

WU 101 Section : The Washburn Experience
MWF Master Syllabus

Instructional Team:

<p align="center">Librarian Name: Email: Phone: Office Location: Office Hours: By appointment</p>	<p align="center">Faculty Member Name: Email: Phone: Office Location: Office Hours: By appointment</p>	<p align="center">Academic Advisor Name: Email: Phone: Office Location: Office Hours: By appointment</p>
<p align="center">Peer Educator Name: Email: Office Location: Office Hours:</p>	<p align="center">  </p>	<p align="center">Peer Educator Name: Email: Office Location: Office Hours:</p>

Course Description

This three-hour course, designed for first-year students, focuses upon information literacy, technology and the transition into the Washburn University Community of Learning. Common themes such as the exploration of study skills, wellness, technology, plagiarism and others will be covered to introduce students to a series of best practices for success.

Why WU 101?

The National Resource Center for the First-Year Experience and Students in Transition reports that 87% of colleges and universities in the United States have some type of first-year experience course. Additionally, the universities in the Kansas Board of Regents system all have some type of first-year programming. The national and regional evidence is clear that WU101 will help students obtain higher rates of success in the transition from high school to university studies.

Learning Outcomes

1. Establish proficiency with Information Literacy and Technology

The course activities in WU 101 are all designed to promote active learning. Becoming proficient in Information Literacy and Technology is dependent upon you actively engaging in and with the course material. You are required to use the weekly course topics as a launching point into the use of appropriate information resources in the digital age. You will actively engage course modules in the D2L Learning Systems to develop your proficiency in Information Literacy and Technology.

2. Practice academic honesty and exhibit ethical conduct.

You will learn about academic honesty as it relates to the various academic disciplines in the university and in regard to electronic publication.

3. Demonstrate membership in and engagement with the WU community.

You will learn about college life and, in particular, what it means to be an Ichabod at Washburn University. In conjunction with Objective 5, this course aims to create a sense of belonging to the institution.

4. Develop an academic success plan and demonstrate an understanding of the purpose of a university education.

You will learn what the university setting consists of regarding organization, language, the components of a degree, and the ways university work is different from your prior schooling.

5. Establish connections to faculty, staff and students in the WU community.

Research shows that a key element to your success as a college student is when you make a connection to someone or something at the university. The team approach to this course is designed to develop connections between you and your classmates as well as with university personnel, and to foster commitment to your academic pursuits.

6. Demonstrate effective collegiate learning and study skills.

You will learn and reinforce success skills related to personal and scholastic organization and management.

Instructional Team

WU 101 is different than your other classes because it is facilitated by an instructional success team. Your success team is led by a faculty member who sets academic goals and serves as the team leader. Additionally, your team includes an academic advisor who provides information on academic policies and procedures and works with you to begin academic planning and major/career decision making, a librarian who introduces library resources and helps build information and computer literacy skills, and two peer mentors who serve as role models and peer guides for your transition to college. The instructional team is, by purpose and design, a fully collaborative group in which all members are dedicated to your success as a student.

Textbook & Materials

Thomas Fox Averill, rode. (Albuquerque, NM: University of New Mexico Press, 2011).

Alan Bearman, ed., The Washburn Experience (Dubuque, IA: Kendall Hunt, 2011).

It is strongly recommended that you have a notebook/file/folder designated for class. It is also crucial that you have online access. The university has many locations where you can work online if you do not have your own computer.

Class Structure & Policies

- **Attendance and Participation:** Attendance will be taken during all class sessions and will count for one-fifth of your grade. It is expected that you will be on time and present for all classes. Further, attendance is reinforced through unannounced quizzes, in-class discussions and writing assignments. You are paying for this class – come and enjoy it!

- **Online Modules:** D2L Learning Systems will feature online modules to support the course. These modules will include learning objects, quizzes, and discussions to connect students with peers and faculty.
- **Cell Phones & Other Electronic Devices:** As a courtesy to the instructors and your fellow classmates, please turn off all personal cell phones and other electronic devices (e.g., iPods, tablets, etc.) during class. Texting in class is completely unacceptable.
- **Classroom Behavior:** You are expected to arrive promptly, be attentive to fellow students as well as the instructor, participate in classroom discussions and group work, and read the assigned material in advance (by the date listed). Please be respectful of your peers and instructional team at all times.
- **Written Work:** Writing is an important skill that will be integral to your success in college. Assignments must be typed and stapled together (if necessary). No points will be given for an assignment that is not typed.
- **Cultural Passport Activities:** Your college experience should be more than just going to classes and doing assignments. It is about trying new things and expanding your horizons. With that in mind, you are required to participate in a minimum of eight different enrichment activities outside of class. Examples are: civic activities, plays, lectures, athletic events, and other cultural activities. More information will be distributed in class regarding this requirement.
- **Late Assignments:** You are responsible for submitting assignments *on the due dates* discussed in class. Late work will not be accepted. Additionally, you will not be allowed to make up a quiz or exam. There are no extra credit opportunities in this course.
- **Below Average Writing:** If your instructor identifies your writing as below average you are required to visit the Writing Center in Mabee Library to receive assistance. The tutoring program is a drop-in center available to help with a variety of classes and provide academic success workshops for you. See <http://www.washburn.edu/tutoring> for more information.

Course Requirements

University Requirement common to all Associate and Bachelor Degrees: Complete WU101: The Washburn Experience, with a minimum grade of C.

Out-of-Class Assignments	250 points
In-Class Assignments	75 points
Quizzes	75 points
Mid-Term Assignment	150 points
FYE Portfolio	250 points
Attendance	100 points
Participation	100 points
Total Points Possible	1000 points

A= 900-1000 points • B= 800-899 points • C= 700-799 points • D= 600-699 points • F=0-599 points

Out-of-Class Assignments

Assignment #1: D2L Biography (25 points)

Post your photo and personal biography in D2L. Include the following information in your biography: Name, Hometown, Hobbies, Least Favorite Movie, Dream Job, and Favorite Food. Answer the following question in your biography: If you were stranded on a deserted island, what three things would you want to have with you? Write in paragraph format. (Additional instructions exist in D2L) **Due in D2L by the start of class on August 26.**

Assignment #2: Learning Styles & VARK (25 points)

You will visit the VARK website and take the assessment to find out your learning style (www.vark-learn.com). You will need to print the "Help sheets" on the website in accordance with your identified Learning Style and bring it to class along with response questions about what you learned. This assignment will help you identify potential strategies for studying that fit your preferred method of learning. You will participate in an in-class discussion about your results. For additional information regarding your results, please contact your academic advisor. (Web link and assignment can be found in D2L.) **Due in class Thursday, September 6**

Assignment #3: Faculty Member Interview (100 points)

Interview a member of the Washburn University Faculty and discuss the findings of that interview in a reflective paper. Detailed information, including a list of expectations for the assignment, is found in D2L. **Due in D2L by start of class on October 25.**

Assignment #4: Defining Diversity (100 points)

For this assignment, review Chapter 2 of [The Washburn Experience](#) and the following website <http://washburn.edu/diversity>. Look closely at the mission statement and the words of President Farley and Vice President Pembroke. Then talk to someone from a background different than your own (racial, ethnic, religious, national, etc.) about why they think diversity at Washburn University is important.

Write a 300-word reflective piece in which you explain the importance of diversity to the Ichabod experience. Your essay should make clear that you have thought carefully about what you read on the Washburn diversity website and what you learned from your conversation. **Due in D2L by start of class on November 25.**

Quizzes (75 points)

All quizzes are in D2L.

- Quiz #1: Using D2L (25 points). **Due in D2L by start of class, August 30**
- Quiz #2: Campus Connections (25 points). **Due in D2L by start of class, September 20**
- Quiz #3: Guest Speakers (25 points). **Due in D2L by start of class, November 22**

Mid-Term Assignment (150 points):

Write a paper incorporating information literacy skills, critical thinking skills, and the iREAD book. Detailed information, including directions and expectations is in D2L. **Due in D2L by start of class on October 18.**

FYE Portfolio (250 points):

Your FYE Portfolio details your passport activity experiences and contains a campus research component. Detailed information, including directions and expectations is in D2L. **Due in D2L by 5pm, Friday, December 13.**

Attendance (100 points):

You will receive 2 points for every class you attend during the semester, and 15 points for attending the mandatory individual meeting at the end of the semester.

Participation (100 points):

You will receive points for participation in classroom activities, lectures, and discussion.

Course Schedule:

8/19: Welcome

8/21: Q&A Session, Mini Campus Tour

Read: Chapter 1 in textbook

8/23: Amazing Library Race

Read: Chapter 8 in textbook

8/26: Washburn History

Read: Chapter 2 in textbook

Homework Assignment #1 due on D2L

8/28: Student Life, Class Photo

Read: Chapter 10 in textbook; pages 1-25 in *rode*

8/30: Campus Connections

Quiz 1 due on D2L

Read: pages 26-50 in *rode*

9/2: Labor Day, no class

9/4: Time Management and Goal Setting

Read: Chapter 3 in textbook; pages 51-100 in *rode*

9/6: Learning Styles, Study Skills, and Note Taking

Read: Chapter 4 in textbook; pages 101-125 in *rode*

Homework Assignment #2 due in class

9/9: MAP-Works

Read: 126-150 in *rode*

9/11: Critical Thinking, Reading, and Writing

Read: Chapter 5 and 6 in textbook

Read: 151-175 in *rode*

9/13: iREAD Discussion

Read: 176-204 in *rode*

9/16: Information Literacy

Read: no assigned reading

9/18: Information Literacy continued

Read: no assigned reading

9/20: Finding Information

Read: no assigned reading

Quiz 2 due on D2L

9/23: Evaluating Information

Read: no assigned reading

9/25: Citing Your Sources

Read: no assigned reading

9/27: Using the Web for Research

Read: no assigned reading

9/30: Academic Honesty and Plagiarism

Read: Chapter 9 in textbook

10/2: Wrapping up Information Literacy

Read: no assigned reading

10/4: Communicating with Professors

Read: no assigned reading

10/7: Fall Break, no class

10/9: Using Facebook and Twitter/Your Online Presence

Read: no assigned reading

10/11: Alumni House/International House Tour

Read: no assigned reading

10/14: Career Services Guest Speaker

Read: Chapter 14 in textbook

10/16: MAP-Works

Read: no assigned reading

10/18: Open Topic, TBD

Mid-term paper due on D2L

**SATURDAY 10/19: Mandatory Passport Event:
Washburn Serves**

10/21: Drugs and Alcohol on Campus

Read: no assigned reading

10/23: Wellness Guest Speaker

Read: Chapter 13 in textbook

10/25: Open Topic, TBD

Homework #3 due on D2L

10/28: Advising 101

Read: Article on D2L

10/30: Global and Local Diversity

Read: Chapter 16 in textbook

11/1: Global and Local Diversity continued

Read: no assigned reading

11/4: Open Topic, TBD

11/6: Mulvane Tour

Read: no assigned reading

11/8: Open Topic, TBD

11/11: Q&A with Peer Educators

Read: no assigned reading

11/13: Financial Literacy (SALT) Guest Speaker

Read: Chapter 15 in textbook

11/15: Open Topic, TBD

11/18: Community Service and Engagement

Read: no assigned reading

11/20: LinC Guest Speaker

Read: no assigned reading

11/22: Test Taking Strategies

Read: Chapter 7 in textbook

Quiz 3 due on D2L

11/25: End of semester stress

Read: Chapter 12 in textbook

Homework #4 due on D2L

11/27: Thanksgiving Break

11/29: Thanksgiving Break

12/2: Individual Appointments

12/4: Individual Appointments

12/6: Individual Appointment

UNIVERSITY ADDITIONS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Definition of a Credit Hour:

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/statements-disclosures/copyright/index.html>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/faculty-handbook-section-7.html>.

Student Health Services/WU Counseling Services:

Student Health Services (SHS) works closely with WU Counseling Services to provide support for students experiencing challenges with learning and adapting to university life. SHS also offers urgent care for illness and injury, sports, school, and travel abroad physicals, well woman exams, immunizations/vaccinations and care of chronic illness such as diabetes and high blood pressure. More information can be found at <http://washburn.edu/current-students/services/health-services/index.html> and <http://washburn.edu/current-students/services/counseling/index.html>

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Student Success:

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Student Success (Office of Academic Advising, Tutoring Programs, First Year programming, and Testing and Assessment) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact the office in Morgan 122, 785-670-1942, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the "Last Day" Deadlines web page at: <https://www3-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of "F" and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at 785.670.1151 or e-mail financialaid @washburn.edu.

Attendance/Administrative Withdrawal:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and then click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last **three** days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the

Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.