Stephen F. Austin State University
SFA 1101.062: Freshman Seminar
Fall 2021

Instructor: April Smith, MS
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Office: Austin Building, Suite 310A
Office Phone: (936) 468-4048
Course Time: TR, 11:00 a.m. to 11:50 a.m.
Location: Ferguson, Room 380

Teaching Assistant: Aidre Buck
Email: buckaj@jacks.sfasu.edu
Office Hours: Available by Appointment
Credits: 1 credit hour
Prerequisites: n/a

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.

One Credit Hour Justification
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 three 50-minute meetings per week for 6 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 will be taught 100 minutes per week for 15 weeks utilizing the face-to-face lecture platform. Students will have assignments; site visits; in-class activities each week for 15 weeks. There are no prerequisites for this course. There are no course fees associated with this course. 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.

Diversity Statement
At SFA, our commitment to diversity and inclusion is more than words—it is actions. We believe diversity and inclusion are 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.

Readings, lectures, and/or assignments of this class addresses the influence of diversity within the overall focus of this course. Example: Discussion on the different types of customer preferences on food, space, destinations, etc.

II. SFA’s Intended Learning Outcomes/Goals/Objectives
Overarching Goal: Transformative Experiences for SFA Students
We will engage our students in experiences that prepare them for the challenges of living in a global community.
Foundational Goal: Meaningful & Sustained Enrollment Growth
Through an appropriate mix of relevant programs, delivery methods and locations, we will attract an increasing number of students seeking to prepare themselves for the future. Enrollment growth will be evidence of our productive participation in achieving the state's strategic goal for developing a more educated population. In addition, growth provides the foundation for our ongoing fiscal sustainability.

Supporting Goals:
Attract and Support a High-Quality Faculty & Staff: Our faculty and staff are the university's greatest assets. It is all of us together who engage our students in the high-impact practices that provide the transformative experiences they seek. To successfully fulfill our mission, we must attract and retain highly qualified people.
Foster Academic & Co-Curricular Innovation: As the needs of our students evolve, so should our curricular and co-curricular programs. We will be innovative in the ways we reach our students and prepare them for lifelong learning and successful careers in the 21st century.
Redefine University Culture: We will have an energetic and respectful workplace where civility, inclusivity, and accountability are guiding principles for everyone.
Increase Connections: We will embrace the strengths of our stakeholders to better enable us to provide a stellar learning experience for our students and contribute to the quality of life of everyone we touch.

Course Goals: Program/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.
• 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 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.
• Apply college classroom learning strategies within this class and beyond.
• Investigate an overview of university resources.
• Develop personal survival skills.
• Examine SFA history, traditions, and pride.
• Argue the true value of a college education.
• Develop critical thinking, communication, and financial literacy skills.
• Relate university rules and procedures to student’s personal behavior at SFA.
• Demonstrate working successfully with peers, faculty, and staff

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
You will participate in the class in the following ways:
• Group discussions


- Guest speakers & lectures
- Visits to campus locations
- Games, activities, videos, and exercises on student success
- Individual Instructor Meetings
- D2L Submissions, Presentations Skills
- Academic Writing
- Presentations Skills

**Class Text and Materials:** There is no textbook required for this course. All students will receive a Student 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 read them, and understand them. You may choose to have a class notebook to keep required coursework and assignments organized.

**Required Technology:** Access to BrightSpace by Desire2Learn (D2L) is necessary.

**Course Participation:** Students will be required to attend each week’s class meetings; read the required readings and handouts; complete surveys and class assignments as directed; contribute to a group project/event; work on the online activities; prepare and execute the class event and write a post-event report. Participation and attendance are critical to the success of this class and will be used to help determine the final grade.

**Instructional Strategies:** Lectures, interactive open discussions, videos and guest speakers will comprise the presentation of course content. Students will be called on to answer questions, explain material and provide relevant examples. Students will also have a group project due during the semester.

**Communication - Email:** Please check your SFA Jacks email account regularly and communicate with through your mySFA email. Your Jacks account is the official email account for SFA and D2L will be the official tool in your SFAS 1101 class for communicating the important reminders, announcements, and further assignment directions. You may send communication through the D2L email but email the instructor at the listed primary email address found on page 1 of this document.

Brightspace by Desire2Learn (D2L) will be used for the content of the course, to post grades, to post notes and assignments, and to make any announcements/notifications. Your success in this course will depend upon your ability to check D2L regularly for any updates and announcements. Your success in this course will depend upon your ability to check D2L regularly for any updates and announcements.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as Microsoft PowerPoint files unless otherwise instructed. All other submitted files must be in PDF or Microsoft Word format.

**Brightspace Technical Support:** If at any point during the course you experience technical
difficulties in Brightspace, please let your instructor know immediately. Please realize that your instructor is not qualified to provide Brightspace support; and that notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due. Notifying your instructor is a courtesy.

In order to obtain proper technical assistance, you will need to contact the SFASU Brightspace Support Team by emailing d2l@sfasu.edu or calling 936.468.1919.

IV. Evaluation and Assessments (Grading):
Students have the opportunity to earn 500 points in this course. In general, students can determine their standing in the course throughout the semester by keeping track of points on each assignment. Students can also access their grades and points for assignments by using their SFA-D2L account. If a student has questions regarding an earned grade on an assignment or need clarification regarding a grade, they should come to see the instructor during office hours or should make an appointment to see the instructor to discuss their questions. Grades are determined from a variety of assignments:

| Attendance and Professionalism | 5 points each (26 class days) / 130 points total |
| Instructor/Student Meetings    | 10 points each / 20 points total               |
| Introductory Post              | 15 points                                      |
| Outside Events                 | 10 point each / 20 points total                |
| University Stewardship Paper   | 25 points                                      |
| Professor Chat Paper           | 25 points                                      |
| Diversity and Inclusion Reflection Paper | 25 points                                 |
| First-Semester Goals and Mindset Paper | 25 points                             |
| Group Project Assignment       | 100 points                                     |
| Personality Post               | 15 points                                      |
| Career Discussion and Postings | 100 points                                     |
| **TOTAL COURSE POINTS**        | **500 POINTS**                                |

Grade Distribution
SFAS 1101 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:

SCALE:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade Earned</th>
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<tbody>
<tr>
<td>500-450 points</td>
<td>A</td>
</tr>
<tr>
<td>449-400 points</td>
<td>B</td>
</tr>
<tr>
<td>399-350 points</td>
<td>C</td>
</tr>
<tr>
<td>349-300 points</td>
<td>D</td>
</tr>
<tr>
<td>299 points or lower</td>
<td>F</td>
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</tbody>
</table>

**TOTAL POINTS FOR COURSE = 500 POINTS**
Making a good grade in this class is easily within reach of every student enrolled – simply by attending class each day and taking part in scheduled activities, as well as turning in assignments on time. All students have the opportunity to earn plenty of points to make a high grade. Should you have any concerns about your grade standing in this course, make an appointment to visit with me as
soon as possible. There are selected opportunities listed below for bonus points. **Late work is not accepted except for extenuating circumstances, and only if you have received prior approval from the instructor to submit an assignment late.**

The grade you receive is the grade you will have earned. This is a university course and will be graded as such. **If a student wishes to contest a grade, this must be done prior to the semester’s Dead Week.**

**Extra Credit:**
If there are any additional opportunities to complete extra credit, the instructor will announce it during class time to give opportunity to all students to be able to get an extra credit.

**Deadlines Procedure:** In this course you are part of an active community of learners, and as such, meeting the due dates and deadlines is extremely important. You are expected to keep an eye on the Course Timeline and to complete work on time. You cannot wait until the end of the semester to complete assignments; you must complete them as the semester progresses. All assignments are due on the dates indicated on the Course Timeline and will not be accepted late unless prior approval is received by the instructor due to emergency situations. No make-up exams will be given with the exception of serious illness or emergency. The instructor must be contacted regarding such an emergency prior to the exam, and will follow SFASU policies regarding if the situation was indeed of a warranted, serious nature. All situations will be subject to proof of acceptable documentation from the student to the instructor. Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late. All assignments submitted after the due date will receive partial credit.

Your instructor will reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module. If, due to unforeseen circumstances, you feel you need a brief extension on any due date, please contact your instructor 2-3 business days ahead of time to discuss alternate arrangements.

A make-up exam is not guaranteed and is subject to the above-mentioned review by the instructor and, if necessary, the administration. If an exam is not taken, the student will receive a zero on that particular exam. There will be no make-up exams given for unexcused absences. Excused make-up exams will be given on the day scheduled by both the instructor and student right after the student comes back to class.

**Attendance and Professionalism:** Attendance will be taken every class period. For every missed class period, a student will lose attendance and professionalism points. When student’s miss class, it affects the professionalism grade. Excused attendance includes: ailment with doctor’s note; death in the family; participation in conferences/trips approved by the school; and other official school travels. There is no make-up for missed attendance and professionalism points. Students are expected to be professional and respectful in the classroom environment. Discourteous or offensive behavior directed toward the professor/instructor, students or others will not be tolerated. Examples of such behavior include, but are not limited to:

- Bullying or berating others
- Physical or verbal intimidation, such as shouting or angry outbursts directed toward others
- Derogatory verbal or physical behavior, such as name-calling
• Directing profanity toward others
• Behavior that has the effect of humiliating others
• Mobbing
• Other unprofessional or inappropriate behavior

Discourteous or offensive behavior also includes written or electronic communication, as well as group behavior (e.g. "mobbing") which has a negative impact on the classroom and/or on others (https://www.pcc.edu/hr/contracts/behavior.html).

Participation in each class is essential. The class will have open discussions frequently, and participation in the discussions will be noted. Students that choose to positively participate in the class and add to the discussion will earn a higher grade than the student that chooses to not participate.

Outside Events:
Students are required to attend two university events, outside of class. Below is a listing of example events. If a student would like to attend a different outside activity, you must get the alternate activity preapproved by the course instructor to earn points. These are important and count for a total of 20 points of your grade (10 points each).

• Attend Freshman Convocation for College (must bring event program or brochure-signed)
• Attend a Fine Arts event (must bring event program) - if not included in your Outside Events Points
• Attend an Athletic event (must upload photo selfie to D2L that clearly shows you at the event displaying both opponents of the event) - if not included in your Outside Events Points
• Involvement Advising (must bring advising sheet)
• Attend five (5) AARC SI study sessions (must provide pink slips)
• Attend the Leadership Conference (must provide signed verification slip or stamped booklet)

Group Project: Traditions Presentation: You will be placed and groups and asked to research a specific SFA tradition. The presentation must be presented in a creative way (ex: video, movie, poem, song, rap, commercial, slideshow). Topics and specific instructions will be provided in class and available in D2L. Student may utilize zoom to meet with group members and present. Assignment worth 100 points.

Instructor/Student Meetings: Two individual sessions with either April or Aidre will be scheduled during the semester; these are important and count for a total of 20 points of your grade (10 points each).

Introduce Yourself Discussion Post: Tell us about yourself. List your name, hometown, major, hobbies, a fun fact about yourself, and post one of your favorite pictures (explain why) 15 points.

Personality Post: Tell us about your results of the personality test. Do you agree with the results, or disagree? (explain why) 15 points.

Career Research Discussion Post: Initial Post and 2 Peer Responses - You will research a career you are interested in having after you graduate with your Bachelor’s degree. You will answer questions such as, how does this career align with your major? Will you will need to continue education? How
do you think you can gain “years of experience” in college? Detailed instructions will be provided to you during the semester and you are expected to contribute to the discussion. Your initial discussion post is due by September 16 11:59PM and responses to 2 peers are due by October 7th by 11:59PM. This discussion is worth a total of 100 points.

**Reflection Assignments:** All reflections must be at least 1-page in length, 12pt font, double spaced and are due to the D2L dropbox on or before the date due by 11:59 PM. What did you learn from these sessions? Please do not tell what these sessions were about, discuss what you got out of the event. Assignment details posted on D2L.

**University Stewardship Paper:** Express in writing your appreciation for the scholarship(s) you have received and explain the impact the financial support is making on you and your family. Specific instructions will be provided in class and available in D2L. This assignment is worth 25 points.

**Professor Chat Paper:** Each student will meet with a professor. After meeting with your professor, you will submit a 1-page, 12pt font, double-spaced reflection on this experience. Specific instructions will be provided in class and available in D2L. This assignment is worth 25 points.

**First-Semester Goals and Mindset Paper:** Each student will review reflect on their goals for the semester and throughout their time in college. Specific instructions will be provided in class and available in D2L. This assignment is worth 25 points.

**Diversity and Inclusion Reflection Paper:** Following the class discussion Cultural Diversity and Inclusion, Social Justice, you will be asked to write a reflection on the experience. Specific instructions will be provided in class and available in D2L. This assignment is worth a total of 25 points.

**Exams:** There will not be an exam provided throughout this course. All points for the course are earned during class, attendance, activities, and assignments.

**Expectations:**
- Attend every class.
- Read any assigned material and **turn in all required work on/or before the due date.**
- **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.
- Ask questions!

Since this is a freshmen-level course, it is assumed that you are to write in the professional manner with correct grammar, sentence usage and spelling. For every paper/project that you submit, points will be deducted for any violations. Tutors are available for assistance through academic Assistance and Resource Center (AARC) located in the Steen Library.
Netiquette: All work, including emails, assignments, and discussion boards must abide by “netiquette” rules. Professional and appropriate language, grammar, spelling and syntax must be used in all communications. Be respectful to your classmates and instructor. Do not use “IM-style” writing at ANYTIME. Grades will reflect your level of professionalism. ALL emails must contain grammar, spelling, and sentence structure. No ALL CAPS, run-on sentences, texting-type or IM-type of writing will be accepted. Improper emails will be returned, unanswered. This is a university-level course and students must use professional emails in preparation for future management positions.

Here are some basic Netiquette rules to help you get the most out of online learning:

- ALL CAPS IMPLIES THAT YOU ARE SHOUTING - Please do not do this (unless you are capping specific words, nicely, for emphasis)!
- Watch your “tone” - it’s written, not verbal communication. It can be very easy to misinterpret someone’s meaning online.
- Check spelling - Always!
- Make your messages easier to read by making your paragraphs short and to the point.
- Never “say” anything that you would not want posted on the wall of a face-to-face classroom, because it could be!
- Behave as you would in a face-to-face classroom.
- Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
- Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face-to-face classroom).
- Think about what you have written before you submit it.

Conduct: Discourteous or offensive behavior directed toward the professor/instructor, students or others will not be tolerated. Examples of such behavior include, but are not limited to:

- Bullying or berating others
- Physical or verbal intimidation, such as shouting or angry outbursts directed toward others
- Derogatory verbal or physical behavior, such as name-calling
- Directing profanity toward others
- Behavior that has the effect of humiliating others
- Mobbing
- Other unprofessional or inappropriate behavior

Discourteous or offensive behavior also includes written or electronic communication, as well as group behavior (e.g. "mobbing") which has a negative impact on the classroom and/or on others (https://www.pcc.edu/hr/contracts/behavior.html).

Guidelines for Evaluating Students:

What is an ‘A’ Student?

- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information before asking questions
- Contributes meaningfully to the class
- Acts enthusiastic, even when he/she does not feel that way
- Is open to criticism without getting defensive
• Does not act like a “know it all”
• Displays maturity
• Is proactive – does not wait to be told to do everything; takes care of things before they become problems
• Displays common sense
• Is flexible

Every student should not expect an ‘A’! It is the student who displays the above characteristics, as well as sound technical ability and theoretical knowledge, who receives the “excellent” grade. A grade of ‘B’ should not be perceived as failure. A grade of ‘B’ means you have done “good” or “above average” work. A grade of ‘C’ means “average”. Be extremely careful of the number of ‘C’ grades you earn as graduate students are expected to perform at above average levels. If you feel you are tending toward a final grade of ‘C’ contact your instructor; help him/her help you.

V. Tentative Course Outline/Calendar:
Changes in the course outline are possible with the discretion of the instructor. The calendar here is a tentative outline of the course. Your instructor reserves the right to change/modify this calendar as the course progresses. All changes/modifications will be announced on Brightspace.

Please see the official Course Timeline on the Brightspace homepage (this is not the Brightspace Calendar) for a complete schedule of all due dates and times.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic(s)</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug 24</td>
<td>First Day of Class&lt;br&gt;Class Introduction&lt;br&gt;Syllabus Review&lt;br&gt;Academic Integrity&lt;br&gt;AARC Overview</td>
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<tr>
<td></td>
<td>Aug 26</td>
<td>Time Management&lt;br&gt;Stress Management</td>
<td>Introduce Yourself Discussion Post Due by 11:59 p.m.</td>
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<td></td>
<td>Aug 31</td>
<td>University Resources&lt;br&gt;Library Resources&lt;br&gt;Community Service Opportunities</td>
<td>Complete Myers-Briggs Strengths Assessment and post by 11:59 p.m. <a href="http://www.16personalities.com">www.16personalities.com</a></td>
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<tr>
<td></td>
<td>Sept 2</td>
<td>Myers-Briggs Strengths Discussion</td>
<td>Schedule you meeting(s) with Instructor and Teaching Assistant (TA)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sept 7</td>
<td>Learning Strategies: Note Taking vs. Note Making, Textbooks, Study Skills &amp; Test-taking, What type of learner are you</td>
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<td></td>
<td>Sept 9</td>
<td>SFA Involvement and Belonging</td>
<td>First-Semester Goals and Mindset Paper Due by 11:59 p.m.</td>
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<tr>
<td>Week 3</td>
<td>Sept 14</td>
<td>Social Interactions and Interacting with Professors</td>
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<tr>
<td>Week 5</td>
<td>Sept 16</td>
<td>Alcohol and Drug Awareness, Bystander Intervention</td>
<td>Career Research Discussion Post: Initial Post Due by 11:59 p.m.</td>
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<td>Week 6</td>
<td>Sept 21</td>
<td>Health and Wellness Self Care</td>
<td>Guest Speaker-Campus Recreation</td>
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<td>Sept 23</td>
<td>Financial Literacy, Money Management, Value of College Education</td>
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<td>Sept 28</td>
<td>Cultural Diversity, Inclusion, and Social Justice</td>
<td>Guest Speaker</td>
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<td>Sept 30</td>
<td>Challenging Relationships Discussion</td>
<td>University Stewardship Paper Due by 11:59 p.m.</td>
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<tr>
<td>Week 7</td>
<td>Oct 5</td>
<td>Telling Your Story, Social Media, Self-Image</td>
<td>Guest Speaker</td>
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<td></td>
<td>Oct 7</td>
<td>SFA Traditions and History</td>
<td>Career Research Discussion Post: Response Posts Due by 11:59 p.m.</td>
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<tr>
<td>Week 8</td>
<td>Oct 12</td>
<td>Getting to Know SFA</td>
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<td></td>
<td>Oct 14</td>
<td>Course Registration/Grades How is all works.</td>
<td>Professor Chat Paper Due by 11:59 p.m.</td>
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<tr>
<td>Week 9</td>
<td>Oct 19</td>
<td>UPD Self-Defense Personal Survival Skills</td>
<td>Guest Speaker – University Police Department</td>
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<td>Oct 21</td>
<td>AARC revisited Midterms- Where are you at?</td>
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<td>Week 10</td>
<td>Oct 26</td>
<td>Homecoming Week What is happening on Campus?</td>
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<td></td>
<td>Oct 28</td>
<td>Outside Activities</td>
<td>Attend University Events</td>
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<tr>
<td>Week 11</td>
<td>Nov 2</td>
<td>Learning more about SFA</td>
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<td>Nov 4</td>
<td>Scholarships</td>
<td>Scholarship Thank You Letter</td>
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<td>Week 12</td>
<td>Nov 9</td>
<td>Traditions Council Guest Speaker</td>
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<td></td>
<td>Nov 11</td>
<td>Building your Resume</td>
<td>Diversity and Inclusion Reflection Paper Due by 11:59 p.m.</td>
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<tr>
<td>Week 13</td>
<td>Nov 16</td>
<td>Group Presentation</td>
<td>Group Project: Traditions Presentation</td>
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<td></td>
<td>Nov 18</td>
<td>Re-Evaluate goals Preparing for Finals: Study Skills</td>
<td>Last Day of Class</td>
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<td>Week 14</td>
<td>Nov 23</td>
<td>Thanksgiving Holiday</td>
<td>No Class</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>Week 15</td>
<td>Nov 29-Dec3</td>
<td>DEAD WEEK</td>
<td>No Class</td>
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<tr>
<td>Week 16</td>
<td>Dec 6-11</td>
<td>FINALS WEEK</td>
<td>No Class</td>
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**VII. Course Evaluations:**
“Near the conclusion of each semester, students electronically evaluate courses taken. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the 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. Student Ethics and Other Policy Information:** Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**Class Attendance and Excused Absence: Policy 6.7** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. 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 during a semester or one week of a summer term, 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: Policies 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, Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations 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/)
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 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 work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow the procedures outlined in Academic Appeals by Students (6.3).

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 Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

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, 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.

IX. Other Relevant Course Information:

Professional Standards

- Students should prepare themselves adequately for each semester. Instructors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
- Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.
- Faculty are committed to providing information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and working with field supervisors.
- If student dissatisfaction arises, the student’s request for a private conference/phone call with the instructor serves as the first step toward resolution.

The Instructor’s Role in this Course

The Instructor’s role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows everyone to bring their own interests and expertise to the class. The Instructor will provide materials, experiences, and expertise that will encourage the students to interact and engage with the readings and other course materials. As someone conscious that there are many learning styles, the Instructor will make every attempt to present material in a variety of ways to better help facilitate learning and comprehension. Respectful exchanges and differing opinions are encouraged in the hope that this may help everyone learn from each other – including those who support stated opinions/viewpoints as well as those who present stated opinions/viewpoints that differ from our own.

How to “Manage” a Class

A key issue for students is time management. Below are several strategies that can help students, like you, manage time in order to successfully complete your course:

-Make the course a priority.

For the duration of the course, make the course your professional priority. You are expected to complete every reading, every assignment, every discussion and every activity. Cannot do that? Consider taking the course another time when you can devote more time to the effort.

-Set aside a minimum of one hour a day to work on the course.

Think of the hour per day as your class time. Cannot spare a whole hour? How about 15 minutes four times a day? Make the coursework the very first thing you do when you open up your computer in the morning. Then it’s over and done with for that day!

-Make a study plan.

Set fixed times during the week to work on the course. If you have a learning partner, decide what
days you will meet to go through course readings and participate in the online discussions.

-Make your own calendar or schedule.
Some weeks will be easier than others for getting all your work done, so look ahead and make a schedule. Determine what weeks look very busy and plan how you will get your coursework done ahead of time to compensate for your lack of time in busy weeks.

-Get rid of distractors.
That may mean closing the door to keep family members away, going to a café, turning off your cell phone, not opening your email or social media, or turning off the TV. Figure out what distracts you from your online course and eliminate it as you work on your course.

-Set goals and incentives.
Give yourself, or have someone give you, incentives for completing a module or assignment within a certain time period. Set personal learning and time goals. Give yourself a treat when you have finished a module or a discussion (but do not reward yourself when you have not!).

-Explore ways to multitask that do not contribute to cognitive overload.
Can you access the course on your tablet and do the readings at the gym? In multitasking, it’s important to avoid cognitive conflict (e.g., reading while watching TV does not really help) or cognitive overload (reading while on a Skype call, for example).

-Ask for help.
Communicate. Your Instructor cannot help or advocate for you if he/she does not know what is going on. Schedule a meeting to discuss your needs, and how you can succeed in class.

How to “Manage” Your Mental Health (Disaster Planning)
Research has shown that one-fourth (1 in 4) of today’s college students will experience a Mental Health issue at some point of their college career. Unfortunately, many of these students will not seek help, often because they do not know where to look. This leads to larger problems that affect not just school, but also work, relationships, and day-to-day life. This “Disaster Plan” is designed to assist students in finding the help and resources they need to prevent a Mental Health crisis.

IF YOU OR SOMEONE YOU KNOW IS EXPERIENCING A MENTAL HEALTH CRISIS CALL 9-1-1 OR THE NATIONAL SUICIDE PREVENTION HOTLINE AT 1-800-273-TALK (8255).

Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. Other Mental Health Providers are also available to help in and around the Nacogdoches area.

You are not alone! The brain is an organ of the body, just like the heart. If you were told you needed help to keep your heart working properly, you would seek medical attention. If you need help to keep your brain working properly, you should do the same. Help yourself help yourself.

SFA 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

Resolving Student Grievances
Should a student encounter an issue in this, or any course, the following chain of authority should be followed and not circumvented:
1. Contact the instructor and attempt to resolve the issue.
2. If the student is uncomfortable discussing the issue with the instructor, the student should contact the Department Chair or Director for that area of study.
   a. For SFA 1101, the chair person is Lydia Richardson, Program Coordinator of the Freshman Success Courses. (Steen Library, Room 203; (936) 468-5808 or lprichardson@sfasu.edu.
3. At this point, if the issue remains unresolved, the student should contact the Associate Dean for that area of study.
4. If the problem has to do with being a student at Stephen F. Austin State University the student may visit the Dean of Student Affairs, in room 3.105 of the Baker Pattillo Student Center.

Food for Thought (Hunger Jacks): The purpose of Food for Thought Student Food Pantry is to provide supplemental healthy food to SFA students who are experiencing food insecurities. The only requirements for eligibility are to be enrolled for courses at SFA during the current semester and not have a meal plan. Food for Thought is not a University-funded service. It is supported by volunteers and by charitable contributions and donations. All items are offered as available. Located in the Baker Pattillo Student Center, Room 3.201