HRS 21 – First Year Seminar: Becoming an Educated Person (G.E. Area E)
Spring 2016
Monday and Wednesday 12:00-1:15pm Del Norte Hall (MND) 1010

Professor Thoma
+ Best contact thomaj@csus.edu
Office: Mendocino 2030
Office Hours: M/W 2:45-4:45pm and by email and appt
Phone: 916-278-5895 I rarely answer my office phone.

Peer Mentor:

✓ Class syllabus and handouts available on Blackboard and HRS department webpage*: www.csus.edu/hum/
  *Click on “Program Content” then “Course Syllabi Fall 2015.” Find the class: “HRS 21-Thoma” and click on the document you want.

COURSE DESCRIPTION:

HRS 21. First Year Seminar: Becoming an Educated Person: Introduction to the nature and possible meanings of higher education, and the functions and resources of the University. Designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills.

The discussion-based seminar will also provide students with the opportunity to interact with fellow students, the seminar leader and peer mentor to build a community of academic and personal support. Students will participate in a variety of activities designed to facilitate familiarity and engagement with the university and available resources and programs.

COURSE GOALS/LEARNING OUTCOMES for STUDENTS:

I. Expanded understanding of the ideas and values related to education, including:
   • The philosophy and history of higher education and the CSUS mission
   • The relationship of education to personal development
   • The significance of the teaching and learning process

II. Demonstration of active learning and improvement of intellectual skills:
   • Academic skills (speaking, writing, note-taking, study skills, time management)
   • Evidence that student is taking responsibility for his/her own education and development

III. Develop information competence and computer literacy.

IV. Demonstration and understanding of “self” as an integrated biological, psychological, and social being, including:
   • Enhanced understanding and appreciation of the multicultural nature of society and this university.

V. Acquisition of organized knowledge:
   • Reading about, writing on, and discussion of course topics

HRS 21 is intended for freshmen only and satisfies the General Education Area E requirement for graduation.

GE Area E - Understanding Personal Development

Learning Goals
1. Students will demonstrate an understanding of academic content knowledge regarding self-development as a physiological, social and/or psychological being.
2. Students will critically examine prior or current experiences or behaviors from their own lives in response to real world physiological, social and/or psychological contexts (may be evident in self-assessment, reflection or creative work).
3. Students will apply skills and knowledge regarding development of the self to differing situations, such as real world challenges, and/or to make connections across perspectives.

Learning Outcomes
1. Students will be able to identify their own perspective and make connections/comparisons across perspectives.
2. Students will be able to plan, monitor, and assess their own learning.
3. Students will be able to set personal and/or professional goals.
REQUIRED TEXTS:
- Weekly calendar/Planner (required for all students)
- CSUS catalog (available online-no purchase necessary)
- Not For Profit: Why Democracy Needs the Humanities by Martha Nussbaum, Princeton University Press, 2010
- Weedland by Peter Hecht,
- Note: Additional reading will be posted on Blackboard and assigned throughout the semester.
  Check Blackboard and your Saclink email often for updates and additions!

Respectful participation* in class discussions is encouraged and required in this course. Participation in discussions will affect your overall grade favorably. Disrespectful conduct, including, but not limited to, cell phones ringing, chatting, coming in late, leaving early, texting, surfing the internet, walking in and out during lecture, disruptive behavior, rudeness to fellow students, etc..., will affect your participation grade unfavorably. If you have special needs or extreme circumstances requiring you to miss class, come late, etc..., please discuss with me or Brenda.

*IMPORTANT If you are a student who experiences anxiety simply at the thought of speaking up in class, please see me or email me for helpful strategies and tips for reducing stress and improving your learning experience. I consider all students equally important to the classroom dynamic. Being shy or quiet need not limit your college experience. You can overcome this!

Course grades are based on the following combination of assessments:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation†</td>
<td>25%</td>
<td>75 points</td>
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<tr>
<td>Midterm exam - essay and multiple choice</td>
<td>13%</td>
<td>40 points</td>
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<tr>
<td>Reading Responses</td>
<td>23%</td>
<td>70 points</td>
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<tr>
<td>Portfolio (55pts) and Presentation (20 pts)</td>
<td>25%</td>
<td>70 points</td>
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<td>Final* - essay and multiple choice</td>
<td>17%</td>
<td>40 points</td>
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<td><strong>Total</strong></td>
<td>100%</td>
<td>300 points</td>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>300-277</td>
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<tr>
<td>A-</td>
<td>276-268</td>
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<tr>
<td>B+</td>
<td>267-261</td>
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<td>B-</td>
<td>245-237</td>
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<td>C+</td>
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<td>C</td>
<td>229-216</td>
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<td>C-</td>
<td>215-206</td>
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<td>D+</td>
<td>205-199</td>
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It is your responsibility as a committed student to keep track of your points total and manage your attendance and study habits accordingly. This will eliminate grade "surprises" at the end of the semester.

Special note: Although your final grade is determined by your points total, each major component of the course must be completed to receive a passing grade. In other words, even if you have accrued enough points to pass without completing the paper, portfolio, or final for example, you will be given an incomplete or failing grade for the course if you are missing any major assessment component.

‡ The attendance and participation grade will include points accumulated as follows: good attendance (25 pts) class discussion (25 pts), and participation in in-class and extra-curricular assignments/events TBA (25 pts).

** All tests and writing assignments must be taken at the scheduled times. Students may not leave and return to the classroom during the midterm or the final. Take care of any necessary tasks before or after the class session. For the midterm and for the final you will need Scantron 886-E and a number-two pencil.
Adjustments and additions may be made to this syllabus at the discretion of the instructor.

Students will be given reasonable notice prior to any such changes.

### Course Calendar

**All reading assignments are to be completed before the class week for which they are listed.** There will be additional reading assignments required throughout the semester and added activities. You will be given adequate notice and time for completion.

✓ Check this syllabus and BlackBoard often for due dates, changes, additional reading and updates!!!

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading Assignments</th>
<th>Additional Information</th>
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| WEEK 1        | 1/25 and 1/27 | - Introduction: Welcome to The First Year Seminar – creating a community of learners.  
- Syllabus and class introductions; keeping a journal in college; using your daily planner  
- Understanding and navigating the differences between high school and college.  
  ➢ Make a list comparing/contrasting what you think the differences are and bring to class Wednesday! |  |
| WEEK 2        | 2/1 and 2/3  | - Being an educated person in today’s society.  
- How can I help myself be a better learner? – The importance of critical thinking (Yes! Socrates!)  
- What exactly is critical thinking? What are the practical, “everyday” applications of critical thinking?  
  ➢ Write one or two paragraphs describing a circumstance you might encounter in the “outside world” (outside of college!) requiring you to use critical thinking. Bring your writing to class and be prepared to share your story.  
  **I READ:** Nussbaum Ch. IV (pp. 47-78) Be prepared to answer questions in class! |  |
| WEEK 3        | 2/8 and 2/10 | - The history and purpose of the college and university system.  
READ: Weedland – Chapters 1 and 2  
N.B. The pages listed for the reading assignments are a guideline and minimum-if you can and want to read ahead go for it!  
✓ Check for readings and response assignments posted on BlackBoard! |  |
| WEEK 4        | 2/15 and 2/17 | - How we learn--making the most of the college experience.  
- Diversity and intercultural competence.  
- Managing the college experience in a culture of alcohol, drugs and sex.  
READ: Weedland-Chapters 3 and 4  
  Nussbaum Chs. I, II and III (pp. 1-46) Be prepared to answer questions in class!  
✓ Check for readings and response assignments posted on BlackBoard! |  |
| WEEK 5        | 2/22 and 2/24 | - Now more than ever--what is the value of a college education?  
- The importance of personal development.  
READ: Weedland-Chapters 5 and 6  
  M-In-class Portfolio Assignment #1-Part 1  
  W-In-class Portfolio Assignment #1-Part 2  
  (bring your phones to class-do I really have to say this? Haha.)  
✓ Check for readings and response assignments posted on BlackBoard! |  |
| WEEK 6        | 2/29 and 3/2  | - Assessing and improving your academic skills.  
- Reading well, writing well, taking notes, preparing a study guide.  
READ: Weedland-Chapters 7 and 8  
✓ Check for readings and response assignments posted on BlackBoard! |  |
| WEEK 7        | 3/7 and 3/9  | - Collaborative writing-working together to improve individual skills in writing.  
- Writing workshops.  
READ: Weedland – Chapters 9 and 10  
✓ Check for readings and response assignments posted on BlackBoard! |  |
| WEEK 8 – 3/14 and 3/16 | READ: Weedland- Chapters 11 and 12  
Nussbaum Ch. V (pp. 79-94) Be prepared to answer questions in class!  
3/16 MIDTERM Exam – Bring Scantron 886-E |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 9 – 3/21 and 3/23 | SPRING BREAK!  
HAVE FUN!!!!  
BE SAFE!!!!  
READ!!!! |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 10 – 3/28 and 3/30 | READ: Weedland- Chapters 13 and 14  
- Preparing for exams and presentations.  
Check for readings and response assignments posted on BlackBoard  
W-In-class Portfolio Assignment #2 |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 11 – 4/4 and 4/6  | READ: Nussbaum Ch. VI (pp. 95-120)  
✓ Check for readings and response assignments posted on BlackBoard! |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 12 – 4/11 and 4/13 | - Education, work and career.  
Nussbaum Ch. VII (121-143)  
M- Portfolio Assignment # 3- Part 1  
W-Portfolio Assignment # 3- Part 2  
✓ Check for readings and response assignments posted on BlackBoard! |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 13 – 4/18 and 4/20 | - Academic planning to make the most of your college experience.  
- After college-now what?  
- “Ten New Things” assignment  
✓ Check for readings and response assignments posted on BlackBoard! |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 14 – 4/25 and 4/27 | - Portfolio Presentations  
✓ Check for readings and response assignments posted on BlackBoard! |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 15 – 5/2 and 5/4  | - Portfolio Presentations  
✓ Check for readings and response assignments posted on BlackBoard |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 16 – 5/9 and 5/11 | - Portfolio Presentations  
- Final wrap-up and preparation for final |
|------------------------|--------------------------------------------------------------------------------------------------|
| WEEK 17 – 5/18         | FINAL EXAM ***  
W 10:15 Bring Scantron 886-E! |

I hope you had a great first semester at CSUS—Be a Learner! Be a Citizen! Be a Good Person! ...and have a nice summer break! 😊