

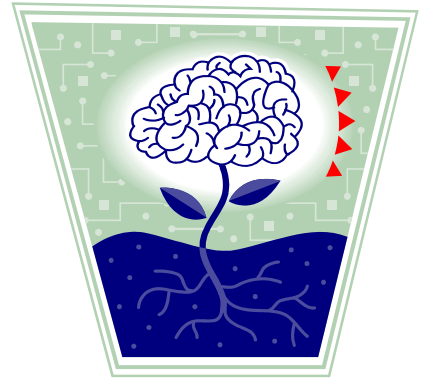
## First Year Student Seminar

UWL 100, Fall 2008

Morgan & Knudson

UWL 100 - 04

Mondays & Fridays 11:00-11:55 229 GMH



The three primary goals of UWL 100 are to provide:

1. an introduction to and integration of the intellectual and social aspects of university life.
2. an orientation to and grounding in the idea of a liberal education (*& importance of general education*)
3. an introduction to and development of the art of inquiry

### Instructors:

Betsy L. Morgan, PhD. Psychology; 331F Graff Main Hall: 785-6885;

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Office Hour: Wednesdays 10:00-10:50 - or by appointment

Paula Knudson, PhD.; 147 GMH: Dean of Students

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### Readings

- *Funny in Farsi* by Firoozeh Dumas (textbook rental or purchased)
- *College 101: A First Year Reader (2<sup>nd</sup> Edition)* by John D. Lawry (textbook rental)
- Additional assignments on D2L.

**Course Grades:** 300 points are available in this class. 100 points from weekly writing assignments, 100 points for the activities/events/class meetings you need to attend and 100 points from your summary paper "What I learned in UWL 100."

**Weekly Writing Assignments:** Approximately once a week you will have a writing assignment due - there are 15 assignments. The assignment should correspond to the topic or event of the week. Each can be handwritten, does not need to exceed 2 pages (unless indicated otherwise) and will be graded with a check or check-minus. A check-minus must be re-written (and can be re-written several times) to show a "good faith" effort on your part. A late paper will receive a check-minus but will *not* have to be re-written if of sufficient quality.

Points will be awarded in the following way:

95/100 points = A = 15 "check" assignments

88/100 points = A/B = 14 completed assignments (one of which can be late or a check minus)

82/100 points = B = 13 assignments (two of which can be later or check minuses)

79/100 points = B/C = 12 assignments (three check minuses or late)

72/100 points = C = 11 assignments (four check minuses or late)

50/100 for any incomplete assignments or 5 or more check minuses.

**Events/activities/attendance:** There are 18 class meetings and 4 events major events to attend (a marching band activity, Dumas lecture, a dinner, and Involvement Fest). In order to earn a(n) (using the percentages from above)

- A: You need to attend all of the above (unless you have a documented illness).
- A/B: All events attended and 17/18 classes.
- B: All events and 16/18 classes.
- C: 3 events and 15/18 classes (keeping in mind that the missed event may also affect your writing assignment score).
- D: 2 events and ... etc...


**Summary paper:** What I learned in UWL 100... (Due 12/12 AT THE LATEST!)  
Worth 100 points (see breakdowns shown above). In this 3-4 typed double-spaced paper focus on your experiences in this class. Your essay **MUST** reflect your thoughts on the three primary goals for this class.

*NOTE: Make sure to check the class schedule out! We normally meet twice a week in the beginning, then sporadically in October, November and December!*

Date	Topic & Reading Assignments	Assignments Due
Fri. 9/5	<p>Let's get to know each other! -Pictures and games!</p> <p><b>Assignment #1: Write down thoughts/a draft on the following questions and bring to class - essay is due later.</b></p> <ol style="list-style-type: none"> <li>1. Why are you pursuing a college education? What are your goals?</li> <li>2. What does a right to an education mean to you, personally?</li> <li>3. Do you think a college education is a right or a privilege? How would you defend your answer?</li> <li>4. Are there responsibilities that go along with the right to an education? If so, what do you think those responsibilities are?</li> </ol> <p>We will discuss #1 - #4 in class - for your essay also include a response to the following:</p> <ol style="list-style-type: none"> <li>5. How do you think Dumas would respond to #3 and #4? What evidence is there for your response from her book?</li> </ol> <p>Complete your essay after class on 9/8 and submit to dropbox on the D2L site by Friday 9/12 at noon.</p>	<p>Complete the first 95 pages of "Funny in Farsi" by 9/10 at the latest!</p> <p>Read 1-49 by Monday!</p>
Mon. 9/8	<p><b>COMMON THEME: "What does it mean to be an educated person?"</b></p> <p>Dr. Morgan out of town - Dr. Knudson in charge!</p> <p><b>Assignment #2: (due 9/12):</b> You are to be a socio-cultural anthropologist. Sociocultural anthropology concerns the ways in which people live in society - that is, the ways in which their language, culture and customs develop. We want you to think about Higher Education as its own society. Is it a new culture to you? For one week, we want you to log any situations, activities, interactions, physical outlay, etc. that strikes you as "different from" your previous educational culture. Focus on the educational context (classrooms, professors, and other students in class).</p>	<p>Bring your notes on assignment #1 to class.</p>

<p>Fri 9/12</p>	<p>Socio-cultural anthropology day - educational culture at UW-L - working in groups</p> <p>Dr. Knudson out of town - Dr. Morgan in charge! Student Government - Erik Kahl</p>	<p>Bring in your written log/notes for Assignment #2.</p>
<p>Mon 9/15</p>	<p><b>YOU and YOUR UNIVERSITY</b> Know your goofy professors Covert curriculum - what employers want - Dr. Morgan Co-curriculars - Dr. Knudson</p> <div data-bbox="380 443 909 800" style="border: 1px solid black; padding: 5px;"> <p><b>Top Qualities/Skills Employers Want</b></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Strong work ethic</li> <li>Teamwork skills (works well with others)</li> <li>Initiative</li> <li>Interpersonal skills (relates well to others)</li> <li>Problem-solving skills</li> <li>Analytical skills</li> <li>Flexibility/adaptability</li> <li>Computer skills</li> <li>Technical skills</li> </ul> </div>	
<p><b>WED</b> 9/17</p> <p>5-6 pm Coate Field East</p>	<p><b>COMMON THEME “Expanding Aesthetic Experiences”</b></p> <ul style="list-style-type: none"> <li>➤ <b>REQUIRED: Behind the Scenes with the Screaming Eagles Marching Band</b></li> <li>➤ \$2 each student - Coate Field EAST - wear comfortable clothes - we will be sitting on grass.</li> <li>➤ <b>WEDNESDAY, Sept 17th; 5-6 pm</b></li> <li>➤ <b>RAINDATE: Monday, Sept. 22<sup>nd</sup></b> - same time and place</li> <li>➤ We will hear the Dr. Tammy Fisher and the student leaders of the band discuss the specifics of choosing and executing a season and hear the band practice.</li> </ul> <p>UWL100 students who are in the band should practice with the band not sit on the sides.</p> <p><i>Assignment #3 (1-2 pages) What did you find the most interesting/surprising about the evening with the Screaming Eagles? Why? The event is one way of helping students think about the role of experiencing elements of the fine arts (theater, music, and art) as part of their college careers. What role do you think the fine arts should play in a college degree for all students? Why?</i></p>	
<p>Fri. 9/19</p>	<p><b>NO CLASS</b> due to Wednesday’s activity</p>	<p><b>Assignment #3</b> due to D2L</p>
<p>Mon 9/22</p>	<p><b>COMMON THEME “Wellness”</b></p> <p><b>Guests: Matt Vogel - Wellness Resource Center Ingrid Peterson - Violence Prevention</b></p> <p><i>Assignment # 5 (due to D2L on Wednesday 9/24). After today’s class - review your e-chug results and write a response to the following. To review your results, visit <a href="http://www.uwlax.edu/ReachShare/">http://www.uwlax.edu/ReachShare/</a> and click on “e-chug” on the</i></p>	<p><b>Assignment #4:</b> <i>For Friday 9/26 fill out the schedule handed out in class (or on D2L) for MONDAY THROUGH FRIDAY OF THIS</i></p>

	<p><i>left. Enter your number and click on your most recent report. Once your profile is up, click on the tab marked "Comparisons". How close was your response to "What percent of University of Wisconsin- La Crosse students do not drink at all in a TYPICAL WEEK?" with the data on UW-L. Discuss why your response was close or not close to the results. What does it matter if students know the general magnitude of this number in terms of alcohol awareness?</i></p>	<p><i>COMING WEEK and compute the average number of hours you studied.</i></p>
<p><b>Tuesday</b> 9/23</p>	<p><b>COMMON THEME "Connecting to the larger community"</b></p> <p><b>Involvement Fest 11:00-6:00pm Valhalla</b></p> <p><b>If you can - join us at 11 am outside Valhalla</b></p> <p><i>Assignment #6 (due 10/3) Attend one hour of the Involvement Fest and connect with UW-L and La Crosse clubs, organizations and community service. Write a summary of 2-3 clubs/activities with which you think you might like to be "involved." Focus on what kinds of costs/benefits may be associated with these clubs. Pick your top idea and provide us the contact information that you would use. Now write a response to these questions: What does it mean to be a member of a community? Do we have responsibilities to the community?</i></p>	
<p>Fri. 9/26</p>	<p><b>STUDY SKILLS</b> (Charlene Holler)</p>	<p>Assignment #4 (schedule) and Assignment #5 due</p>
<p>Monday 9/29</p>	<p><b>NO CLASS</b></p>	
<p>Friday 10/3</p>	<p><b>NO CLASS - but assignment due</b></p> <p><b>COMMON THEME "Values and Ethics"</b></p> <p><i>Assignment #7 Complete all the tutorial and take the quiz at <a href="http://www.uwlax.edu/MurphyLibrary/research/plagiarism.html">http://www.uwlax.edu/MurphyLibrary/research/plagiarism.html</a> email your results to <a href="mailto:morgan.bets@uwlax.edu">morgan.bets@uwlax.edu</a></i></p>	<p><b>Assignment #6:</b> <i>Due to D2L by noon.</i></p>
<p>Mon 10/6</p>	<p><b>COMMON THEME "Information Literacy"</b></p> <p><b>LIBRARY ADVENTURE!</b> (This Monday &amp; next Monday)</p> <p><b>Meet in room 30 at Murphy Library</b> Library Adventure Continued <b>MURPHY LIBRARY</b></p>	<p><b>Assignment #7:</b> <i>Submit plagiarism results to Dr. Morgan by noon.</i></p>
<p><b>TUES</b> 10/7/08</p>	<p><b>COMMON THEME "Connecting to each other" and food!!!</b></p> <p><b>Dinner at Dr. Knudson's house - 6:30 in Onalaska</b></p> <p><b>We will figure out transportation... be ready to go by 6 pm.</b></p>	

Fri. 10/10	<b>SERVICE DAY</b> <i>We care about our campus!</i>	
Mon. 10/13	Library Part 2	<i>Assignment #8: Library assignment activity - TBA</i>
Fri. 10/17	<b>COMMON THEME “Fiscal Responsibility”</b> Money Talk\$ Presentation  Dr. Knudson out of town.  <i>Assignment #9(due 10/20) - Indicate one thing about your financial future that you plan to work on this semester. Suggest some strategies you will employ!</i>	
Mon 10/20	<b>NO CLASS</b>  <i>Work on Assignment #10- on 11/3 you have a career paper due that requires prep time - see D2L.</i>	<i>Assignment #9 due to D2L by 12 noon.</i>
Fri. 10/24	<b>Study Abroad Presentation</b>  Jason Kouba from the Office of International Education will tell you all about our great programs!	
Mon. 10/27	<b>NO CLASS - midterm week</b>	<i>FINISH Dumas before the end of the week.</i>
Fri. 10/31	<b>CLASS - HALLOWEEN!!!! GAMES</b>  <b>COSTUMES MANDATORY</b>	
Mon. 11/3	<b>COMMON THEME “Career development as related to university resources and options”</b>  Career & Major Exploration	<i>Assignment #10 due today</i>
Fri. 11/7	<b>CAREER JEOPARDY</b>	
Mon. 11/10	<b>NO CLASS</b>	
Fri. 11/14	<b>COMMON THEME “Learning to recognize and respect diversity”</b>  <i>Assignment # 11 One of the themes of Funny and Farsi is the idea of “shared humanity.” Modern research on multiculturalism indicates that healthy group relations reflect focusing on themes of both commonalities and differences between groups (e.g., cultures). Write a 2-3 page essay on the costs/benefits of focusing on commonalities making sure to take the perspective of both the “dominant” group and the “minority” group as well as for individuals and societies. Finally, give examples of a cost and a benefit for commonality from Funny and Farsi.</i>	

Mon. 11/17	<p><b>NO CLASS</b></p> <p><b>Assignment #12:</b> Write a letter to an incoming freshmen to UWL - tell them what they should/shouldn't do in the first half of their first semester. Be sure to focus on the logic (the "why?") of your recommendations. Either embedded in your letter - or in a separate section, indicate what your reactions to the following reading:</p> <p>Reading #3, "What No One Ever Told Them about College," pp 11-12; Reading #4, "On Becoming A Better Student, pp 13-17" Reading #25 <i>College Pressures</i></p>	
TUESDAY November 18, 2008  (Thursday classes)	<p><b>COMMON THEME: "Learning what a university has to offer"</b></p> <p>- 7 pm: Firoozeh Dumas <i>Funny in Farsi</i> author (\$2 UW-L students)</p> <p><b>Assignment #13 :</b> <i>In a written essay, reflect on the lecture. What did you find particularly compelling? Anything you really disagreed with? What might you still like to know? Finally, reflect on the difference between reading her work and hearing her speak in terms of your own reactions.</i></p>	
Fri. 11/21	<b>NO CLASS</b>	Assignments #12 and #13 due by noon
Mon. 11/24	<p><b>Registration #1</b> - We will discuss SNAPS, the timetable, TALON, etc.</p> <p><b>Assignment #14 :</b> Bring to class a sample schedule of classes (classes and number of credits <b>NOT</b> times/days) for you for Spring 2009. After we cover academic advising issues, attach a piece of paper to your schedule - indicate questions you will need to have answered before settling on that schedule</p>	
Fri 11/28	<b>NO CLASS - THANKSGIVING</b>	
Mon 12/1	<p><b>Registration #2</b></p> <p><b>Assignment #15</b> - 2-3 page ESSAY <i>The role of education is one of the themes in Dumas' book. Dumas describes her continued relationship to her 2<sup>nd</sup> grade teacher and Kazem's life is changed by education. Discuss the role of education in potentially transforming people's lives. What are the implications of your argument for the extent to which a society should be involved in providing advanced education (college level) for its citizens? What about the rights to an education for legal or illegal immigrants to the U.S.? Do you think that anyone who wants an education in America can obtain one? Why or why not?</i></p>	Assignment #14 Due in class.
Fri	<b>Connect with cookies!</b>	<b>Assignment #15</b>

12/5		<i>due</i>
Mon 12/8	<b>NO CLASS</b>  Wednesday 12/10 is the final day of classes at UW-L Thursday 12/11 is study day Finals start on 12/13	
	<b>NO FINAL EXAM!!</b>	<i>Summary paper: What I learned in UWL 100...? DUE 12/12 AT THE LATEST to the dropbox.</i>  <i>It is worth a lot of points!</i>

REVIEW of the ASSIGNMENTS - check off sheet too!

- Assignment #1 Education Essay
- Assignment #2 Socio-cultural Anthropologist NOTES
- Assignment #3 Reaction paper to the Screaming Eagles practice
- Assignment #4 Schedule of your week's events/study hours
- Assignment #5 e-chug response
- Assignment #6 Involvement Fest Response
- Assignment #7 Plagiarism Tutorial
- Assignment #8 Library Assignment
- Assignment #9 Your personal plan in response to MoneyTalks
- Assignment #10 Career Essay
- Assignment #11 Diversity re: Dumas
- Assignment #12 Letter to an incoming freshmen with reflection
- Assignment #13 Essay reflecting on the "Firoozeh Dumas" lecture
- Assignment #14 Schedule of classes for Spring 2009
- Assignment #15 Final Dumas & Education essay
  
- SUMMARY PAPER