Potential Models for Delivery of UNIV 101
(The University Experience) at Northern Illinois University

Developed by First- and Second-Year Experience

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Optional Models for
UNIV 101 Course Delivery

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College Specific Model

The boxes below represent possible linkages of UNIV 101 with current introductory courses present in most NIU colleges. UNIV 101 and the college course would remain in their current state; however, students that take the introductory college course will concurrently enroll in a UNIV 101 course together (linked courses). Faculty currently appointed to teach the course developed by the college will continue to teach the course as it is listed in the Undergraduate Catalog. UNIV instructor recruitment remains the same in this scenario. If faculty from each college are preferred to teach the UNIV 101 section linked with their specific college (instead of staff and administrators), it is likely that a higher monetary incentive may need to be established. Peer Instructors will be recruited to assist each UNIV 101 instructor.

UNIV 101 will also be available to undecided students and students who do not want to take it linked with an introductory college course. This model supports UNIV 101 as an elective course; however, as it stands, each college will alter the situation. For example, the College of Engineering is the only college to require their introductory course, UEET 101. If this course is linked with UNIV 101, then UNIV 101 will be required for students in that college.

Another issue to consider is that currently UNIV 101 is the only course that restricts enrollment to first-semester students only. All other introductory courses administered by each college allow for enrollment beyond the first semester. If this policy isn’t changed, students who enroll in college introductory courses after the first semester will continue to miss out on the benefits of NIU’s first-year seminar.

Opportunities:

• More personalized UNIV 101 course options for each incoming student. • Students can learn success strategies pertaining to their particular college/course of study. • Students can take more than one class with the same peer group to build meaningful connections. • Faculty and students have more access to each other and, therefore, more opportunities to build meaningful relationships.

Challenges:

• Obtaining college consent. • Deciding on logistics of the course in each college and deciding if changes need to be made. This pertains to requiring the course, linking the course, specialized sections, who will teach the course, etc. • Faculty incentive to teach the course. • Decisions need to be made regarding requiring the course. For example, will this be something the college decides or the university as a whole. • Advisors may or may not support students taking both UNIV and an introductory course in the college, especially if this would bring the students first-semester course load above 16 credit hours.

Resources Needed:

• Support from Colleges and Advisors. • Stipends for instructors. • Adequate faculty and support staff. • Resources (Funding, Space, Materials, etc.) for training. • Classroom space. • Funding for Peer Instructors.

UNIV 101 Undergraduate Catalog Description: Introduction to Northern Illinois University and the baccalaureate experience. Exploration of factors influencing the transition into the university. Development of skills to enhance academic success with a focus on student responsibility for learning. Available only to first-year students. May not be repeated. Credits: 1
Example situations for each college:

**College of Business**

**UBUS 100:** The UBUS 100 course and UNIV 101 course will be linked. Because UBUS 100 is taught in a small class sections, one UBUS 100 section will be linked with one UEDU 101 section. Students will spend one hour per week in UBUS 101 and one hour per week in UNIV 101. Sections of UNIV 101 will maintain the course objectives, adding elements that link it to content discussed in the UEDU course, and teach the necessary skills to be a successful student in the College of Business.

**Undergraduate Catalog Description:** A career exploration program for freshmen and sophomores who have indicated a desire to pursue a major in the College of Business. Based on an assessment of a student’s interests, abilities, and motivators, provides four workshops that will inform and guide students toward a specific business major and ultimately a career that is the best fit. These four workshops must be completed before enrolling in UBUS 310. This course is optional for transfer students with 45 or more credit hours. S/U grading. A. Kick-Off B. Who Am I C. My Major D. My Career

**College of Engineering**

**UEET 101:** The UEET 101 course and UNIV 101 course will be linked. Because the UEET 101 course is taught in a large lecture format, students in four to six UNIV 101 classes will enroll in the same UEET 101 section. Students will spend one hour on Mondays or Tuesdays in a UNIV 101 section and come together to spend the two required hours in a UEET 101 section. Sections of UNIV 101 will maintain the course objectives, adding elements that link it to content discussed in the UEET 101 course, and teach the necessary skills to be a successful student in the College of Engineering.

**Undergraduate Catalog Description:** Introduction to engineering disciplines and careers, role of the engineer in society, engineering approach to problem-solving, engineering design process, concurrent engineering, and engineering ethics. Required course for all engineering majors; should be taken during the first year of enrollment at NIU. Lecture and laboratory; one 2-hour period per week. Credits: 1
Optional Teaching Model:

Teaching Team:

a. **UNIV Instructor**: Teach the UNIV 101 class section.
   - Be current or retired members of the NIU faculty, staff, or administration;
   - Have completed a master's degree;
   - Have prior college teaching experience;
   - Utilize the UNIV Instructor application process;
   - Seek out support from your current supervisor;
   - If teaching in a specialized section or section connected to a college, it is preferable that the instructor have some experience, knowledge, and/or interest in the topic or college;
   - Attend all required instructor development workshops and trainings.

b. **Faculty Instructor**: Teach the introductory college class section. Collaboration with the UNVI 101 instructor is optional.
   - Be a current or retired member of the NIU faculty of the particular college in which the introductory course is based;
   - Have completed a master's degree;
• Have prior college teaching experience;
• Utilize the UNIV instructor application process;
• Seek out support from your current supervisor;
• Attend all required instructor development workshops and trainings.

c. Peer Instructor: Assist the instructor teaching

• Have a cumulative GPA of 2.5 or higher;
• Prior UNIV 101/201 students preferable;
• Have 3-4 hours per week to commit to the PI position;
• If assisting in a specialized section or section connected to a college, it is preferable that the peer instructor have some experience, knowledge, and/or interest in the topic or college;
• Ability to speak effectively on personal management skills, academic achievement skills, living in a diverse community, and getting connected.

*Incentive for faculty to teach the course is needed. This can be in the form of compensation, (tenure) recognition, etc.
UNIV Large Group Meeting Model

The box below represents this model as a large lecture UNIV 101 course linked with smaller subsections of UNIV 101 based on college or course discipline. The course is worth one credit. In this model, sections of UNIV meet *en masse* (80-100 students) for university information on the first class day of the week (on a Monday or Tuesday) and in smaller class sections of 18 to 20 students on the second class day of the week (on a Wednesday or Thursday). The large class sections will be taught by individuals who qualify, apply, and are accepted to be UNIV instructors (see Instructor Recruitment at www.niu.edu/fye). They will be assisted by the Peer Instructors and/or Graduate Student Leaders that will also be assigned to attend the smaller UNIV 101 sections. The smaller UNIV 101 sections will be taught by a faculty member from the discipline or college with which that subsection of UNIV 101 is aligned and cover topics such as ethical conduct, faculty expectations, academic advising, confirming a major, Common Reading Experience, and study skills as related to the major discipline or college.

**Opportunities:**

• A standard syllabus and large group meeting would ensure that all students are receiving consistent university information. • Students would have the benefit of having two primary instructors who teach from their strengths (university information from full-time professionals in Student Affairs or Academic Support Services and faculty from their discipline). • Students who are certain about their majors could make an early connection with their discipline. On the flip side, students might learn earlier that their declared major is not a good fit and explore other major options earlier. • Faculty could prepare students for academic advising more intentionally. • The Common Reading Experience could be incorporated to a greater degree than it currently is. • University resources are used efficiently (e.g., instead of requests from five sections for a guest speaker from Career Services or the University Police, one request would be made. • Could model a collaborative partnership across divisional lines.

**Challenges:**

• The first class meeting of the week would be taught lecture-style, not the ideal way to convey the material. The student-instructor relationship would be weakened, as neither the Academic Support Service/Student Affairs instructor nor faculty member would see the students more than once per week. • Unless close collaboration between instructors occurs, the two weekly class meetings could either a) overlap in some content, or b) seem disjointed. • Budget would need to be expanded to cover the cost of hiring five instructors for four sections (four faculty and one SPS). Training and support expenses would also be higher. • Some students change majors and/or colleges during their first semester. Provision would need to be made for these students. • Larger classrooms would be needed one day per week to accommodate sections of 80-100 students. • Would require a high level of coordination between divisions, colleges, and departments.

**Resources Needed:**

• Support from Colleges and Advisors. • Stipends for instructors. • Adequate faculty and support staff. • Resources (Funding, Space, Materials, etc.) for training. • Classroom space. • Funding for Peer Instructors.
**UNIV 101:** Large lecture style class of 80 to 100 students that meets once per week in the beginning of the week (Monday or Tuesday). Taught by any faculty or staff member that meets the qualifications to be a UNIV instructor. Each large section will use Peer Instructors and/or Graduate Student Leaders from the smaller sections to assist in this larger class. Topics covered will include Learning about NIU, Getting Involved, Creating Goals, Time Management, Making Good Decisions, Developing Academic Skills, Developing Healthy Relationships, Health and Wellness, Diversity, Preparing for Academic and Career Paths.

**UNIV 101:** Smaller class sections of approximately 20 students, meet on Wednesdays or Thursdays, based on discipline or special interest.

**UNIV 101:** Smaller class section

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**Intensive UNIV Course**

This model provides an intensive five-day course immediately before the start of fall classes (Wednesday-Sunday). It presents an alternative method of course delivery for students who a) are motivated to earn a course credit even before the academic year begins; b) have a full fall semester schedule and otherwise would not be able to fit in the UNIV course; and c) will benefit from an intensive dose of information on university resources, early advice for academic success, opportunities for engagement, and sense of belonging at NIU. This model would involve use of the standard UNIV textbook, the Student Handbook, and the Common Reading. Although the bulk of the course sessions would take place prior to the fall semester, monthly class sessions as well as one-on-one conferences with the instructor would be required before a grade is posted.

**Delivery Mode:**

The attached schedule offers a sample itinerary for an intensified UNIV 101 course taught by an instructional team consisting of a faculty member, an Academic Support Services or Student Affairs & Enrollment Management professional, and a trained Peer Instructor or Graduate Student Leader. Each team member would bring an area of expertise to the team; not all members would need to be present at all times during the course.

Some course assignments would be done by students in advance. For example, the selected Common Reading could be assigned over the summer (we currently encourage first-year students to get the book and begin to read it after Orientation). Time is built into the schedule for reading the textbook, doing assigned activities, and writing papers. Monthly meetings, one hour in length, would take place in September, October, and November, in addition to a student-instructor conference during the fall semester.

**Opportunities:**

Benefits to students have been noted above. There may be a psychological advantage for students to successfully complete a college course even before the academic year has started (although not all course requirements will have been met until later in the semester). Also, the front-loaded exposure to campus resources and having a pre-existing relationship with faculty and staff members as well as with an upper-division Peer Instructor may develop into a mentoring relationship that will continue throughout the term. For those students who will be carrying heavy course loads in the fall and might not be able to fit in UNIV then, academic advisors may recommend the early-start UNIV model. For the University, expanding the course for 200 students pre-term may lessen the load on resources that would be needed when classes begin, particularly if the course becomes mandatory. This option might also bring additional tuition revenue to the University. Connecting some UNIV activities with Welcome Days means that the UNIV students would be able to experience these start-up activities as a part of a group that continues into the first semester. A sense of belonging at NIU may be one outcome of an intensified UNIV experience.

**Challenges:**

An obvious drawback of this model is that the course does not meet every week throughout the fall semester. This means that the instructional team may not have immediate contact with students as they are experiencing typical developmental issues such as course difficulties, roommate or other living conflicts, financial concerns, and changing relationships. (However, it can be argued that an early-start course might help students avoid these issues in the first place). Another challenge is that the course
would take place during times of high campus activity (e.g., move-in, informal residence hall activities),
and would probably not be able to include some students who would be involved in the Honors Taft
retreat, Marching Band, and fall athletics. Space would have to be located for large- and small-group
sessions, and provisions would be needed to move in these students a day before the standard
residence hall opening (except for those who are commuting).

It remains to be seen whether there would be challenges in recruiting faculty, staff, and students to be
part of the instructional team at this time. Some conflicts could be: competing department meetings
and training sessions, student work conflicts, facility closures, and in availability of university staff to
serve as guest speakers for the UNIV courses.

*Resources required for a successful pilot program of an intensified, early-start UNIV course include:*

• Ten trained faculty members, qualified Supportive Professional Staff, and Peer Instructors who would
  consent to teach sections of UNIV 101 the five days prior to the start of the fall semester. • Stipends
  estimated at $15,000 to compensate the instructional team (we would expect to pay PIs a small stipend,
  since participating in this program could mean forfeited wages from summer employment). • Space to
  accommodate 200 students plus instructional staff in large-group sessions for five days. • Breakout space
  to accommodate ten classes of 20 students, plus instructional staff, each. • Although students would use
  residence hall dining for most meals, an allotment of approximately $750 would be needed to feed the
  instructional team in residence halls and for meals and snacks for the cohort before residence hall food
  service begins on Thursday evening. • Copies of the Common Reader and the UNIV text would be
  requested from the publishers so no cost is expected to be incurred. • Marketing for the early-start UNIV
  course would be done through orientation sessions for first-year students, and would require special
  posters estimated at $250. • Minimal costs for printing and postage (approximately $300) for course
  materials and summer mailings.
Sample Schedule for Intensive UNIV Course

**Wednesday prior to Start of Classes**

9 a.m. – noon  Students move into residence halls  
Noon -1 p.m.  Lunch with students, faculty, staff, and Peer Instructors  
1-5 p.m.  Class and break-out sessions  
5-6 p.m.  Dinner together  
6-7 p.m.  Class session  
7-10 p.m.  Study time

**Thursday**

8:30 a.m.-noon  Class and break-out sessions  
Noon-2 p.m.  Lunch and study time  
2-5 p.m.  Class and break-out sessions  
5-7 p.m.  Welcome Days opening event (attend as a group)  
7-10 p.m.  Study time

**Friday**

8:30 a.m.-11 a.m.  Class time  
11 a.m.-1 p.m.  Academic Convocation and Lunch (attend as a group)  
Afternoon  College receptions/meetings  
4-5 p.m.  Class/break-out session  
6-7 p.m.  Dinner  
7-10 p.m.  Go as a group to Welcome Days events

**Saturday**

9 a.m.-noon  Class/break-out sessions  
Noon-3 p.m.  Lunch/Campus Tour and Bookstore Stop with Peer Instructors/Service Projects  
3-5 p.m.  Class/break-out sessions  
Evening open for studying and team projects

**Sunday**

11 a.m.  Brunch with students, faculty, staff, PIs  
Noon  Team presentations  
2-4 p.m.  Final class/break-out sessions  
4 p.m.  Closing ceremonies  
10 p.m.  Final assignments due

**September/October/November:**

- Each section meets for one hour with teaching team.  
- Each student meets individually for 45 minutes with instructor for a conference during the month of September.  
- A final reflection paper will be due by mid-November, after which final grades will be determined and posted.

Total Instructional Time for this Model: 32 hours.
Required and Recommended Course Components

REQUIRED Course Content:
- Learning about NIU (Ch. 1)
- Getting involved (Ch. 2)
- Creating goals, establishing priorities, managing time (Ch. 3 & 4)
- Making good decisions, academic integrity (Ch. 5)
- Developing Academic Skills (Ch. 6)
- Maintaining a healthy lifestyle and building positive relationships (Ch. 7 & 8)
- Living in a diverse community at NIU and beyond (Ch. 9)
- Academic Advising & Career exploration (Ch. 10)

REQUIRED Course Activities:
- E-mail contact with instructors using the NIU student e-mail account
- Introduce students to Blackboard course tool
- Writing assignments, including reflective writing
- In-class dialogue & discussion
- Student participation in campus activities (out-of-class assignments)
- An instructor conference with each student

Recommended Course Content:
- The purpose and value of a college education
- The differences between high school (or community college) and the university
- Money management, using Huskie Bucks, budgeting
- Critical thinking and the nature of learning
- Importance of academic advising
- Managing finances including information on financial aid, scholarships, and student employment
- Making good decisions when sharing information online
- Becoming aware of alcohol, other drugs, and sexual assault
- Understanding and using the campus library
- Volunteerism, service learning, civic engagement

Recommended Course Activities:
- Scavenger hunt to identify different campus resources
- Interview with a faculty member
- Huskie Bus tour
- Diversity event reflection paper
- Required/suggested attendance at First-Year Success Series events
Examples of Current UNIV 101 Sample Syllabi

The current model for the course is not included in this packet. Please don’t hesitate to direct any questions to Denise Rode (drode@niu.edu) or Kelly Smith (kmelvin@niu.edu) in First- and Second-Year Experience office regarding the models described in this packet, the current UNIV 101 model, or additional options. There are many ways to implement a successful first-year seminar course, and it’s conceivable that several iterations could be developed. It is important that NIU undergoes this process to determine the best fit for the University and its students.

The following pages include two examples of current UNIV 101 syllabi representative of the current UNIV 101 model. The first example (p. 13) is of a section open to all NIU first year students. The second example (p. 19) is from a discipline linked UNIV 101 course. In this case, the course is specialized for Health and Human Sciences majors.

As a point of reference, this is an example of the course breakdown in fall 2013:

<table>
<thead>
<tr>
<th>Type of Section</th>
<th>Name of Section</th>
<th>Number of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open enrollment</td>
<td>(N/A)</td>
<td>31</td>
</tr>
<tr>
<td>Specialized sections</td>
<td>Student Athletes, HHS Majors, Latinos, Music Majors,</td>
<td>14</td>
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<tr>
<td></td>
<td>African American Mentorship, Business Majors,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undecided Majors, and African American Females.</td>
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<tr>
<td>Themed Learning</td>
<td>Competing Global Perspectives, Honors, Major Exploration, PROMISE Scholars,</td>
<td>9</td>
</tr>
<tr>
<td>Communities</td>
<td>Exploring Health Majors, Growing a Mindset of Success, Pre-Law,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exploration of Perceptions, Technology and Social Networking, and Education.</td>
<td></td>
</tr>
<tr>
<td>CHANCE</td>
<td>(N/A)</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL UNIV 101</td>
<td></td>
<td>82</td>
</tr>
</tbody>
</table>
UNIV 101: The University Experience
Section 25 – Fall 2013
MW 2:00 – 2:50 pm
Anderson Hall, Room 248

Instructor
Lauren Mock
Outreach & Programming Coordinator
Study Abroad Office
Williston Hall 417
815-753-0420
lmock1@niu.edu
Office Hours: Thursdays from 11:00 -12:00 or by appointment

Peer Instructor
Kristen Roenfanz
Psychology & Spanish Major
Z1572177@students.niu.edu

Required Materials
- Northern Illinois University 2013-2014 Student Handbook
- Northern Illinois University 2013-2014 Undergraduate Catalog
- 2013-2014 Academic Planner

Blackboard
Course materials will be available on NIU’s Blackboard site in the course titled “Fall 2013 UNIV 101-25: Univ Experience”. Students can access Blackboard at https://webcourses.niu.edu/webapps/portal/frameset.jsp.

Course Description
Introduction to Northern Illinois University and the baccalaureate experience. Exploration of factors influencing the transition into the university. Development of skills to enhance academic success with a focus on student responsibility for learning. Available only to first-year students. May not be repeated.

Course Objectives
• Familiarize students with the NIU and DeKalb communities • Introduce students to NIU policies and procedures • Acquaint students with campus facilities and resources • Assist students in understanding university expectations and challenges • Enhance skills in studying, note-taking, test-taking, time management, and financial management • Increase understanding of learning and thinking processes, including critical thinking • Improve oral and written communication skills • Develop sensitivity to and appreciation for living in a diverse community • Assist students in identifying interests and preparing for a career • Encourage student involvement on campus • Provide opportunities for students to develop relationships with students, faculty, staff, and administration • Assist students with personal, academic, and social adjustment to college life • Provide opportunities for students to develop skills for independent living
Plagiarism Statement
Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students responsible for, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

Accessibility Statement
Northern Illinois University is committed to providing an accessible educational environment in collaboration with the Disability Resource Center (DRC). Any student requiring an academic accommodation due to a disability should let his or her faculty member know as soon as possible. Students who need academic accommodations based on the impact of a disability will be encouraged to contact the DRC if they have not done so already. The DRC is located on the 4th floor of the Health Services Building, and can be reached at 815-753-1303 (V) or drc@niu.edu.

Assignments & Grades
Attendance, Participation, and Preparation – 110 points
You are expected to attend each class session (on time), complete all assignments and readings, and bring the required materials to class each time. You are also expected to be an active contributor to class discussions and activities, interacting with and respectful of your classmates, the instructor, and the guest speakers. Additionally, being prepared for all classes (completing assigned reading and homework) will be considered when calculating the final grade.

Email to Instructor – 5 points
Students are required to email the instructor utilizing their campus email address. Please introduce yourself (include your name, hometown, college major, etc.), share why you chose NIU, and note your expectations/goals of the class. Due September 9th.

Scavenger Hunt Presentation – 10 points
Students will work together in groups of 4 – 5 to present on the NIU scavenger hunt experience. Students will locate specific locations on campus, photograph the location, collect important information, and create a brief Power Point presentation. Each group member is required to present a portion of the information collected in order to receive full points. Presentations will be held on September 11th.

Journal Reflections – 20 points
Students will write 4 journal reflections that are at least 250 words in length. Journal topics will be assigned in class. Each journal is worth 5 points with a total of 20 points. Due dates of journals can be found in the course schedule, below.

MAP-Works Survey – 5 points
Participation in MAP-Works is required. Students will complete the online survey and submit a copy of the results to the instructor. To be completed by October 7th.

Instructor Conference – 10 points
Students will schedule an appointment for a 20 – 30 minute individual conference with the instructor. All ten points will be given for attendance, arriving on time, and preparedness. To be completed by October 14th.
**Resume – 10 points**
Students will prepare a professional-style resume using their current experiences. Students will use the textbook, *NIU Essentials for Success*, and Career Services as resources to complete the assignment. Tips on how to write the resume can be found on the University Experience Section 25 Blackboard page. Due October 21st.

**Acts of Faith Reflection – 20 points**
Students will write a reflection on the Common Reading Experience, Acts of Faith. The goal of the reflections is to discuss what you learned and also convey your personal experiences and findings that resulted. This is not a summary of the book, but an opportunity to express your thoughts and feelings of the book. The reflection should be between 3-5 pages in length. Due November 13th.

**First Year Success Series Reflection – 10 points**
Students will attend one FYSS presentation/event and turn in a reflection of the time spent there. The reflection will be approximately 250 words in length. The paper should address the following: A summary of what the presentation/event was about; if you agree with the presentation; and how you will take the information you learned and apply it to your life. The FYSS schedule can be found on the inside front and back covers of the *NIU Essentials for Success* textbook. Due by November 11th, but can be submitted any time prior to November 11.

<table>
<thead>
<tr>
<th>Course Points:</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Attendance (22 sessions)</td>
<td>93 – 100%</td>
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<tr>
<td>Email to Instructor</td>
<td>90 – 92%</td>
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<tr>
<td>Scavenger Hunt Presentation</td>
<td>87 – 89% B+</td>
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<tr>
<td>Challenges Reflection</td>
<td>83 – 86%</td>
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<tr>
<td>MAP-Works Survey</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>Instructor Conference</td>
<td>77 – 79% C+</td>
</tr>
<tr>
<td>Resume</td>
<td>70 – 76%</td>
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<tr>
<td><em>This I Believe</em> Reflection</td>
<td>60 – 69% D</td>
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<tr>
<td>First Year Success Series Event Reflection</td>
<td>Below 60%</td>
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<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
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<td>Date</td>
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<tr>
<td>Monday, August 26, 2013</td>
<td>Introduction to UNIV 101</td>
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<td>Wednesday, August 28, 2013</td>
<td>Surviving NIU</td>
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<td>Monday, September 2, 2013</td>
<td>No Class- Labor Day</td>
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<td>Wednesday, September 4, 2013</td>
<td>Getting Involved</td>
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<td>Monday, September 9, 2013</td>
<td>Scavenger Hunt</td>
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<td>Wednesday, September 11, 2013</td>
<td>Scavenger Hunt Presentations</td>
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<td>Monday, September 16, 2013</td>
<td>Time Management</td>
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<td>Wednesday, September 18, 2013</td>
<td>Study Abroad Fair – Class meets in Holmes Student Center Capitol Room</td>
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<td>Monday, September 23, 2013</td>
<td>Goal Setting</td>
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<td>Wednesday, September 25, 2013</td>
<td>Office of Student Academic Success</td>
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<td>Monday, September 30, 2013</td>
<td>CRE Discussion</td>
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<td>Wednesday, October 2, 2013</td>
<td>Making Good Decisions</td>
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<td>Monday, October 7, 2013</td>
<td>Huskie Pride Trivia</td>
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<td>Wednesday, October 9, 2013</td>
<td>Academic Advising Center and Career Services- Class meets in Campus Life Building Room 235</td>
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<td>Wednesday, October 16, 2013</td>
<td>Resume Writing &amp; Career Paths</td>
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<td>Monday, October 21, 2013</td>
<td>Health &amp; Wellness</td>
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<tr>
<td>Wednesday, October 23, 2013</td>
<td>Do Ask, Do Tell</td>
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<td>Monday, October 28, 2013</td>
<td>Diversity</td>
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<td>Wednesday, October 30, 2013</td>
<td>Diversity</td>
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<td>Monday, November 4, 2013</td>
<td>Healthy Relationships</td>
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<td>Wednesday, November 6, 2013</td>
<td>Healthy Relationships</td>
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<td>Monday, November 11, 2013</td>
<td>What to Expect During Finals</td>
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<tr>
<td>Wednesday, November 13, 2013</td>
<td>Final Class</td>
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UNIV 101-Section 0003  
Fall 2012 Syllabus  
9:00-11:50 AM Monday/Wednesday  
Wirtz Hall 218  

Instructor: Melissa “Missy” Lugo  
Student Success Specialist  
Office Location: AAC 115  
Office Phone: 815/753-5721 (Appointments) 815/753-5756 (Direct) 708/692-9288 (Cell)  
Email: missylugo@niu.edu  
Office Hours: In office 8:00AM-4:30PM M-F, best to call and schedule an appointment.  
Peer Instructor: Lizzy DeGuia  
z1652910@students.niu.edu  
(661)-886-4691

Required Text:  

Required Resources:  
- NIU Undergraduate Catalog (distributed at Orientation and available online)  
- NIU Student Handbook, 2013-2014 (distributed at Orientation and available online)  
- Academic Planner (free planner available at NIU Bookstore)  

Course Description:  
Introduction to Northern Illinois University and the baccalaureate experience with emphasis on student responsibility for learning. Exploration of factors influencing the transition into the university. Development of skills and practices to enhance academic success and satisfaction with the college experience. Available to freshmen in their first semester at NIU. May not be repeated.  

Course Objectives:  
- Familiarize students with the NIU and DeKalb communities  
- Introduce students to NIU policies and procedures  
- Acquaint students with campus facilities and resources  
- Assist students in understanding university expectations and challenges  
- Enhance skills in studying, note-taking, test-taking, time management, and financial management  
- Increase understanding of learning and thinking processes, including critical thinking  
- Improve oral and written communication skills  
- Develop sensitivity to and appreciation for living in a diverse community  
- Assist students in identifying interests and preparing for a career  
- Encourage student involvement on campus  
- Provide opportunities for students to develop relationships with students, faculty, staff, and administration  
- Assist students with personal, academic, and social adjustment to college life  
- Provide opportunities for students to develop skills for independent living  

Plagiarism Statement:  
PLAGIARISM, SIMPLY DEFINED, IS TAKING SOMEONE ELSE'S WORDS OR IDEAS AND REPRESENTING THEM AS BEING YOUR OWN. It is specifically prohibited by University regulations, which states:  
Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are guilty of
plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university. (Undergraduate Catalog http://catalog.niu.edu)

Accommodations for Students with Disabilities:
Northern Illinois University is committed to providing an accessible educational environment in collaboration with the Disability Resource Center (DRC) formerly known as the Center for Access-Ability Resources (CAAR). Any student requiring an academic accommodation due to a disability should let his or her faculty member know as soon as possible. Students who need academic accommodations based on the impact of a disability will be encouraged to contact the DRC if they have not done so already. The DRC is located on the 4th floor of the Health Services Building, and can be reached at 815-753-1303 (V) or drc@niu.edu.

Non-Discriminatory Language:
Nearly all professional organizations promote use of non-discriminatory language through a formal set of guidelines. Additionally, the business world insists upon non-discriminatory language in its internal and external communications. Therefore, this class will try to make students aware of how the written and spoken word acts upon the audience and will promote non-discriminatory practices.

Use of Cell Phones and Computers
The use of cell phones, including texting, and computers in class can be disruptive to both the student and instructor, and therefore are prohibited unless approved by the instructor.

Syllabus Changes:
The instructor reserves the right to change the syllabus to fit with the course content. Adequate notice will be given if this does happen.

Course Requirements

Regular Attendance, Active Participation, and Preparation (100 points)
Students are expected to attend each class session, complete all outside readings and activities, and attend class with all required texts, materials, and assignments. Students must take part in class discussions (interacting with each other and the instructor) and complete in-class assignments and any other required activities.

Quizzes on Reading Assignments (50 points) Dates: As assigned
Quizzes will be administered randomly throughout the course. The quizzes will cover reading assignments and are not meant to be difficult!

Activities (50 points) Dates: As assigned
From time to time I will give you an activity that will cover the readings.

Introductory Blog to Class (25 points) Due September 3rd, 2013
Students will post a blog on Blackboard the first week of class. This blog will include a list of questions you should answer. You can also include any questions or concerns you would like the instructor or other students to address. The subject line of the blog should read: UNIV 101 Intro

Syllabus Review and Academic Planner Usage (100 points) In class-September 9th, 2013
You will be required to review all of your syllabi during the first weekend of the course and put every assignment and exam into it.
MAP-Works Survey & Reflection Paper (75 points) Due by September 22nd, 2013
Students are required to take the MAP-Works Survey and view their individual reports. Students should then write a one page, double spaced, reflection paper on their reaction to the survey and their individual report.

Campus Activities
- Attendance at Mid-Semester Check and Reflection Paper (50 points) Due October 6th, 2013
  Students are required to attend Mid-Semester Check on one day and write a one page, double spaced reflection paper including what workshops they attended and why, and what was learned from the workshops.

- Out of Class Activity and Reflection Paper (50 points) Due November 3rd, 2013
  Attending sporting events, club/organizational meetings, participating in intramural sports, attending an NIU sponsored concert, play, etc. will count (consult with instructor for other approved events). Students MUST select something that takes them out of their element (If attendance at a play is required for another class, you cannot use that experience, etc). You will need to summarize the experience in a creative manner. Possible submissions include a written report, an oral report, a collage, a poster presentation, a humorous narrative, a file of resource material relating to the experiences, a power point presentation (not necessarily presented to the class), etc.

Individual Conferences (75 points) Due by October 18th, 2013
You must arrange an individual conference (1/2 hour minimum) with me. More information will be given in class about setting up these conferences. The purpose of these conferences will be to dialogue about your work in this course, your standing in other courses, your future plans, and any issues you’d like to raise which are important to your success as a student.

Exam on NIU Academic Regulations (150 points) In class October 30th, 2013
One of the goals of this course is to familiarize you with NIU’s academic regulations and opportunities. You will be given an in-class exam on these topics. We will have discussed all of the material that will be on the exam in class, so your good attendance and participation will help ensure your success.

Faculty Interview Paper (75 points) Due November 17th, 2013
You must interview a faculty member. Ideally you will find a faculty member who teaches in a discipline in which you have an interest. You are encouraged to contact the faculty member and set an appointment. He/She will appreciate it, and you will probably have a better interview than if you just drop in. You are also encouraged to prepare well in advance for the interview. Simply come up with a few written questions that you can ask rather than just wing it. Again, the faculty member will appreciate the fact that you have prepared, and you will surely have a better interview. Your paper must be at least one page in length.

Grading
No grades at NIU are automatic (including UNIV 101), and you will have to work for them. Points will be earned through class participation, daily assignments, papers, and class activities. A letter grade will be assigned depending on the amount of points earned.

Papers: double spaced, 12 pt. Font (Yes, they must be typed.), standard margins (1 inch). They must be relatively free of grammatical errors and contain both factual and insightful information that I will find enjoyable to read. 1 page=24 lines
Late Assignment Policy: In case of an emergency, it will be at the sole discretion of the instructors to determine if an assignment can be turned in late for credit. Students are responsible for communicating with the instructors regarding submission late assignments due to emergency situations.

Submission of Assignments: All written assignments should be submitted via Blackboard before 11:59pm on the due date. Students may be required to bring a hard copy of the assignment to class on the due date (instructor will let the class know if this is required).

Helpful Resources
ACCESS (Access to Courses and Careers through Educational Support Services): NIU Resources: provides students with several resources for academic assistance. The ACCESS Web site (www.tutoring.niu.edu) offers a complete listing of campus resources for tutoring and other academic services available.

NIU Writing Center: All students are entitled and encouraged to use the Writing Center in Stevenson Towers South, Lower Level as a resource for improving their written work. Contact the tutors and schedule appointments by walking in, by calling 753-6636, or by going to the Web site.

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
<th>General Grading Definitions</th>
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<tbody>
<tr>
<td>A (-)</td>
<td>90-100</td>
<td>720-800</td>
<td>Takes an active interest in course, consistently submits work of high quality</td>
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<td>B (+/-)</td>
<td>80-89</td>
<td>640-719</td>
<td>Participates actively in many course activities, consistently submits work of good quality</td>
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<tr>
<td>C (+)</td>
<td>70-79</td>
<td>560-639</td>
<td>Limited involvement in course activities, usually submits work of average quality</td>
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<tr>
<td>D</td>
<td>60-69</td>
<td>480-559</td>
<td>Definite lack of participation in many course activities, submits work below average quality</td>
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<tr>
<td>F</td>
<td>50-59</td>
<td>Below 480</td>
<td>Little or no participation in course activities, submits unacceptable work</td>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>Monday, August 26</td>
<td>Introductions, Letters, &amp; Questions</td>
<td>- Check NIU email&lt;br&gt;- Become familiar with Blackboard&lt;br&gt;Student Handbook Pgs. 21 &amp; 34-38</td>
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<td>Wednesday, August 28</td>
<td>Review Syllabus&lt;br&gt;<strong>Computer Lab 307</strong>&lt;br&gt;Post Get to Know Me Blog (Due by Tuesday 9/3 11:59pm)</td>
<td>Essentials for Success Chapter 1&lt;br&gt;Student Handbook Pgs. 4-15&lt;br&gt;** 9/1: Deadline to add/drop a Fall class yourself in MyNIU**</td>
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<td>Monday, September 2</td>
<td>Labor Day NIU Closed</td>
<td>No Class&lt;br&gt;&lt;br&gt;&lt;i&gt;Edible Education Series&lt;br&gt;NIU 411 Tues. 9/3 12:30-1:30pm CLB 100&lt;/i&gt;</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td><strong>Wednesday, September 4</strong></td>
<td>Ch 1: Learning About NIU</td>
<td><strong>Essentials for Success</strong> Chapter 4</td>
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<td>Discuss Syllabi and academic planning assignment</td>
<td><strong>Last day to set privacy settings in MyNIU to suppress printing of directory information for the university phone book</strong></td>
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<td><strong>Monday, September 9</strong></td>
<td>Review Ch 4: Juggling Your Time</td>
<td><strong>Work on academic planning assignment in class</strong></td>
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<td><strong>Wednesday, September 11</strong></td>
<td>S.H.</td>
<td><strong>Essentials for Success</strong> Chapter 3</td>
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<td><em>Activity pgs. 55</em></td>
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<td><em>Edible Education Series</em></td>
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<td><em>It's About Time (Management)!</em></td>
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<td><em>Thurs. 9/12 12:30-1:30pm HSC, IL Room</em></td>
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<td><strong>Monday, September 16</strong></td>
<td>SH Results</td>
<td><em>(If you do not complete reflection paper by end of class, please post on BB by 11:59pm 9/22)</em></td>
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<td>Map-Works/Reflection Paper</td>
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<td><em>(Computer Lab 307)</em></td>
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<td><strong>Wednesday, September 18</strong></td>
<td>Differences between High School and College</td>
<td><strong>Essentials For Success</strong> Chapter 2</td>
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<td>Review Ch 3: Creating Goals</td>
<td><em>Activity pgs. 45-46</em></td>
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<td>Last Lecture</td>
<td><em>Student Handbook Pgs. 30-33</em></td>
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<td><em>Edible Education Series</em></td>
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<td><em>Public Speaking 101</em></td>
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<td><em>9/18 12pm-1pm CLB 100</em></td>
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<td><strong>Monday, September 23</strong></td>
<td>Review Ch 2: Getting Involved <strong>Lizzy</strong></td>
<td><strong>Essentials For Success</strong> Chapter 6</td>
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<td><em>9/24: Exploring Majors Fair</em></td>
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<td><em>11am-3pm HSC-Ballroom</em></td>
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<td><em>Edible Education Series</em></td>
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<td><em>Test Preparation</em></td>
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<td><em>9/23 12pm-1pm HSC, IL Room</em></td>
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<td><strong>Wednesday, September 25</strong></td>
<td>Review Ch 6: Developing Academic Skills <strong>Lizzy</strong></td>
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<td><strong>Monday, September 30</strong></td>
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<td><strong>Essentials for Success</strong> Chapter 7 &amp; 8</td>
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<td><em>Student Handbook Pgs. 28-29</em></td>
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<td><em>Mid-Semester Check</em></td>
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<td><em>October 1 from 4-6pm (Bring NIU ID)</em></td>
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<td><em>Edible Education Series</em></td>
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<td><em>Exploring Research Opportunities</em></td>
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<td><em>9/30 12pm-1pm CLB 100</em></td>
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<td><strong>Wednesday, October 2</strong></td>
<td>Review Ch 7 &amp; 8</td>
<td><strong>Mid-Semester Check</strong></td>
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<td>Developing Healthy Relationships &amp; Health &amp; Wellness</td>
<td><em>October 2 from 6-8pm (Bring NIU ID)</em></td>
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<td>Pause Off</td>
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<td><em>Out of Class Experience Paper #1 due by 10/6 11:59pm</em></td>
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<td><strong>Monday, October 7</strong></td>
<td>TBD-Check <strong>Lizzy</strong></td>
<td><strong>Essentials for Success</strong> Chapter 5</td>
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<td><strong>Wednesday, October 9</strong></td>
<td>Review Ch 5: Making Good Decisions <strong>Community Standards 9am</strong></td>
<td><em><strong>Homecoming Weekend</strong></em></td>
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<td>Student Legal Services 9:30am</td>
<td>Facebook and NS Coverage</td>
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<td>Date</td>
<td>Activity</td>
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<td>Monday, October 14</td>
<td>No Class- Conferences</td>
<td>Individual Conference due by 10/18</td>
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<tr>
<td>Wednesday, October 16</td>
<td>No Class- Conferences</td>
<td><strong>October 18: Last day to withdraw from a full semester course</strong></td>
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<tr>
<td>Monday, October 21</td>
<td>Exploring the Catalog and University Policies</td>
<td>In class worksheet</td>
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<td>Review the following pages in the online 2012/2013 Undergraduate Catalog</td>
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<td>• University Graduation Requirements</td>
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<td>• General Education Requirements</td>
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<td>• Academic Regulations</td>
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<td>Wednesday, October 23</td>
<td>Exploring the Catalog and University Policies</td>
<td>Essentials for Success Chapter 9</td>
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<tr>
<td>Monday, October 28</td>
<td>Review Ch 9: Discussing Diversity</td>
<td>Out of Class Experience Paper #2 due 11/3 by 11:59pm</td>
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<td>Wednesday, October 30</td>
<td>Map-Works Check Up Survey</td>
<td>Activity: Leadership Award Application</td>
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<td><strong>Computer Lab 307</strong></td>
<td>Due: 11/6/3 in class</td>
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<td>Essentials for Success Chapter 10</td>
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<tr>
<td>Monday, November 4</td>
<td>Review Ch 10: Preparing for Your Academic &amp; Career Paths</td>
<td>Student Handbook, Pgs. 16-19</td>
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<td><strong>Computer Lab 307</strong></td>
<td><strong>Meet in CLB 235</strong></td>
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<tr>
<td>Wednesday, November 6</td>
<td>Review Ch 10: Preparing for Your Academic &amp; Career Paths</td>
<td>Student Handbook, Pgs. 20</td>
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<td><strong>Meet in CLB 235</strong></td>
<td><strong>Activity: Write a letter to Fall 2014 UNIV 101 students</strong></td>
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<td>Wednesday, November 13</td>
<td>Wrap Up/Summary Eval</td>
<td>Faculty Interview Paper Due 11/17 11:59pm</td>
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**December 9-14** Final Exams