Course Information

Instructor: _______________________________
Office Location: _______________________
Office Telephone: _______________________
Office Hours: ___________________________
Email Address: ___________________________
UCOL Section Number: ________________

Course Description

Welcome to the SIU family! The First-Year Seminar supports the transition of first-year students as they enter our research university. Special attention will be given to what it means to be Saluki by exploring the richness of our history and traditions. In addition, upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry – the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines at SIU.

An Invitation to Participate

YOU are SIU and we’re excited to get to know you! As we embark on our journey through self-exploration and the best that Saluki Nation has to offer we invite you to participate by…

Attending class. There’s never a dull moment in UCOL 101: Saluki Success. Whether we’re exploring campus, doing crazy activities, or discussing the substance of life you won’t want to miss any of the fun. Of course, unexpected things happen. If you experience a documented illness, a death in your immediate family, an official religious holiday, or a documented emergency or natural disaster then your absences will be excused. Absences beyond these will likely affect your final grade.

Communicating with your instructor and peers. Your well-being and academic success are important to us. Feel free to contact your instructor with questions and/or concerns regarding UCOL 101: Saluki Success, other coursework, your up’s, your down’s, or anything else that is important to you. Furthermore, feel free to communicate in class with your peers. Your voice is important!

Contributing your talents to the class. UCOL 101: Saluki Success will have several opportunities for you to add your unique skills to the life of the class. This may take the form of written assignments and/or class projects. Your instructor will communicate with you about how to do this over the course of the semester. Due dates will be established and made available to you in the course calendar (included in this syllabus). Instructors reserve the right to set their own policies for any work that is submitted after due dates.

Course Materials

This UCOL 101: Saluki Success text D2L – accessed by visiting online.siu.edu
**BUILD COMMUNITY**

College is hard work; often college is very hard work. But college is not ALL hard work. The relationships you forge with others on our campus are a very important part of your SIU experience. Good times, inspiration, friendship, and mentoring are all rooted in the relationships you will make. When times get tough your relationships with others and the support available through our campus and southern Illinois communities will bolster your perseverance. *Together we can dream big, work hard, have fun, take care of one another, and make an impact on our community.*

**BUILD SUCCESS**

College is an opportunity to begin creating the life you want. *SIU is home to the best and brightest... and that means YOU!* Through UCOL 101 we want to partner with you to build upon your innate talents. Together we will shape academic skills, cultivate the habits of a critically thinking mind, identify barriers to personal and professional wellness, dialogue about new ideas, identify our strengths, push beyond our weaknesses, and discover how to thrive in a 21st century world.

**BUILD PRIDE**

At SIU we bleed maroon! *Our graduates are TV stars, astronauts and everything in between.* We have world class scholars delivering top notch instruction in some of the most celebrated programs in the country. And guess what? *You get to begin writing the next chapter of SIU history!*

**OUTCOME**

- Salukis will demonstrate knowledge and utilization of various campus resources
- Salukis will bond with the campus community and surrounding southern Illinois communities by attending extracurricular, sporting, cultural, academic, volunteer, etc. events.
- Salukis will develop positive relationships with their instructors, academic advisors, and fellow Salukis
- Salukis will identify their strengths
- Salukis will identify and take actions to address barriers to success
- Salukis will demonstrate critical thinking and will exercise appropriate success strategies (e.g., study skills, career exploration, stress management, financial literacy, etc.)
- Salukis will identify and participate in SIU campus traditions.
- Salukis will demonstrate knowledge of SIU history
Assignments & Grading

1 2 Projects
You will complete two projects this semester. Each project will be worth 50 points for a total of 100 semester points.

Project 1
Research and prepare information on anything related to SIU. You could explore Traditions past and present Notable alum and/or professors Important SIU history SIU RSO’s SIU sports Haunted SIU Points of pride
Your instructor will provide details on how best to present this information. To find a topic of interest, begin by looking through this book. The bottom of each page contains an SIU fact or point of pride. The chapter titled Day 8: This is SIU: History & Traditions contains a brief overview of important SIU information.

Project 2
Instructors will provide more information about this project in class.

2 1 Final Reflection
At the beginning of each class you will be asked to respond to a “question from the board”. These questions are open-ended and will prompt discussion. You will write a two-part final reflection in which the first part is based on these “questions from the board”. The reflection is worth 50 semester points. You will be given instructions about how to submit this reflection when it is due. Here is the prompt…

Final Reflection
This reflection exists in two parts.

Part I
Choose two of our class “questions from the board” and expand on your thinking about them.

Part II
Tell me about who you’ve become this semester. Some questions to ponder… How did it go? How are you different from when you started? What was your best memory? What was your worst memory? Have you met your definition of “success”? What unfinished business do you still have? What campus/community resources have you been able to utilize? What’s the best part about being a Saluki? You don’t have to answer all of these questions; they’re just here to get you thinking.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Reflection</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Project 1</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Project 2</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Attendance/Participation*+</td>
<td>20 pts. / week</td>
</tr>
</tbody>
</table>

TOTAL POINTS 470 pts.

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>423 – 470</td>
<td>A</td>
</tr>
<tr>
<td>376 – 422</td>
<td>B</td>
</tr>
<tr>
<td>329 – 375</td>
<td>C</td>
</tr>
<tr>
<td>282 – 328</td>
<td>D</td>
</tr>
<tr>
<td>281 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

*40 pts. / week for 8-week sections;
+A sections: 10 pts. - lab, 10 pts. - class

3 Attendance/Participation Points
Most of our times together will consist of learning about student success and our SIU family through class activities. Attendance/Participation will count for the bulk of your overall course grade.
**Rubric – Course Assignments**

Where appropriate, your work will be graded using the following rubric.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heading</strong></td>
<td></td>
</tr>
<tr>
<td>Important identifiers are placed on the assignment. Instructors will tell you what they would like to see. This may include name, section number, date, etc.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Uses Relevant Examples</strong></td>
<td></td>
</tr>
<tr>
<td>The author provides meaningful examples and/or support to strengthen his/her claims.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Grammar/Spelling</strong></td>
<td></td>
</tr>
<tr>
<td>Contains few, if any, grammatical and/or spelling errors.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Adequately Responds to Prompt</strong></td>
<td></td>
</tr>
<tr>
<td>Fulfills the requirements of the prompt as directed.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Strength of Content or Self-Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>The response is thoughtful in its analysis and/or reflection. All ideas are well-developed and well-executed.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Organization/Formatting</strong></td>
<td></td>
</tr>
<tr>
<td>The product is visually appealing, contains a logical flow of ideas, and/or is formatted appropriately.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Overall Quality</strong></td>
<td></td>
</tr>
<tr>
<td>This is an overall impression of quality that takes into account technical and aesthetic elements of the work.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
Rubric – University Core Curriculum

SIU is interested in YOU! Specifically, the university wants to know how you’re doing in each of the below areas. Once your time in UCOL 101 is finished, your instructor will complete one of these rubrics on your behalf. The score from this rubric will not be factored into your overall course grade. Instead, this information will help with campus wide assessment of SIU’s Core Curriculum.

<table>
<thead>
<tr>
<th></th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Acceptable</th>
<th>Nearly Acceptable</th>
<th>Unacceptable</th>
<th>Nothing to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Application**

This student’s work is excellent; it exhibits a very high degree of proficiency with respect to this learning objective.  

Regularly applies previous learning and/or new concepts in other coursework or in self-development efforts in a planned, constructive, and efficacious manner.  

Applies some previous learning and/or new concepts in other coursework or in self-development efforts in a planned and moderately efficacious manner.  

Minimally applies previous learning and/or new concepts in other coursework or in self-development efforts but does not do so in a planned or efficacious manner.  

Negligibly applies previous learning and/or new concepts in other coursework or in self-development efforts.  

Either nothing was submitted or the quality of what was submitted is too poor to permit any meaningful evaluation.

**Reflection**

This student’s work is excellent; it exhibits a very high degree of proficiency with respect to this learning objective.  

Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.  

Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.  

Reviews prior learning (past experiences inside and outside of the classroom) at some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.  

Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a somewhat broader perspective about educational or life events.  

Either nothing was submitted or the quality of what was submitted is too poor to permit any meaningful evaluation.

**Connection**

This student’s work is excellent; it exhibits a very high degree of proficiency with respect to this learning objective.  

Regularly makes attempts to engage with instructors and other students and, because of those relationships, routinely makes positive contributions to the campus and/or surrounding community.  

Makes some attempt to engage with instructors and other students and, because of those relationships, occasionally makes positive contributions to the campus and/or surrounding community.  

Makes minimal attempts to engage with instructors and other students and does not positively contribute to the campus and/or surrounding community.  

Negligibly attempts to engage with instructors and other students and does not positively contribute to the campus and/or surrounding community.  

Either nothing was submitted or the quality of what was submitted is too poor to permit any meaningful evaluation.

**Overall Score**

This student’s work is excellent; it exhibits a very high degree of proficiency with respect to this learning objective.  

This student’s work is good and qualifies as evidence of the student’s proficiency with respect to this learning objective.  

While not proficient, this student’s work satisfies the minimum standards for an SIU student with respect to this learning objective.  

The student’s work is poor and falls below the minimally acceptable standard for an SIU student, but it is not poor enough to rank as a failure with respective to this learning objective.  

The student’s work fails to exhibit any degree of proficiency with respect to this learning objective.  

Either nothing was submitted or the quality of what was submitted is too poor to permit any meaningful evaluation.
Course Schedule

UCOL 101 will follow the tentative course schedule below. It is possible that topics, due dates, class location, etc. may change. Check with your instructor for the latest details.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>IMPORTANT DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1 Welcome to the Family</td>
<td></td>
</tr>
<tr>
<td>DAY 2 Following Your Dreams at SIU</td>
<td></td>
</tr>
<tr>
<td>DAY 3 Academic Skill Building</td>
<td></td>
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<tr>
<td>DAY 4 Values &amp; Goals</td>
<td></td>
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<tr>
<td>DAY 5 Saluki Wellness, Part I</td>
<td>DUE: Project 1</td>
</tr>
<tr>
<td>DAY 6 Saluki Wellness, Part II</td>
<td></td>
</tr>
<tr>
<td>DAY 7 Saluki Wellness, Part III</td>
<td>Sexual Health Presentation</td>
</tr>
<tr>
<td>DAY 8 This is SIU: History &amp; Traditions</td>
<td></td>
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<tr>
<td>DAY 9 This is SIU: Campus Resources</td>
<td></td>
</tr>
<tr>
<td>DAY 10 This is SIU: Doing Big Things</td>
<td></td>
</tr>
<tr>
<td>DAY 11 Money Management</td>
<td></td>
</tr>
<tr>
<td>DAY 12 Thinking &amp; Learning</td>
<td>DUE: Project 2</td>
</tr>
<tr>
<td>DAY 13 Cultural Competence: WE are SIU</td>
<td></td>
</tr>
<tr>
<td>DAY 14 Cultural Competence: We Bleed Maroon</td>
<td></td>
</tr>
<tr>
<td>DAY 15 Final Thoughts: Life as a Saluki</td>
<td></td>
</tr>
<tr>
<td>DAY 16 Final Thoughts: Goodbyes &amp; Next Steps</td>
<td>DUE: Final Reflection</td>
</tr>
</tbody>
</table>

Procedures & Resources

On the next page please find information about important SIU procedures and resources including drop dates, emergency protocol, helpful campus contacts, etc.
IMPORANT DATES *
Semester Class Begins ................................................................. 08/22/2016
Last day to add full-term course (without Dean’s signature) ........ 08/28/2016
Last day to withdraw from the University with a full refund .... 09/02/2016
Last day to drop a full-term course for a credit/refund .............. 09/04/2016
Deadline to apply to graduate at the end of this term .......... 09/16/2016
Last day to drop a full-term course (“W grade, no refund”) ...... 10/30/2016
Final examinations ................................................................. 12/12–12/16/2016
Commencement ................................................................... 12/17/2016

Note: For more detailed information on the above deadlines, please visit http://Registrar.siu.edu/calender. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at http://Registrar.siu.edu/schedule/index.html.

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/05/2016
Fall Break 10/08 – 10/11/2016
Veteran’s Day Holiday 11/11/2016

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar’s office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit: http://Registrar.siu.edu/students/withdrawal.html

INCOMPLETE POLICY – Undergraduate only
An INC grade may be assigned when, for reasons beyond the student’s control, students engaged in passing work are unable to complete all class assignments for the course. An INC must be changed to a completed grade within one full semester (undergraduates), and one full year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements within the time period designated, the incomplete will be converted to a grade of F and such grade will be computed in the student’s grade point average. For more information visit: http://Registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at http://Registrar.siu.edu/students/repeatclasses.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://sr.siu.edu/student_conduct_code/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: call (618) 453-1492, email: stulcares@siu.edu, or http://saluki-cares.siu.edu/index.html

SIU’S EARLY WARNING INTERVENTION PROGRAM (EWIP)
Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: http://corecurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and though text and email alerts. To register for alerts visit: http://emergency.siu.edu/

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information visit: http://www.inclusiveexcellence.siu.edu

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring-siu.edu/
Math Labs: http://math.siu.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

MILITARY COMMUNITY
There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:
ADVICEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/
SALUKINET: https://salukinet.siu.edu/
MORRIS LIBRARY HOURS: http://library.siu.edu/

Fall 2016IR O’Rourke