

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: UNIVERSITY STUDIES _____

COLLEGE: ACADEMIC AFFAIRS

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1. Subject Code, Number, and Title: UNIV 101 Introduction To The University

2. Credit Hours 3

3. Course Description

This course facilitates students' successful transition to college. Students learn to navigate the University system and to identify and develop strategies for enhancing their learning. Through academically-engaging activities that connect the classroom to the EMU community, students learn how to live and learn in a multicultural environment.

4. This course is (check one):

an existing course with no revisions (need not go through the input system)

an existing course with revisions (attach this form to Request for Course Revision form)

a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

Effective Communication

Quantitative Reasoning (*QR designation*)

Writing Intensive (*WI designation*)

Perspectives on a Diverse World

Global Awareness

U.S. Diversity

Knowledge of the Disciplines

Arts

Humanities

Science

Social Science

Learning Beyond the Classroom (*LBC designation*)

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

UNIV 101 extends the orientation experience for first-year students. The course helps students learn and use the skills and sensibilities of successful college students, in and out of the classroom. The course connects students:

- With themselves, by challenging them to set, evaluate, and reset their personal and academic goals, and to develop skills for achieving those goals;
- With others holding a stake in their success (including administrators, faculty, staff, classmates, roommates, and family members), by modeling healthy approaches to networking, help-seeking, and boundary-setting; and
- With the University, by engaging students with EMU programs and events that will enrich and extend their learning beyond the classroom.

Students make these connections by completing a variety of assignments involving writing, reading, and learning skills, as well as interviewing and public speaking. In addition, this course satisfies the requirements in Area V: Life Beyond the Classroom by requiring students to:

1. participate in at least two cultural and/or academic events occurring on the EMU campus
2. participate in at least two single-day cultural and/or academic excursions sponsored by an EMU organization

Students may choose these from a list provided by the instructor or may submit their own alternative(s) in writing for the instructor's approval. Each student must write a substantial essay reflecting on his/her experience of choosing and participating in these excursions.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these

methods assess the degree to which students have met the General Education outcomes for this requirement.

GenEd Outcome	Meeting The Outcome	Assessing The Outcome
Understand and appreciate the relationship between curricular and co-curricular activities.	Students identify and participate in co-curricular activities specific to their personal, academic, and career goals.	Students write reflective essays showing how they learned about and chose relevant activities and events and showing how their participation affirms their goals.
Experience and feel part of the campus community	Students participate in a co-curricular activity that they believe doesn't relate to their personal, academic, and/or career goals (or which is outside their "comfort zones").	Students write reflective essays connecting their preconceptions about the activity with their experience of that activity.
Appreciate campus activities and events that broaden students' academic experiences.	Students attend at least four on-campus co-curricular activities and/or events.	Students write essays showing how they selected their activities and/or events to participate in, what they learned, and how they used what they learned.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

EASTERN MICHIGAN UNIVERSITY

UNIV 101 Syllabus

Course Description

This course provides the information and skills that help make the transition to college more successful. Students learn how to effectively manage the university system and how to live and learn in a multicultural environment. This class prepares students for success at EMU and beyond.

Goals

UNIV 101 extends the orientation experience for first-year students. The course helps students learn and use the skills and sensibilities of successful college students, in and out of the classroom. The course connects students:

- With themselves, by challenging them to set, evaluate, and reset their personal and academic goals, and to develop skills for achieving those goals;
- With others holding a stake in their success (including administrators, faculty, staff, classmates, roommates, and family members), by modeling healthy approaches to networking, help-seeking, and boundary-setting; and
- With the University, by engaging students with EMU programs and events that will enrich and extend their learning beyond the classroom.

Students make these connections by completing a variety of assignments involving writing, reading, and learning skills, as well as interviewing and public speaking. In addition, this course satisfies the requirements in Area V: Life Beyond the Classroom by requiring students to:

1. participate in at least two cultural and/or academic events occurring on the EMU campus
2. participate in at least two single-day cultural and/or academic excursions sponsored by an EMU organization

Students demonstrate that they've satisfied these requirements by writing substantial essays reflecting on their experiences of choosing and participating in these events and excursions. Students may choose events and excursions from a list provided by the instructor or submit their own alternative(s) in writing for the instructor's approval.

OUTCOMES

To satisfy University guidelines for Learning Beyond The Classroom, each UNIV 101 student must:

- Plan and deliver a group oral presentation about a student service
- Attend a meeting of a campus student organization, and write a reflective essay about the experience
- Identify and participate in at least four on-campus activities and/or events relating to their personal, academic, and/or career goals, and write an essay reflecting on your experiences
- Identify and participate in at least one on-campus activity or event that outside the student's "comfort zone," and write an essay reflecting on the experience
- Identify and participate in at least one on-campus academic skills workshop, and write an essay reflecting on your experience
- Create a portfolio that shows what you've done, are doing, and will do to be successful at EMU, as your achievements and plans reflect this course's goals and outcomes

Required Materials Include

A coursepack and/or assignments provided by the instructor

GROUND RULES FOR UNIV 101

Portfolio: Each student must create a portfolio of work he/she completed during semester during which he/she takes the course. This portfolio must include four (4) reflective essays. Two of these essays will reflect on the student's experience of choosing and participating in separate on-campus activities or events sponsored by EMU student organizations or departments. Of these two essays, one must relate to an activity or event outside the student's "comfort zone." The other two essays will concern the student's experience of participating in separate mandatory campus excursions selected by the instructor. Along with each essay, each student must submit written proof that he/she participated in the event or excursion he/she writes about. If a student submits an essay without this proof, his/her essay will receive a failing grade. Each essay must be at least 500 words long.

Participation: Students participate in class by attending class regularly, arriving on time for class, listening and speaking during class discussions, and turning in their assignments on or before their due dates. Participation also involves attending at least two on-campus activities or events and two mandatory excursions selected by the instructor. Any student who is absent for the equivalent of two weeks of class

(four absences for TTh sections, six absences for MWF sections) will fail UNIV 101 automatically. This policy holds whether the absences are consecutive or not.

Grading:

Grades for all written assignments will primarily reflect their content (evidence of thought, use of specific detail, etc.) and adherence to instructions. For an explanation of the EMU grading scale, see the current undergraduate catalog.

Course grades will be determined using the following scale:

Portfolio (including essays about participating in events and excursions)	40%
Participation (including class attendance)	40%
Other assignments	20%

Plagiarism: Plagiarism is the unauthorized and unacknowledged use of another person’s ideas, images, or words and amounts to theft. According to the Student Conduct Code, plagiarism has serious consequences, which may include

- a failing grade for the plagiarized assignment
- a failing grade for the course
- expulsion from the University
- legal action (if copyright has been infringed)

If a student is not sure whether he/she is plagiarizing, he/she should show it to his/her instructor before submitting it to be graded.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head

Date

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date