

The mission of Concord University is to improve the lives of our students and communities, through innovative teaching and learning, intellectual and creative activities, and community service and civic engagement. (See <https://www.concord.edu/About/History-Future.aspx> for the full mission statement.)

**Course Prefix, Number and Title: UNIV 100 – CU Foundations**

**Course CRN # and Section:**

**Semester Taught (including year):** Fall 2022 **Professor:**

**Credit Hours:** 1 **Office Location:**

**Prerequisites:** none **Office Hours:**

**Course Time (if applicable):**  **Email:**

**Building and Room Number (if applicable):** **Phone:**

**College/Department Website:**

**Course Description/Rationale:** CU Foundations is designed to assist you with a successful transition to your undergraduate studies and Concord University.

**Course Management System:** Blackboard

**Text requirements:**

* CU Foundations course pack (only available in the bookstore);
* *Win or Learn: The Naked Truth About how Turning Your Every Rejection into Your Ultimate Success* by Harlan Cohen (ISBN: 978-1728223469)

**Concord University Educational Goal(s)**

* *Critical Thinking* – Students will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.
* *Communication* – Students will demonstrate the ability to communicate clearly and effectively.
* *Personal, Civic, Cultural, and Global Competence* – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

**Specific Learning Outcomes**

*Foster academic success*

* Build and demonstrate basic research skills
* Identify and apply effective study skills
* Develop ability to critically analyze, synthesize, and evaluate information
* Use communication effectively (written and oral) to articulate ideas

*Help students discover and demonstrate an effective understanding of campus resources, technology, policies, procedures, traditions, and mission.*

* Identify appropriate campus resources and their purposes.
* Understand how to use campus technology (e.g. MyCU, Blackboard, etc.)
* Recognize what it means to be a Concord University student given the mission, traditions, and culture of the University.

*Provide students with opportunities to engage in activities that foster positive, professional, and academically focused relationships with their peers, faculty, and staff at Concord University.*

* Develop and apply the skills that foster positive relationships with peers, faculty, and staff.
* Understand the importance of service for improving our own lives and that of others.
* Understand how personal well-being, responsibility, and decision-making are essential to building positive relationships and achieving personal goals (including but not limited to financial literacy, knowledge of substance abuse, sexual misconduct under Title IX, suicide prevention, and available resources).

**Course Requirements**

1. Attend all classes and sessions in a timely manner.
2. Engage in informed, appropriate, and respectful discussion.
3. Complete all in-class and out-of-class assignments including:
	1. Common Reading (*Win or Learn* by Harlan Cohen) and attend author presentation.
	2. Complete online *2022 Student Affairs – Incoming Student Course* with post-test.
	3. Participate in a service activity.
	4. Participate in three campus activities.
	5. Attend the 2022 CU Majors & Minors Fair.
	6. Final presentation.
4. Provide informed, constructive, and appropriate feedback to the instructor.

**Author Harlan Cohen at CU:** The author of our 2022 common read *Win or Learn*, Harlan Cohen, will visit CU on Tuesday, August 30, 2022. ***Students are required to attend his presentation at 2:30PM in the main auditorium of the Fine Arts Center.***

**Online Activity:** CU Foundations students must view the learning modules and complete the post-test in the ***2022 Student Affairs – Incoming Student Course*.** This can be found on the left-hand menu of our Blackboard course.

**Community Service:** Service learning is an important component of CU Foundations and Concord’s mission. CU Foundations students are required to participate in a community service project. Three service days have been coordinated with several projects on each day for you to choose from. If you have not already signed up for a service project, do so ASAP! (<https://www.concord.edu/Student-Life/CACD/Academic-Success-Center/UNIV-100/Student-Service-Days.aspx>)

***\*\*\*You have been provided with significant advanced notice of these events to make room in your schedule to attend one. If there are extenuating circumstances and you cannot participate in one of the scheduled service activities, discuss alternatives with your instructor.***

 **Day of Service 1 –** Saturday, August 27 (Rain date for outdoor projects - September 3)

**Day of Service 2 –** Saturday, September 10 (Rain date for outdoor projects - September 17)

 **Day of Service 3** – Saturday, September 24 (Rain date TBD)

*\*For a list of available projects on each date, visit the registration link above.*

***\*Watch for emails with details about your service project from*** ***volunteer@concord.edu******.***

**Three Campus Activities:** Students are required to participate in three activities on campus. These can be anything from a club meeting to a comedian on campus – whatever you think will be fun! Students must provide proof of attendance and upload to Blackboard. This could be a program you received while attending, a selfie of you at the event, etc. *\*\*\* Please note – activities that are required as part of this course do NOT count for these activities. Also, if you are an athlete, attending games of your own team do not count.*

**CU Majors & Minors Fair:** Students are required to attend the 2022 CU Majors & Minors Fair on Wednesday, September 21, 2021 from 2-4PM in the Student Center Ballroom. The University will run on a Special Events Day schedule on this date, so most classes should be over by 2:00PM to allow for both student and faculty participation in the fair.

**Grading Policy and Scale, Make-up Policy, Late Work**

**Grading Scale**

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

599 and below = F

|  |  |
| --- | --- |
| Class Attendance | **160 points** **– 10 points per class session** (16% of course grade) |
| Informed Participation/ Assignments  | **100 points** (10% of course grade) |
| Common Read (and any accompanying assignments) | **100 points** (10% of course grade) |
| Harlan Cohen presentation | **100 points** (10% of course grade) |
| 2022 Student Affairs Incoming Student Course post-test | **100 points** (10% of course grade) |
| Service Activity | **100 points** (10% of course grade) |
| Three Campus Activities | **90 points – 30 points for each activity** (9% of course grade) |
| Interview Assignment | **50 points** (5% of course grade) |
| Majors & Minors Fair (attendance and assignment) | **100 points** – **50 points for attendance, 50 points for assignment** (10% of course grade) |
| Student Presentation | **100 points** (10% of course grade) |
| **TOTAL** | **1000 points** (100% of course grade) |

**Course Timeline (Schedule of Assignments/Assessments/Presentations)**

**\*Topics on schedule subject to change based on availability of guest speakers. Large assignment due dates will remain the same.**

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| --- | --- | --- |
| Week 1 |  | Syllabus, collegiate expectations, transitioning from high school*Syllabus Quiz, Honor Code & Mission Reflection, individual meetings* |
|  | CU Offices, CU technology |
| Week 2 |  | Time Management*Harlan Cohen Experiment #1*  |
|  | Common reading discussion – mindset and grit |
| Week 3 | 8/30 | **Harlan Cohen Presentation – 2:30 PM in the Fine Arts Auditorium**  |
|  | Counseling Center/mental health, Stress management*Online Course Success Video & Quiz* |
|  | Campus safety, CU organizations, online success**\*\*Interview Assignment – questions due** |
| Week 4 |  | Career Services and transferrable skills*Harlan Cohen Experiment #2*  |
|  | Studying, note taking, academic dishonesty |
| Week 5 |  | Title IX, Critical Thinking**\*\*Majors & Minors Fair prep** |
|  | CU library, information literacy*Harlan Cohen Experiment #3* |
| Week 6 | 9/21 | **Majors & Minors Fair – 2-4PM in the Student Center Ballroom – you will be given an arrival time** |
|  | Goal Setting, test taking*Focus 2 – Career Inventory* |
|  | Financial Aid, Effective communication |
| Week 7 |  | Liberal arts, course selection video**\*\*Majors Fair Assignment due***Academic Dishonesty/Plagiarism Video & Quiz* |
|  | Diversity & civil discourse\*\* **Interview Assignment due** |
| Week 8 |  | **Presentations***CU Foundations Reflection Assignment* |
|  | **Presentations** |

**UNIV 100 units include, but are not limited to, the following.** (Topics listed in **bold** are compulsory across all sections. Otherwise, instructors may vary what topics are covered, and the order in which they are covered.)

**Unit 1 – Discovering CU: Explore the possibilities and find your place at CU**

***Career Focus Activity***: **CU Majors & Minors Fair**

* Identify the CU Honor Code, CU Mission, and CU traditions.
* Define liberal arts institution.
* Understand how to access important MyCU electronic/online resources (i.e. MyCU, CU email, Emergency Alert System, Blackboard, TurnItIn.com, College Central Network, Student Loan Dashboard, Academic Catalog, and Courses Available) and know how to contact the IT Help Desk.
* **Identify the services provided by each of the various administrative offices and student services offices at CU.**
* **Identify how to contact my CU Academic Advisor and understand the role my Academic Advisor plays in my CU education.**
* **Practice how to access the CU library’s resources, both on and off campus.**
* **Identify safety resources available on and off campus, including the Sexual Assault Response Team (SART).**
* Analyze the different types of financial aid and how to apply for them, as well as understand the consequences of delinquency or default on your student loans.
* Recognize FERPA as a college student and how to complete a Release of Information via the CU website.
* **Recognize CU academic policies and procedures (i.e. academic exception, grade appeal, add/drop classes, university withdrawal, taking time off, academic probation, academic dismissal, Satisfactory Academic Progress, complaint procedure and online referral form).**
* **Explore CU majors and possible jobs within those fields.**
* **Recognize student organizations at CU and the SGA.**

**Unit 2 – Calibrate your Compass: Adapting to a new learning environment**

***Career Focus Activity:* Interview Assignment**

* **Discuss your concerns about transitioning from high school to college.**
* **Explain what it means to be a responsible student and discuss the behavioral expectations for college students and faculty.**
* **Describe mindset and grit theories and their relationship to academic success, as well as the impact motivation can have on your academic experience.**
* **Discuss the importance of effective communication, good listening skills, professionalism in written communication (including email), and how effective communication can affect the classroom experience.**
* **Discover the various learning styles and the importance of determining your preferred learning style.**
* **Explain the importance of goal setting and demonstrate the ability to set goals and identify the steps to achieve those goals.**
* **Analyze methods for studying and taking tests effectively, methods to minimize test anxiety, methods of effective note taking, and methods of time management.**
* **Describe skills needed to succeed in online courses.**
* **Define academic honesty, copyright, and plagiarism and discuss the importance of citing resources correctly and ways to avoid the pressure to cheat.**
* **Examine stress management techniques and methods for coping with the rigors of college expectations.**
* **Identify your choices when it comes to drinking and ways to drink responsibly if you choose to drink, recognize the patterns of binge drinking, and identify the consequences of drug and/or alcohol use.**
* **Explain the purposes of Title IX, define sexual harassment, sexual assault, stalking, and domestic violence, and understand the CU Title IX grievance procedure and ways students can bring forward complaints.**
* **Explain Bystander Intervention and describe what to do if you or a friend are sexually assaulted.**
* Discuss civil discourse.

**Unit 3 – Think Big: Preparing your mind for a higher level of learning**

***Career Focus Activity:* Career presentation**

* **Answer the discussion questions related to the summer reading selection.**
* **Explore the importance of community service, ways to connect service to academics, and what you gain from participating in service activities.**
* **Describe the benefits of diversity and how to appropriately interact with people from various backgrounds, ethnicities, religious beliefs, sexual orientations, etc., and define mutual respect and the importance of challenging stereotypes and prejudices.**
* **Discuss transferable skills and the importance of making connections across courses and disciplines.**
* **Explain and demonstrate critical thinking skills and problem-solving skills.**

**Course Timeline (Schedule of Assignments/Assessments/Presentations)**

**2021-2022 Campus Health and Safety Protocols:**

Concord University plans to follow all health and safety protocols recommended by the Center for Disease Control and Prevention (CDC), the West Virginia Department of Health and Human Resources (DHHR), and other orders, regulations, etc. CU continually monitors the guidance issued from federal and state authorities and updates our protocols accordingly. As additional information becomes available, CU will update the Return to Campus website, which is available at <https://www.concord.edu/returntocampus>. Please check it frequently for updates.

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures at <http://catalog.concord.edu/content.php?catoid=10&navoid=582#Academic_Dishonesty>.)

**Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors.  The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy**

Regular class attendance is part of a student’s academic obligation at Concord.  Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures at <http://catalog.concord.edu/content.php?catoid=10&navoid=582#Class_Attendance>.

**Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please go to <https://concord.omnilert.net/subscriber.php> to sign up for the Emergency Alert System or contact the IT Help Desk for further assistance (Call 304-384-5291).

**Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to <https://www.concord.edu/Student-Life/Office-of-Public-Safety/Alert-Systems.aspx>.

**Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure
No students or employees are to report.

Classes Cancelled
Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay
Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

**Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

**Academic Resources**

The Center for Academic and Career Development is ready to assist any student with academic or personal concerns, tutoring, study skills, time management, major and career exploration, and much more. The Center for Academic and Career Development is located in the Jean & Jerry Beasley Student Center Suite 1 (past Wingspan by the Subway Stage). Students can stop by the CACD Monday through Friday, 8:00 am until 4:00 or by appointment. The CACD may be reached by calling (304) 384-6074, (304) 384-6298, or cacd@concord.edu. Website: <http://www.concord.edu/Student-Life/CACD.aspx>.

The drop-in tutoring schedule is posted online: <https://apps.concord.edu/tutoring>/. Additional academic resources are available online and on-demand. See <https://www.concord.edu/Student-Life/CACD/Academic-Success-Center/Success-Resources.aspx> for a list of these resources.

**Student Health Center**

The Student Health Center provides students with basic level medical care for acute minor illness or injury on a walk-in basis. The Student Health Center is located on the first floor of Wooddell Hall. The center is open Monday through Thursday from 8:30 to 2:30 PM and Friday from 8:30 to 12:00 PM. The Student Health Center may be reached at 304-384-6355.

**Mental Health Resources**

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by a licensed mental health professional, graduate students, and student employees. Appointments are available Mon-Fri from 9:00 AM – 4:00 PM. Appointments at the Erma Byrd Higher Education Center in Beckley may be made by arrangement. Students may call the counseling center at 304-384-5290 or make their own appointment through the electronic scheduling system which may be found on Counseling Center section of the Student Services tab on CU’s main page. Counseling services are free of charge. Other resources available are Student Support Services and the Center for Career and Academic Development Center on the Athens campus.

**Sexual Harassment & Assault**

 Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or <https://www.concord.edu/Student-Life/Title-IX.aspx>.  Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

**Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You can find additional information at <https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx>.

**Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**

**Miscellaneous (for example):**

Sources of Help

Glossary of Terms

Related Research/Professional Organizations