, Course Registration “How to”
Challenging Relationships, Telling Your Story
Social Media and Self Image
Re-Evaluate goals
Preparing for Finals: Study Skills
<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Class Topics</th>
<th>Class Activities/Assignments</th>
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<tbody>
<tr>
<td>Week 1 – 8/23 – 8/27 ** Weeks of Welcome (WoW)**</td>
<td>Tues Aug 24</td>
<td>Class overview and Introductions; Brightspace/D2L; mySFA</td>
<td>Student Introductions</td>
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<td>Thurs Aug 26</td>
<td>SFA History and Traditions</td>
<td>Class picture and Campus tour, with Morgan</td>
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<td>Week 2; 8/30 – 9/3 <strong>WoW</strong></td>
<td>Tues 8/31</td>
<td>AARC overview</td>
<td>AARC tour, with AARC GA Ralie Sutton</td>
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<td>Thurs 9/2</td>
<td>Learning strategies? (learning styles, etc) Study Skills, Note taking Memory skills</td>
<td>Filled out AARC request form (VAK action plan)</td>
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<tr>
<td>Week 3; 9/6 – 9/10 <strong>WoW</strong></td>
<td>Tues 9/7</td>
<td>Time Management &amp; Goal Setting</td>
<td>Planner, Goals worksheet</td>
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<td>Thurs 9/9</td>
<td>Library Resources &amp; Critical thinking about sources</td>
<td>Presentation by Edward Kownslar, from the Library (confirmed)</td>
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<td>Week 4; 9/13 – 9/17</td>
<td>Tues 9/14</td>
<td>Successful Interactions with Peers, Faculty, and Staff</td>
<td>Group role play</td>
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<td>Thurs 9/16</td>
<td>Rights and Responsibilities, the SFA Way</td>
<td>Presentation by rep from the Office of Rights and Responsibilities Nathan confirmed, will come to us.</td>
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<tr>
<td>Week 5; 9/20 – 9/24</td>
<td>Tues 9/21</td>
<td>Mental Health &amp; Stress Mgmt</td>
<td>Emailed Ron Smith – he is working on it.</td>
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<td>Thurs 9/23</td>
<td>Physical Health, Wellness, and Stress Mgmt</td>
<td>Jessica W confirmed. We will go there.</td>
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<tr>
<td>Week 6; 9/27 – 10/1</td>
<td>Tues 9/28</td>
<td>Engagement &amp; Involvement</td>
<td>Emailed Scarleth – she will forward request and try to find us someone</td>
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<td>Thurs 9/30</td>
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<td>Week 7; 10/4 – 10/8</td>
<td>Tues 10/5</td>
<td>UPD</td>
<td>Amanda K.confirmed; she will come to us</td>
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<td>Thurs 10/7</td>
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<td>Week 8; 10/11 – 10/15</td>
<td>Tues 10/12</td>
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<td><strong>Fall 2021 Wellness Fair (October 13; 10:00 – 2:00)</strong></td>
<td>Thurs 10/14</td>
<td>CCPD?</td>
<td>Filled out form</td>
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<td>Week 9; 10/18 – 10/22</td>
<td>Tues 10/19</td>
<td>Academics and Advising</td>
<td>Emailed Trina</td>
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<td>Thurs 10/21</td>
<td>Registration, How-To</td>
<td>Stacy will do, confirmed</td>
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<td>Week 10; 10/25 – 10/29</td>
<td>Tues 10/26</td>
<td>CCPD?</td>
<td>Filled out form</td>
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<td>**<strong>HOMECOMING WEEK</strong></td>
<td>Thurs 10/28</td>
<td>Diversity, Inclusion, &amp; Social Justice</td>
<td>Speaker from Office of Diversity (confirmed)</td>
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<td>Week 11; 11/1 – 11/5</td>
<td>Tues 11/2</td>
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<td><strong>Tunnel of Oppression</strong></td>
<td>Thurs 11/4</td>
<td><strong>Instructor's Choice</strong></td>
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<td>Week 12; 11/8 – 11/12</td>
<td>Tues 11/9</td>
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<td>Thurs 11/11</td>
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<td>Week 13; 11/15 – 11/19</td>
<td>Tues 11/16</td>
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<td>Thurs 11/18</td>
<td><strong>EXAM</strong></td>
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<td>Week 14 (November 22 – November 26)</td>
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<td><strong>THANKSGIVING BREAK</strong></td>
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<td>Week 15 (November 29 – December 3)</td>
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<td><strong>DEAD WEEK</strong></td>
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<td>Week 16 (December 6 – December 10)</td>
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<td><strong>FINALS</strong></td>
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