I. RATIONALE

National data (Tobolosky, 2003, 2006; Barefoot & Fidler, 1978) collected over the course of three decades suggests that during the first year of college, students are most “at risk” for dropping out due to lack of academic success, transition inability, or poor support systems. Researchers (Astin, 1977, 1993; Fidler, 1991; Tobolosky, 2005) continue to identify First-Year Experience (FYE) seminars as an opportunity for institutions to facilitate student skill development, a commitment to the institution, and motivation for academic achievement that leads to student persistence, student success, and student satisfaction. Furthermore, studies have shown that FYE courses are effective in increasing students’ academic success and college persistence (Gardner, 1996; Ramone, 1998; Feldman, 2005).

II. LEARNING OUTCOMES AND GOALS

Goal A: Students will familiarize themselves with Wilmington University, campus organizations, and campus events and activities.

Students will be able to:

1. Explain the history and mission of Wilmington University.
2. Identify the President and Provost of Wilmington University.
3. Recall the structure (i.e., Colleges, Deans) of Wilmington University.
4. Describe the different types of degrees that are available at WU.
5. Describe the various face-to-face course formats (i.e., semester, block, modular) that are available.
6. Locate the University policies and procedures.
7. Describe the University’s emergency procedures.
8. Describe the different campus organizations at WU.
9. Describe different campus events and activities.
10. Attend a campus event.

**Goal B:** Students will understand the characteristics of a WU college classroom and their responsibility as a college learner.

*Students will be able to:*
1. Discuss the similarities and differences between high school and college.
2. Explain the learner’s responsibility inside and outside the college classroom.
3. Explain what instructors mean by “participation.”
4. Discuss ways to increase the quality of one’s class participation.
5. Discuss when and how to converse with faculty members and coordinators.
6. Explain the importance of a professional attitude toward college, classmates and professors.

**Goal C:** Students will understand how to manage their time effectively.

*Students will be able to:*
1. Reflect on the activities and commitments that occupy their time.
2. Describe effective techniques to help manage one’s time.
3. Formulate a plan to help manage one’s time.
4. Utilize schedules to help keep track of semester, weekly, and daily dates, deadlines, and activities.

**Goal D:** Students familiarize themselves with advisement and registration issues.

*Students will be able to:*
1. Describe the benefits of advisement.
2. Identify their academic advisor.
3. Meet with their academic advisor.
4. Explain the registration process.
5. Locate the University Calendar and recall important dates.
6. Explain the difference between Drop, Add, and Withdraw.

**Goal E:** Students will understand how to use technology and how it can aid in their learning.

*Students will be able to:*
1. Identify personal weaknesses in using word processing applications and utilize resources to address weaknesses.
2. Describe what Blackboard is and why it is used at WU.
3. Use Blackboard efficiently and effectively.
4. Explain what WebCampus is and why it is used at WU.
5. Use WebCampus effectively.
6. Explain how a distance learning course operates.
7. Describe the difference between distance courses and hybrid courses.
8. Describe the benefits of distance learning.
9. Explain the type of learner and skills that are needed to be successful in distance learning.

**Goal F:** Students will gain self-knowledge and understand how such knowledge relates to their learning.
**Students will be able to:**

1. Describe and compare different type of personalities and the corresponding traits and behaviors.
2. Identify their personality type.
3. Identify how people learn and their individual learning preferences.
4. Describe and compare different theories of motivation.
5. Explain their motivation.
6. Distinguish between the different types of goals individuals can hold.
7. Discuss and describe their goals.
8. Construct a plan for how they will achieve their goals.
9. Discuss the expectations they have for college beyond the first year.

**Goal G:** Students will understand the strategies and skills that lead to successful learning.

**Students will be able to:**

1. Discuss test anxiety, where it comes from, and ways to lessen it.
2. Describe different learning strategies.
3. Reflect on their current use of learning strategies and study skills.
4. Explain when, why, and how to effectively use different learning strategies.
5. Discuss a variety of study skills.
6. Decide when and describe how to use effective study skills.
7. Use effective note taking.
8. Examine a variety of test-taking skills.
9. Explain critical thinking and why it is important in learning.
10. Employ critical thinking skills.
11. Develop a plan to be a successful learner.

**Goal H:** Students will familiarize themselves with the student services that are available to them at WU.

**Students will be able to:**

1. Describe the purpose of the Student Success Center.
2. Explain the services available through the SSC.
3. Locate the Student Success Center and describe how to contact them.
4. Discuss tutoring options.
5. Access SmartThinking online tutoring system.
6. Identify the Students with Special Needs Policy.

**Goal I:** Students will gain an understanding of information literacy.

**Students will be able to:**

1. Explain what it means to have information literacy.
2. Identify the skills that are required for gaining information literacy.
3. Examine the research tools that are available through the library.
4. Use the library’s research tools effectively.

**Goal J:** Students will familiarize themselves with WU’s academic policies.
Students will be able to:

1. Identify the location of WU’s academic policies.
2. Define and explain academic integrity.
3. State the ways in which one can commit plagiarism.
4. Discuss and describe ways in which one can prevent questions of plagiarism.
5. Explain the grading policy at WU.
6. Discuss what weighted grades are and how they are used in the courses.
7. Calculate weighted grades.
8. Discuss the Academic Honors that are available at WU.
9. Identify professional behavior and discuss its implications for academic and career success.
10. Use SafeAssign to improve proper citation techniques.

Goal K: Students will understand the reading and writing skills that lead to success in college.

Students will be able to:

1. Discuss a variety of reading skills.
2. Compare and contrast academic writing and other types of writing.
3. Explain how to write reflectively.
4. Write in a reflective manner.
5. Describe APA formatting and the purpose of using APA format.
6. Use effective documentation of resources in APA format.
7. Use correct formatting of a paper according to APA format.

Goal L: Students will understand group dynamics.

Students will be able to:

1. Discuss different cultures and how those cultures are reflected in the classroom.
2. Discuss difficulties associated with working in groups.
3. Identify ways to successfully collaborate and cooperate in groups.

Goal M: Students will understand the important role one’s wellness plays in their life.

Students will be able to:

1. Explain the role that nutrition and exercise play in one’s health.
2. Identify sources of stress and ways to decrease stress in one’s life.
3. Describe the potential negative effects of alcohol abuse.
4. Identify warning signs of domestic abuse/violence.
5. Explain where one would go for help in dealing with mental health issues.
6. Describe different types of relationships and compare the characteristics of healthy vs. unhealthy relationships.
7. Identify campus activities that relate to wellness issues.

Goal N: Students will explore potential career options and the necessary paths to careers of interest.

Students will be able to:

1. Discuss a variety of career interests and options.
2. Explain the daily tasks and responsibility of possible career choices.
3. Identify the educational requirements that are necessary for certain careers.
4. Describe the different degrees offered at Wilmington University.
5. Explain the purpose of and how to utilize the Career Center.
6. Develop and employ the necessary research skills to identify potential employment opportunities and employers of interest.
7. Create a professional application/resume/portfolio using resources available from Career Services.
8. Identify and use professional behavior, dress, and decorum required for a job interview.
9. Use the knowledge and self-awareness gained from LASSI, StrengthsQuest and FOCUS to determine whether a potential job is a good fit for personal traits, skills, education and goals.

EVALUATION PROCEDURE AND GRADING POLICY:

LATE ASSIGNMENT POLICY:

CAS CLASSROOM STANDARDS: See Blackboard “Syllabus” area

COURSE SCHEDULE (all assignments/exams and due dates):

Revised: 10/10/14
MJW