

Fall 8-15-2000

EIU1111-006: University Foundations

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Syllabus
University Foundations

EIU 1111-006
1300-1350 MW
Lawson Hall

Faculty Instructor:

Kathy Olsen
Instructor- English Department
Office: 339C Coleman Hall
Office Hours: MWF 9:30-10 & 11-12; TTh 9:15-11:30
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Student Affairs Instructor:

Judy Sunderman
Advisor-Honors Programs
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Course Description

University Foundations is an inquiry into university traditions, resources, expectations, and controversies. Students are challenged to reflect upon and to more fully appreciate their intellectual potential, their diversity, and their moral responsibilities in a framework that develops critical thinking, learning, and communication skills. An experiential learning component engages students in the scholarly community.

Textbook

Gordon, V.N. & Minnick, T.L. (1996). Foundations: A reader for new college students. Belmont, CA: Wadsworth Publishing Company.

Course Objectives

University Foundations is a writing-intensive course having four objectives:

- To familiarize students with the expectations, policies, resources, and traditions of Eastern Illinois University.
- To develop the critical thinking, learning, and communications skills necessary for students to contribute to the intellectual life of the university.
- To develop informed perspectives (through the process of debate) on personal, academic, and moral issues in higher education.
- To engage students in the educational and social life of the university.

Student Learning Objectives

Upon completion of the course, students will be able to:

- 1) Describe classroom norms, university policies/procedures, and faculty expectations.
- 2) Explain the purposes of higher education.
- 3) Use the resources and services provided by Eastern Illinois University.
- 4) Identify common problems and pressures facing today's college students.
- 5) Formulate a four-year educational plan.
- 6) Imagine how college will affect their lives.
- 7) Conduct reliable primary and secondary research.

- 8) Explain college level reading, writing, and learning techniques.
- 9) Communicate more effectively (orally and in writing) with professors and peers.
- 10) Analyze, criticize, and construct arguments on controversial issues in higher education.

Writing Assignments

There will be at least eight short writing assignments (e.g. several paragraphs, or about one page) completed outside of class. Topics will correspond with those covered in course reading and discussion.

E-mail Journal Assignments

There will be three e-mail journal assignments to provide students an opportunity to reflect upon their experiences here at Eastern Illinois University and to communicate their feelings and experiences to their instructors.

In-Class Assignments

Students will complete several assignments during class time. These assignments include a research project, Foundation Day events, quizzes, presentations and other activities.

Foundation Days

Library Days	September 11 & 13
Physical Fitness Foundation Days	September 15 & 16
Academic Foundation Day	October 2 & 3
Support Services Foundation Day	October 16 & 17
Community Foundation Day	October 23 rd . Students will have an opportunity to perform volunteer work at the Coles County Homeless Shelter and Prairie View Care Center.
Student Foundation Day	December 11 th .

Class Project

The class project is a capstone experience for the University Foundations Course. During the last two weeks of the semester, you will develop a college-life project that reflects the work done during your first semester.

Attendance and Participation

Attendance and participation are required. The instructors will determine what absences are excused and what ones are not. Examples of excused absences include the following: a legitimate illness (verified through Health Service), legitimate emergency (e.g. you are hit by

a car), participation in an official University-sponsored activity for which the instructors have received prior notice, etc. Unexcused absences may include, but not be limited to the following: oversleeping, the need to watch your favorite soap opera, etc. If you miss class due to an excused absence, it is your responsibility to contact one of your instructors as soon as possible in order to arrange make-up work. Come by one of our offices, phone us, or leave us a voice mail!

This course is taught in the seminar format. This means that you'll be expected to contribute your ideas, questions, opinions, and experiences to this class. Be prepared for variety: presentations by you, by guest speakers, written work in and outside of class, visits to various campus areas, group work, etc. There will be no dull filmstrips. Many in-class assignments will count toward the final grade in this class.

Late work

We will let you turn in one assignment one class day late with no penalty. Other than that one exception, we do not accept late work unless you have an excused absence. Your work is due at the start of class time. Quizzes are given at the start of class too, so be on time. If you're late to class, you may not make up the quiz unless you have an excused absence.

Grading

The standard college scale will be used. The final semester grade will consist of the following:

Leading discussions/in-class presentations:	10%
Writing assignments:	30%
E-mail assignments:	10%
In-class assignments (quizzes, etc.):	10%
End-of-semester class project:	20%
Attendance & participation:	20%

Accommodations

If you believe that you will need accommodations for disability, please contact the instructors as soon as possible. You may also wish to contact the Office of Disability Services at 581-6583.

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FRESHMAN FOUNDATIONS SYLLABUS

Please note: Assignments are to be completed by the date on which they appear on the syllabus. Bring your textbook to class if there is a reading assignment due that day. Remember that this is a tentative syllabus; changes may be made as needed throughout the semester.

WEEK ONE—welcome!	Olsen & Sunderman
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M(8/21): course introduction, icebreakers, history of EIU

W(8/23): fears and expectations, e-mail info

WEEK TWO—what can I expect from college?	Olsen & Sunderman
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M(8/28): first “college vocabulary” quiz. Also.....

Read and discuss “The Difference Between High School and College” pp 7-9 in *Foundations*. Also turn in writing assignment: After reading the aforementioned essay, discuss the following: what learning and/or teaching style(s) were you accustomed to in high school? Use specific examples to support your points. Did you find these styles beneficial? Why or why not? Your response should be about one page long.

W(8/30): Read one of the following essays before today’s class and come prepared to lead a group discussion of it: “What’s Wrong With ‘Me, Me, Me’?” p 45+; “College Pressures” p 55+; “Dorm Do’s and Don’ts” p 59+; “Loneliness” p 61 + (All are in *Foundations* text)

WEEK THREE—where is everything?	Olsen
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M(9/4): LABOR DAY—NO SCHOOL

W(9/6): second “college vocabulary” quiz. Campus scavenger hunt presentations

WEEK FOUR—where’s the library?	Sunderman
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M(9/11): Library tour—details TBA

W(9/13): Library research assignment—details TBA

*(9/15, 9/16) Physical Fitness Foundation Days—details TBA

WEEK FIVE—how can I succeed academically? Sunderman

M(9/18): Third “college vocabulary” quiz. Also read In *Foundations*: “Please! It’s Only Seven Minutes Late, Professor” p 89+.

W(9/20): Turn in writing assignment: discuss the factors that could contribute to your academic failure, or, if you prefer, those those that could contribute to your academic success. What are your personal strengths and weaknesses? Assignment should be about one page long.

WEEK SIX—what are my rights & responsibilities as a student? Olsen

M(9/25): read in *Foundations*: “Ideas As Property” pp 198-202 and “A Personal Mission Statement” pp 204-206.

W(9/27): guest speaker from Judicial Affairs (tentative)
Also: turn in writing assignment: create your own personal mission statement. Write down five statements that reflect the principles by which you choose to live your life. Defend or explain your reason(s) for choosing each statement.

WEEK SEVEN—academic foundation days Olsen

M(10/2) and/or T(10/3): no class meeting; instead, attend AFD event(s) (details TBA)

W(10/4): student in-class presentations on AFD events

WEEK EIGHT—what should I know about careers? Sunderman

M(10/9): Read in *Foundations*: “Job Search: Chance or Plan?” p 175+

W(10/11): Turn in writing assignment: Discuss the top three or four Things that are most important to you in selecting a career. Assignment should be about one page long.

WEEK NINE—student support services foundation days Sunderman

M(10/16)and/or T(10/17): no class meeting; instead, attend SSSFD event(s)

W(10/18): student in-class presentations on SSSFD events

WEEK TEN—community foundation day Olsen & Sunderman

M(10/23): participate in events at Coles County Homeless Shelter or Prairie View Care Center (details TBA)

W(10/25): discussion of community work; also discuss EIU 1111
Assessment project and composition skills

WEEK ELEVEN—how can I plan my education wisely? Sunderman

M(10/30): Read in *Foundations*: “College Major Doesn’t Mean All That Much” pp 132-133

W(11/1): turn in writing assignment: Discuss your biggest fears about Choosing a major. Assignment should be about one page long.

WEEK TWELVE—what is diversity? Olsen

M(11/6): guest speaker from office of Civil Rights and Diversity (tentative)

W(11/8): continued discussion of/work on assessment project

WEEK THIRTEEN—class project Olsen & Sunderman

M(11/13): discuss ideas for class project

W(11/15): begin work on class project

THANKSGIVING BREAK NOV. 20-24!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

WEEK FOURTEEN—class project Olsen & Sunderman

M(11/27): continue work on class project

W(11/29): work on class project

WEEK FIFTEEN—is there life after college? Sunderman

M(12/4): read in Foundations: "Predictable Crises of Adulthood" p 264 +

W(12/6): turn in writing assignment: Imagine yourself as a 40-year old: who are you? What do you do? What is your life like? Write a one-page description of your life at this point.

WEEK SIXTEEN—student foundation day

Th(12/7) presentation of class project !(details TBA)