

SYLLABUS

Code: HUDV 107

Title: FIRST YEAR SEMINAR

Division: STUDENT DEVELOPMENT

Department: COUNSELING

Course Description:

Students learn to identify and practice a variety of skills and behaviors that can foster success in college and work. Students will explore their personal values and academic goals through individual projects, class exercises, and group interaction. This course is highly recommended for all first-time, full-time students in all program. This course should be taken in the student's first semester at Brookdale.

Prerequisites: NONE

Co-requisites: NONE

Prerequisites or Co-requisites: NONE

Credits: 1

Lecture Hours: 1

Lab/Studio Hours: 0

REQUIRED / MATERIALS:

- Brookdale Community College Catalog, Student Handbook.

ADDITIONAL TIME REQUIREMENTS:

- Attendance and participation at 2 or 3 College-sponsored club meetings, lectures, workshops, and events scheduled outside of class meeting time. For information on Brookdale's policy on credit hour requirements and outside class student work refer to [Academic Credit Hour Policy](#).

COURSE LEARNING OUTCOMES:

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

- ✓ Explore, identify and weigh, personal values, interests, and goals in relation to adult decision-making. (***Personal Development, Critical Thinking***)
- ✓ Develop a plan of educational, transfer, and career goals. (***Information Literacy, Personal Development***)
- ✓ Apply a variety of skills to improve time management, use of resources, study and test-taking abilities. (***Personal Development, Technological Literacy, Critical Thinking***)
- ✓ Connect to the College, its faculty and staff, and fellow students through co-curricular, curricular, and social experiences. (***Personal Development, Community and Workplace***)

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GRADING STANDARD:

Below, you will find the weight of each required class activity, the distribution of points for each required class activity, and the number of points necessary to earn each particular grade.

	<u>Weight</u>	<u>Points</u>
Attendance and Participation in class	40%	40
Participation in FYE activities	30%	30
Assignments and Presentation	30%	30

<u>Grade</u>	<u>Total Points</u>
A	91 – 100
A-	90
B+	85 – 89
B	81 – 84
B-	80
C+	75 – 79
C	70 – 74
D	65 – 69
F	0 – 64

- **Attendance and Participation**
Each student is expected to attend class meetings and actively participate in class discussion. Arriving late or leaving any class session early is equal to one absence or a deduction of 4 points. If any student misses 40% of the class sessions they will not pass the course. Attendance and participation account for 40% of the final grade. An unexcused absence may not be made up.
- **Assignments and Assessments**
The assignments of the First Year Seminar (FYS) are opportunities to explore your values, personal characteristics, and interests. Course assignments will help you learn about the college curriculum, career information, library literacy, and transfer to colleges and universities. These assignments and their analysis comprise 60% of the final grade.

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COURSE CONTENT:

First Class Session: Introduction

Unit Outcomes: Students will:

- ✓ Distinguish between high school and college expectations from the student and institutional perspectives.
- ✓ Become familiar with the portal with Brookdale's Portal and its functions.

Unit Topics:

- How will you be different as a result of attending college?
- What are some strategies for developing personal responsibility?

Homework:

- A. Create a "Life-map" using drawings, magazine pictures, or clip art that depicts where you have been (or begin from the present) and where you want to go – spotlight major events
 - B. Send your HUDV 107 Professor an email from your Brookdale email account
 - C. Bring a planner to class next week!
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Second Class Session – Goal Setting and Values

Who are you? How did you get here?

Unit Outcomes: Students will:

- ✓ Identify and examine underlying principles and values in the student's life.
- ✓ Consider how these values relate to college success.
- ✓ Discuss the college experience and goal setting (short-term vs. long term).

Unit Topics:

- What are some of your values and how do they connect with your academic plans?
- How does self esteem affect your ability to set and reach a goal?
- What are the barriers to success in college?

Homework:

- A. Schedule one Campus or HEC Activity or Event, attend and write a brief reaction paper. What connections can you make between that event or activity and your values or goals? Assignments are due the fourth session.
 - B. Begin research for "Boot Camp" group assignment. Groups report on assigned topic to classmates in sixth session.
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Third Class Session – Campus Tour/Scavenger Hunt

Become part of the College Community!

Unit Outcomes: Student will:

- ✓ Develop familiarity with college buildings and grounds.
- ✓ Be introduced to locations of resources and individuals who provide a variety of services and support for students and the broader Monmouth County Community.
- ✓ Meet one of the Student Ambassadors or a Student Services Generalist and gain the perspective of an experienced student.

Unit Topics:

- In addition to your class locations, what other buildings exist at the College, and what can you do there?
- Where can students find some of the greatest resources?
- What can you do in-between classes?
- Where can you go to have fun or relax or eat?

Homework:

- A. Remember to schedule one Campus or HEC Activity or Event; attend and write a brief reaction paper. What connections can you make between that event or activity and your values or goals? Assignments are due the fourth session
- B. Also, remember your group assignments for “Boot Camp” will be presented during the sixth session.

Fourth Class Session – Time Management / Learning Styles

Become a great time manager and identify and diversify your learning style.

Unit Outcomes: Students will:

- ✓ Illustrate current use of time per day/week, i.e., school, work, extra-curricular activities, etc. and develop strategies for reducing inefficient uses of time.
- ✓ Develop adaptive strategies based on their learning styles.

Unit Topics:

- Do you manage time or does it manage you?
- What are the benefits of effectively managing your time?
- What are the greatest time wasters?
- How can you combat procrastination?
- How can you choose the best planning tools and effectively implement a daily, weekly, and term plan?
- What is your learning style?

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- How can you get off to the right start with your instructors?
- What are some key strategies for adapting your skills when an instructor's teaching style does not match your learning style?

Homework:

A. Interview one of the following from the College community: Dean, Faculty Member, Administrator (e.g., Director of HEC), Learning Assistant, Student Life Board Member, Officer of a Club, Student Ambassador, Athletic Coach, or Generalist. Use the following questions as a guide:

- What was your major in college? How did you choose it? Where did you go to school?
- Who or what were your major influences in your career decision and life choices?
- What advice do you have to be successful in college? What were the pitfalls you encountered and how did you overcome them?
- What are your academic strengths and challenges? How did or do you overcome academic challenges?

Write up the individual's responses and your own reflections on the exchange. Consider how you interact with individuals whom you do not know and what communication skills you possess or admire in others. YOU MUST WORD-PROCESS THIS PAPER

*** You may also do an informational interview with someone in your intended career field.**

B. Bring a Brookdale College Catalog to class next week

C. Log into Portal and Web Advisor and print a copy of your degree audit "Progress toward degree."

Fifth Class Session – Understanding Your Degree **(Schedule Library and Career Presentation between week 5-8)**

Academic Programs: AA vs. AS vs. AAS/AFA and beyond

Unit Outcomes: Students will:

- ✓ Use the College Catalog.
- ✓ Know General Education and Career Studies Requirements.
- ✓ Students will Use technological resources to plan their degree.
- ✓ Gain familiarity with campus resources to aid in planning their future such as: Counseling and Advisement, Transfer Resources, Experiential Learning and Career Services.

Unit Topics:

- Why is it important to read the college catalog?
- Why are students required to study general education?

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- Why are some students required to take basic skills courses?
- Why do students need to know policies and procedures?
- What is a GPA?
- Strategies for making important decisions – especially those that impact the future
- Identifying resources and information before making decisions
- Strategic planning, implementation, and time-lines
- The importance of “Plan B”

Homework:

- A. Review General Education Requirements and major requirements for intended degree program.
 - B. Research transfer choices
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Sixth Class Session – College Boot Camp

Master knowledge and skills to succeed at Brookdale and beyond

Unit Outcomes: Students will:

- ✓ Assess academic and institutional knowledge
- ✓ Consider citizenship skills and the “Student Code of Conduct.”
- ✓ Acquire resources to help plan for educational, transfer, and career goals.

Unit Topics: Review Academic Exploration Week

- What are strategies for building relationships on campus?
- What is the “Golden Rule” of classroom etiquette and personal decorum?

Homework:

- A. Review general education requirements and major requirements for intended degree program – begin to map out semester-by-semester plan considering basic skills requirements and pre-requisites.
 - B. Plan next semester’s schedule using WebAdvisor and the academic plan you are developing.
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Seventh Class Session – Library Presentation (scheduled between week 5-7)

The Academic Library and You

Unit Outcomes: Students will:

- ✓ Apply critical thinking and academic integrity principles to conduct research through technology.
- ✓ Access online resources for career exploration and planning.

Unit Topics:

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- Why is critical thinking an essential element in research work?
- How do you determine what is a valid source when using the Internet?
- How can students maintain academic integrity and avoid plagiarism?
- What does Brookdale College Policy say in regard to these issues?
- What sources can best assist students in their research on majors, careers, and transfer schools?

Homework:

Career Presentations due in two weeks, include information on transfer institutions.

- A. For your Career Presentation, research career titles on ONET or Occupational Outlook Handbook.
(Online.onetcenter.org and BLS.gov)
- B. Experiential Learning and Career Services Page “What can I do with this major?”
- C. Review a number of occupations that you find in your personality and interest inventories and provide 3 – 5 occupations, their training and qualifications, their job growth and outlook, salary, and daily tasks and responsibilities.

Eighth Class Session – Career Exploration

Understanding yourself and your interests

Unit Outcomes: Students will

- ✓ Weigh career assessment information and apply results to educational decision-making.
- ✓ Examine your career choice for consistency with your values, interests, and personality.

Unit Topics:

- How does my intended major match my career choice?
- How does my personality type affect my choice of career?

Homework:

Reminder: Career Presentations due next week!

Ninth Class Session – Career Services Presentation

What career is right for you?

Unit Outcomes: Students will:

- Develop familiarity with the resources for career exploration.

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Unit Topics:

- What resources are available to Brookdale students to help them explore careers?
- How can Service Learning experience build your resume?
- What is the value of a co-op versus an internship?

Homework:

- A. What have you learned about your interests and careers so far this semester? Will you stay in your current degree program? Switch programs? Consider a different transfer school?
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Tenth Class Session – Connecting the pieces

Unit Outcomes: Student will:

- ✓ Consider the research and exploration you have been engaged in over the past eight weeks as you plan your academic program at Brookdale and beyond.
- ✓ Understand how to use the technology and resources available for decision-making and academic planning.
- ✓ Select next term's classes with new knowledge of how to effectively manage time and understand individual strengths and limitations as a student.
- ✓ Make short presentations to classmates on a profession of interest.(topic must be approved by professor)

Unit Topics:

- Is there a class you would really like to try that is specifically a “career course”?
 - How can you explore and still make the best uses of your time and money?
 - What classes will meet your degree requirements and transfer best to your possible transfer schools?
 - How will you structure your schedule differently than this semester? Were there things that worked and things that didn't?
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DEPARTMENT POLICIES:

▪ **Classroom Conduct**

Brookdale Community College has certain expectations concerning what is appropriate behavior in the classroom. Please consult the Student Handbook for an explanation of the Student Code of Conduct and the Academic Integrity Code. Please refrain from behaviors that may disrupt the learning experience, such as tardiness and talking while the instructor or another student is talking. In addition, please mute all beepers and cell phones. Hand-held chat devices are not permitted in the classroom.

▪ **Academic Honesty**

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In order to provide a learning experience that permits students to pursue their educational goals, it is essential for all faculty, students, and staff to maintain academic integrity. You are expected to exhibit academic honesty in this and every class taken at Brookdale Community College. For a detailed explanation of Brookdale's Academic Integrity Code, please consult the College Catalog or the Student Handbook. Academic dishonesty includes cheating, plagiarism, as well as aiding others to cheat or plagiarize.

- **Cheating:** includes copying from someone else's test, submitting material for academic evaluation that has been prepared by another person or by a commercial agency, willfully damaging the academic work or effort of another student to gain an unfair advantage, or illegally changing or substituting one grade for another.
- **Plagiarism:** includes submitting written material without proper acknowledgement of the source, deliberate attribution or citation of a fictitious source, or submitting data which has been willfully altered or contrived. Copying phrases, sentences, or paragraphs word for word from an original source without using quotation marks is plagiarism even if you acknowledge the source.

▪ Available Support

If you should need assistance through this course, please make an appointment to see the Instructor during office hours. In addition, you may make an appointment to see your Student Development Specialist (Counselor) for assistance.

▪ Inclement Weather / College Closing Policy

This class will be cancelled only when the College is officially closed due to severe weather or other emergency situations. During times of severe weather or potential College closings, you should call (732) 842-1900. The College Catalog and the Student Handbook also list a number of local radio stations that may broadcast this information. Otherwise, if the College is open, class will meet as scheduled.

COLLEGE POLICIES:

For information regarding:

- ◆ Brookdale's Academic Integrity Code
- ◆ Student Conduct Code
- ◆ Student Grade Appeal Process

Please refer to the [BCC STUDENT HANDBOOK AND BCC CATALOG](#).

NOTIFICATION FOR STUDENTS WITH DISABILITIES:

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Disabilities Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.