

IDS 1107: The Florida State Experience
SDRC Seminoles Excelling Academically
Fall 2019 Syllabus

Instructor Information:

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Location:

Thursdays, 3:35-4:30pm, 108 Student Services (SDRC)

SDRC Seminoles Excelling Academically

This section of the Florida State Experience course is affiliated with the Student Disability Resource Center. Special emphasis will be placed on effective time management skills, organization, test-taking, preparing for internships and future employment, and campus resources. Information pertaining to how to structure a daily and weekly schedule, plan for upcoming due dates and assignments, balance in class and out of class commitments, and steps to landing your perfect internships/summer job. Within the structure of this course we will discuss utilizing accommodations, understanding personal strengths and challenges, and working with faculty members. This program is designed specifically for students registered with the SDRC and is co-facilitated by a student leader registered with the SDRC who understands the dynamics of utilizing accommodations and being an active member of the Seminole community, with oversight by a full-time teaching faculty member and SDRC staff. This engagement program is focused on working with first-time-in-college students with disabilities to promote retention and academic success during their first year and beyond.

Course Objectives:

At the end of the course, students will be able to:

1. Identify ways their identities and interests intersect with people and places of the Florida State community.
2. Recognize how these interests can continue to be developed within the larger Florida State community.
3. Articulate the different ways in which Florida State calls upon them to demonstrate their learning and critical thinking skills.
4. Interact with their instructors and fellow students in ways which support their goals and demonstrate the values of the Florida State community.
5. Examine and evaluate their in-class and out-of-class experiences to make meaning and find intrinsic value in their overall college experience.

Specific Learning Outcomes

Through the content, activities, and interactions of this course, students will learn:

Time Management Skills – (Lesson 1) (week of Sept 5)

1. Identify various demands on time as a student
2. Learn to create a weekly and daily schedule
3. Learn to establish work/life balance

Getting Involved – (Lesson 2) (week of Sept 12)

1. Utilize resources intended to help students find avenues of getting involved
2. Understand the importance of getting involved on campus and the academic benefits for involvement.
3. Learn the importance of balancing involvement opportunities with academics

Working with Faculty Members – (Lesson 3) (week of Sept 19)

1. Learn effective communication styles and methods when interacting with faculty members
2. Learn how to be clear and concise in communication.
3. Recognize when meeting with your faculty member is appropriate
4. Identify appropriate use of office hours and email messages

Goal Setting - (Lesson 4) (week of Sept 26)

1. Learn to identify and express short and long term goals
2. Identify personal and academic short and long term goals

Note Taking & Listening Skills – (Lesson 5) (week of Oct 3)

1. Improve Note-Taking skills through active participation
2. Learn strategies for note-taking that work with individual learning style.
3. Recognize important lecture information through the use of active listening.
4. Learn to identify points of emphasis and review.

Study & Test Taking Skills – (Lesson 6) (week of Oct 10)

1. Learn strategies for how to study information based on individual learning styles.
2. Learn new approaches to learning academic information.
3. Improve and build upon test-preparation and test-taking skills.
4. Become familiar with the Testing Center staff and process.

Group Process Skills (Lesson 7) (week of Oct 17)

1. Identify characteristics of a strong group member
2. Identify the strengths each individual brings to a group project
3. Learn how to handle challenging personalities in a work group

Peer Review Workshop – (Lesson 8) (week of Oct 24)

Students will bring a sample of a project or paper to class to have peers review and provide collective feedback.

Career Preparation – (Lesson 9) (week of Oct 31)

1. Demonstrate understanding of resources on campus aimed at career preparation
2. Work with Career Services Center to analyze and edit resume

Instructor Meetings – (Lesson 10) (week of Nov 7)

1. Evaluate how their semester is going, be able to redirect on goals for the semester
2. Design effective time management strategies to address the remainder of the term.

Personal Wellness (Lesson 11) (week of Nov 14)

1. Learn the essentials of personal wellness
2. Identify essential campus resources and supports
3. Understand the tie in between personal wellness and academic success.

Stress Management – (Lesson 12) (week of Nov 21)

1. Recognize stressors and the side-effects of stress.
2. Describe techniques to positively manage stress.

Moving Forward – (Lesson 13) (week of Dec 3)

1. Review progress on short-term and long-term goals set at the beginning of the semester
2. Discuss the skills learned over the past semester and how to best utilize those skills in future semesters

Equipment:

In order to fully access the course and provided materials, students must have access to a computer with Internet.

Evaluation and Grading Policy:

The Florida State Experience is a zero-credit course, S/U graded. There are no exams. In order to receive a passing grade, students must actively participate in the selected experience by contributing to the discussion and completing a reflection assignment by the end of the semester. Emergency absences may be excused, but please notify the instructor as soon as possible, preferably in advance of your absence.

Kickoff Meet & Greet Attendance	= 50 points
Initial Reflection Assignment	= 100 points
Weekly Meeting Attendance & Participation	= 390 points (13 meetings x 30 points each)
Discussion Board Posts	= 250 points (5 posts x 50 points each)
Individual Meeting with Academic Advisor	= 50 points
Individual Meeting with Instructor	= 60 points
<u>End of Semester Reflection Assignment</u>	<u>= 100 points</u>
Total Available Points	= 1000 points

S (satisfactory grade = 700 points or more)
 U (unsatisfactory grade) = 699 or less points

Course Schedule:

Week of August 29	Attend Kickoff Meet & Greet	Complete Initial Reflection (in class)
Week of September 5	Time Management Skills	Develop Weekly Schedule (in class)
Week of September 12	Getting Involved	Bring laptop or other electronic device (cell phone, tablet) to class
Week of September 19	Working with Faculty Members	Bring questions to discuss with panel of faculty members
Week of September 26	Goal Setting	Set short term and long term personal & academic goals (in class)
Week of October 3	Notetaking Skills	Bring a copy of your notes from another class
Week of October 10	Study & Test Taking Skills	
Week of October 17	Group Process Skills	Bring questions to discuss with student panel guests

Week of October 24	Peer Review Workshop	Bring a sample of a project or paper to class to have peers review and provide collective feedback
Week of October 31	Career Preparation	Bring draft of your current resume
Week of November 7	Instructor Meetings	Bring “Path to Holopaw” – revisit Weekly Schedule & semester goals
Week of November 14	Personal Wellness	Complete resilience project assessment & submit certificate of completion
Week of November 21	Stress Management	
Week of December 5	Moving Forward	

Assignments & Components of Course:

Initial Reflection Assignment (200-300 words):

As you embark on your first semester at Florida State University, please reflect on the following:

1. What are you excited about? What are you concerned about?
2. Have you thought about goals for your first semester? First Year? If so, what are they?
3. What resources do you have questions about?
4. How do you perceive that college will affect your personal and academic growth over the next 4 years?

Discussion Board Posts (100-200 words):

Throughout the semester, students will be asked to participate in discussions hosted on the Canvas course site. These discussions will revolve around various topics related to student success and, specifically, being a college student with a disability. In order to receive the full points, students are asked to post an original reply to the discussion board topic and provide a thoughtful and constructive response to a peer’s reply to the discussion board topic.

End of Semester Reflection Assignment (250-500 words):

As you reflect upon your first semester at Florida State University how would you summarize your integration into the campus community? How have you become engaged with the University? Looking back on your Initial Reflection for the course what changes in perspective, thoughts, and approach do you see? What are your goals for next semester and next year? Share some specific steps you plan to take throughout the next few years to attain your academic goals. In closing, what advice would you like to give the “you” who arrived on campus that first day?

University Policies & Other Information:

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of student and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at

<http://fda.fsu.edu/sites/g/files/imported/storage/original/application/0ab8e9de6a98c1377d68de9717988bda.pdf>

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should:

1. register with and provide documentation to the Student Disability Resource Center; and
2. provide a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

sdrc@fsu.edu

www.dos.fsu.edu/sdrc

Basic Needs Security:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess. For more information on the basic needs security resources offered by the Dean of Students, including the Food for Thought Food Pantry, please go to <https://dos.fsu.edu/cms> or stop by the Dean of Students suite at the address below:

Dean of Students

282 Champions Way

University Center A

Suite 4100

Tallahassee, FL 32306-2440

(850) 644-2428

<https://dos.fsu.edu>

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.