

## FIRST YEAR EXPERIENCE

 Course Syllabus  
 Semester: Spring 2010

**Course No.:** FYEU 001 – Section 2  
**Course Title:** First Year Experience Course – The Road to Academic Success  
**Class Hours:** Time: 7:00 p.m. - 8:30 p.m. Days: Tuesday Room: MSUD 622/623

**Brief Course Description:**

The purpose of this course is to assist new students toward a successful transition to university life and a positive integration into the campus community. The content is designed to provide new students with effective strategies for academic success and opportunities to acquaint themselves with UD services, resources, and policies. This course also serves as an early discussion forum of personal and social challenges such as values clarification, self-discipline, and time management.

**Course Objectives (CO):**

FYEU 001 seeks to:

1. Ease student transition from high school to productive citizenship in a university community.
2. Enhance academic skills and study strategies conducive to student success.
3. Broaden student awareness of different cultures, values, and beliefs.
4. Provide students with a working knowledge of policies, procedures, resources, and services.

**General Skills**

- 1.....  
interpersonal skills.
- 2.....  
cultural Awareness.
- 3.....  
organizational skills.
- 4.....  
ability to be a continuous learner.
- 5.....  
ability to manage IT tools.

**Course Learning Outcomes (CLO):**

At the end of the FYEU course, students should be able to:

1. Identify and use a variety of strategies to successfully transition to the university community and cope with personal and academic challenges.
2. Develop needed skills, working knowledge, and competencies to become active learners.
3. Connect with useful resources and support services available at UD.
4. Recognize cultural and personal differences.
5. Have a better knowledge of university academic requirements, academic advising, degree programs and majors, policies, and procedures.

**CLO Mapping**

CLO	Skill Area	Link to PO #
1. Identify and use a variety of strategies to successfully transition to the university community and cope with personal and academic challenges.	1,2	1
2. ....	1,2,3, 4,5	3

velop needed skills, working knowledge, and competencies to become active learners.		
3. Connect with useful resources and support services available at UD.	1,5	1
4. .... ecognize cultural and personal differences.	1	4
5. Have a better knowledge of university academic requirements, academic advising, degree programs and majors, policies, and procedures.	1,2,4,5	1

**Assessment Scheme**

This Table maps CLO to the assessment scheme.

CLO	Class Work (60%)						Quiz (10%)	Final Exam (30%)
	Project / Presentation	Scheduling Exercise	Student Event	Class Participation	Study Plan	Moodle Discussion		
#1		√	√		√			6
#2	√			√			√	6
#3	√		√		√	√	√	6
#4				√		√		6
#5								6
<b>Total points</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>

**Evaluation of Student Performance**

This course will be graded using the Pass/Not Pass grading system. To pass this course, students shall have at least 60 out of 100 possible points. Grades are assigned to each activity as follows:

*Higher Education Project:* Students will be placed in 4-person teams and will try to gather information on the Higher Education field using online resources, and different publications from the library or other university offices. Each team will write a brief summary and present their findings to the class.

*Scheduling Exercise:* Students will compile a semester schedule using a planner or an outlook calendar. Students are requested to record assignments of all classes (quizzes, tests, projects and papers); record co-curricular activities including work hours, meetings, social commitments and out-of-town weekends; bring planners or a print out of the Outlook Calendar (or an electronic copy) to class on the due date specified. The instructor will review and return it to students during the class period.

*Student Event:* Students will attend or actively participate in at least one event during their first semester using the Student Event Form, distributed during the “Student Life & Diversity” session. The form shall be stamped by the DSS staff member supervising this event. The event can be part of the student’s club activities (if a student is already a member of club) or any other event organized during the first semester. This event can be social, cultural, counseling, health or sports related. In case a student participates in more than one event, he/she will be able to earn bonus marks.

*Class Participation:* Students are encouraged to participate in group discussions, answers questions, provide feedback and comments, as well as being active listeners in class.

*Study Plan:* Students will initiate contact with their academic advisor and make an appointment to develop the study plan. The plan includes the academic major and courses students are planning to take during the first year of study. This is an opportunity for students to discuss upcoming workshops related to their field of study that they may be interested in attending during the semester. In addition, they can ask the advisor or DSS staff about upcoming activities they may want to be involved in.

*Moodle discussions:* Students will find on Moodle 5 series of online discussions (questions or topics to comment on) prepared by the instructor. Students shall send 2 replies to every thread with a minimum of 30 words per reply.

*Quiz and Final exam:* Exams may include a group of multiple choice questions, a case study, and an essay. The final covers the period between the quiz and the last class session. Students will have the opportunity to discuss these exams with the instructor after completing them.

**Teaching Methods, Use of Modern Instructional Technology, and Course Structure**

This course is taught using an active learning style based on group and online discussions, site visits, and presentations. Instructional technologies include DVDs, Power Point Presentation, and Moodle. The course consists of 12 sessions. Split into modules covering a variety of topics, this course is based on student engagement in class activities:

1. Introduction  
This session clarifies the course objectives. It also includes distribution of the outline and discussions on faculty and student interaction, grading, academic misconduct (plagiarism, use of turn-it-in, etc.), attendance, punctuality, and class rules and behaviors.
2. Time Management  
This module help students identify their top time wasters and develop a weekly and semester schedule. It also offers ways to prioritize tasks and suggest strategies to manage their study time effectively.
3. Study and Test Taking Skills  
This module covers effective studying strategies and techniques to help students improve learning and understanding of course materials. It includes note taking, text reading, paraphrasing, reviewing notes and texts, and preparations for tests and exams.
4. University Resources  
This module exposes students to vital campus resources that address academic, personal and co-curricular issues i.e. library, student services, CESL, GED, IT (internet, email and Moodle) and ICDC. It also encourages students to use UD's resources effectively for learning.
5. Motivation and Goal Setting  
This module consists of offering students ways to motivate themselves and develop short and long term plans for a successful career. It encourages students to reflect and answer a variety of questions on happiness, self satisfaction, and success.
6. Learning Styles  
This module will help students identify different learning styles using a self-assessment inventory. It will offer suggestions on how to match the student learning style with the instructor's teaching styles and achieve success.
7. Student Life & Diversity  
This module educates students on available involvement opportunities and the benefits of engagement in student life to improve leadership skills and promote UD spirit. It also provides students with tips and tools needed to interact in a multicultural environment.
8. Admissions Requirements, Registration, Rules, and Study Plan  
In this module, students learn how to access the UD automated registration system, and create a better understanding of rules governing the registration process. It emphasizes the importance of developing and maintaining the study plan during the whole duration of study.
9. Majors and Careers  
In this module, students explore all possibilities of academic majors and how career plans play a critical part of their learning process through FYE. It also explores the benefits of pursuing a university degree at UD.
10. Professors as Mentors  
This module covers the role of professors in mentoring students. It emphasizes on the benefits of building a positive relationship between faculty and students, how to build this relationship, and the limitations that govern the interaction.
11. Financial Planning - Money Matters

This module covers different aspects of financial planning including creating a budget, estimating the cost associated with being a university student, and ways to save money. It also explores payment options, deadlines, and ways to generate additional revenues.

12. Final Exam

The final exam will take place during the last session of the course. It includes a group of multiple choice questions, a case study, and an essay.

**Weekly Teaching Plan**

<b>WEEK</b>	<b>DATE</b>	<b>SESSION / Class Activities</b>	<b>Assignment/Reading Comments</b>	<b>Assessment</b>
1	Mar. 9	<b>Introduction</b> Personal Introductions Distribute & discuss course syllabus Clarify ground rules Group discussions on UD policies Guest to cover academic dishonesty	- Get familiar with the textbook.	Quiz
2	Mar. 16	<b>Time Management</b> Identify top time wasters & strategies Develop a Semester Schedule	- ..... Remind students to participate in bi-weekly Moodle discussion. - ..... Read chapter 4.	Moodle Quiz
3	Mar. 23	<b>Study &amp; Test Taking Skills</b> Worksheets Group / Pair discussions	- ..... Respond to Moodle before class. - ..... Specify related chapters. - ..... Distribute Project Handout. - ..... Presentations/Week No. 7.	Quiz
4	Mar. 30	<b>University Resources</b> Quiz (15 minutes) Visit library, labs, ICDC, DSS, Learning center, Colleges, etc.	- ..... Quiz covers subjects of previous weeks. - ..... Distribute handout on university services.	Quiz
5	Apr. 6	<b>Motivation &amp; Goal Setting</b> Worksheets on Motivation Group / Pair work Class discussions	- ..... Read Chapter 3. - ..... Respond to Moodle before class	Moodle Final Exam
6	Apr. 13	<b>Learning Styles</b> Complete self-assessment inventory. Discussions in dyads	- ..... Read Chapter 5. - ..... Scheduling Exercise is due.	Quiz Semester Schedule
7	Apr. 20	Presentations of HE Project Groups present findings to class. Facilitate discussions.	Remind students to visit academic advisors to develop study plans.	Presentation
8	Apr. 27	<b>Student Life &amp; Diversity</b> Student panel "Yellow & Blue" Exercise Iceberg Theory.	- ..... Discuss exclusion instances. - ..... Respond to Moodle before class. - ..... Distribute Event Form	Event Form Moodle Final Exam
9	May 4	<b>Admission Requirements, Registration, Rules, &amp; Study Plan</b> Guest speaker(s)	- ..... Develop study plans	Study Plan
10	May 11	<b>Majors &amp; Careers</b> Questionnaire Panel Discussion SIGI 3	- ..... Respond to Moodle before class.	Moodle Final Exam
11	May 18	<b>Professors as Mentors</b> Video & discussion Differences between high school teachers & university instructors.		Moodle Final Exam
12	May 25	<b>Financial Planning</b> Create a budget	- ..... Respond to Moodle before class. - ..... Event form is due.	Semester Schedule Final Exam
13	June 1	<b>Final Exam</b> Feedback Class picture.	- ..... Covers subjects taken after quiz. - ..... Study plan is due.	

**Educational Resources**

- A Planner or an Outlook Calendar.

- A copy of the Academic Calendar 2009 - 2010 from the Department of Student Services.
- A copy of the UD Catalogue from the Registrar's Office.
- An online copy of the handbook retrieved from <http://www.ud.ac.ae/current/publications.php>
- Textbook: **Piscitelli, Steve. Study Skills: Do I really need this stuff? 2<sup>nd</sup> Edition, 2009. Pearson Education.**
- Reference: How to Survive Your Freshman Year – Hundred of Heads Books – 3<sup>rd</sup> Edition, 2008. This book is available at the UD library.

**GOOD LUCK ☺**