

1. **FRS100 Freshman Seminar**

1 Credit

Instructor Name: _____ **Term:** _____

Office Location: _____ **Mailbox #:** _____ **E-mail address:** _____

TEXTBOOKS AND SUPPLEMENTARY MATERIALS:

REQUIRED:

- Feldman, Rovert S. *P.O.W.E.R. Learning and Your Life: Essentials of Student Success*, 2nd Edition, McGraw-Hill Companies Inc., 2014. ISBN-978-0-07-352244-9
- Long Island Business Institute Catalog (the most recent edition)
- Long Island Business Institute Student Handbook (the most recent edition)
- Enough is Enough Sexual Assault Special Section 2018 (document can be accessed through LIBI's website and Engrade Pro – Learning Management Platform.)
- LIBI's Student Code of Conduct 2018. (Document can be accessed through LIBI's website and Engrade Pro – Learning Management Platform.)
- Freshmen Student Training and Entry Assessment – AOD, EiE, & Title IX Training. (This application can be accessed throughout Engrade Pro – Learning Management Platform.)

SUPPLEMENTARY:

- Ellis, Dave. *Becoming a Master Student*. 11th ed., Boston: Houghton Mifflin, 2007.
- Gardner, John. N. and A. Jerome Jeweler. *Your College Experience*. 6th ed., Boston: Thomson Wadsworth, 2006.

TIME ALLOTMENT: 15 Contact Hours

COURSE DESCRIPTION: This course is designed to introduce students to the college's procedures, resources and services. It also provides students with the opportunity to cultivate the skills, values and attitudes necessary to become confident and capable students. Students will learn to adopt methods to be successful in college and learn to cope with the challenges of college-level course work by going through time management, learning styles, critical thinking, reading, note taking and test taking techniques, communicating in school and identifying career goals.

2. **LEARNING OUTCOMES:** Upon completion of this course, students will be able to demonstrate the ability to:

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- Develop study skills such as reading, writing, note taking and test taking techniques to enhance their academic success.
- Use personal and career development knowledge and other essential life skills such as memory techniques, money and time management geared to achieve their short-term and long term goals.
- Develop academic knowledge and skills to promote college success.
- Establish goals for personal and academic success.
- Gain knowledge of the rules, regulations, and procedures of the college.
- Locate and utilize resources that are available on campus that may assist students with problems related to academics, and financial aid.
- Identify and discuss resources related to sexual harassment, sexual assault, domestic & dating violence, and stalking.
- Understand the Student Code of Conduct: Behavior Standards, Expected Conduct, and Disciplinary Procedures under LIBI's Student Code of Conduct.
- Develop their rational/critical thinking ability to understand and use "values" in personal decision making while living and learning within a diverse society.

3. **General Education Learning Outcomes:** Upon completion of this course, students will be able to:

1. Analyze and synthesize the causes and effects of societal issues on macro and micro scales.
2. Identify social constraints in a variety of settings and adapt their own perspective accordingly.
3. Utilize professional and diverse writing conventions, sentence structures, organization, and subject-specific vocabulary.

a) **Assessment Indicator I – Quizzes:**

The Freshman Seminar course is based on the P.O.W.E.R learning system. It is a unifying system for critical thinking and problem solving. The course maximizes students' potential for success in college and in life. Students gain a sense of mastery and achievement as they move through the course; with the growth of their confidence comes the increased intellectual enthusiasm and personal discipline needed for them to excel. **Requirement:** It is of paramount importance that students of **Freshman Seminar** comprehensively understand these three important aspects: (1) P.O.W.E.R. Learning system, (2) Academic Success Center Resources (3) and College Procedures, Policies, and Regulations. This evaluation seeks to challenge the students in these 3 aspects of college preparedness.

Program Level – Learning Outcomes evaluated on Quizzes: (1) Analyze and synthesize the causes and effects of societal issues on macro and micro scales. (2) Identify social constraints in a variety of settings and adapt their own perspective accordingly. (3) Utilize professional and diverse writing conventions, sentence structures, organization, and subject-specific vocabulary.

4. **METHOD OF TEACHING:** Teaching methodology will consist of lectures, presentations, class activities, group discussions, guest speakers, assignments, campus tours, and discussion of assigned

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readings from the textbook and related materials recommended by the instructor. Students will use the college catalog and student handbook to understand educational terms, rules, and procedures particular to Long Island Business Institute.

5. **METHOD OF EVALUATION AND GRADING:** The final grade will be based on in class activities, assignments, and quizzes.

Evaluation		Grade	Percentage Equivalency
In-class Activities	25%	A	90 - 100
Assignments	30%	B+	85 - 89
Quizzes*	30%	B	80 - 84
Title IX Component	15%	C+	75 - 79
		C	70 - 74
		D+	65 - 69
		D	60 - 64
		F	0 - 59

*This evaluation has been designated as an assessment indicator for this class. The faculty and academic administration use assessment indicators to assess your progress throughout the academic programs at LIBI.

In-class Activities- Work in this class will consist of both individual and group activities. Staying focused and involved in every class, offering your best comments, questions and answers are essential to completion of classwork.

- Class discussions-contributes to moving the discussion forward; Offers a different and unique, but relevant, perspective; Builds on other comments and demonstrates some reflective thinking.
- Group Work- collaborative learning formally working together in class on projects or assignments.

Assignments - There will be 10 homework written assignments throughout the semester, each measuring different learning outcomes. You can complete an assignment after its due date, but for a penalty. Faculty members are encouraged to develop a course policy that outlines the impact of late work submission. However, a minimum penalty of 10% of the value of the assignment must be imposed to students submitting late work.

Quizzes – Students will be required to complete 3 quizzes during the semester. Each quiz is a combination of multiple-choice, true/false, fill-in-the-blank, matching, and short response questions. The short response questions account for 30% of the quiz score. These quizzes have been identified as an assessment indicator for this course. These quizzes also seek to measure the student’s mastery level on course level learning outcomes. Please see the definition of this evaluation under **Program Level Learning Outcomes (Section 3)**.

Title IX Component – Students are required to complete an online training. This new format has been designed to allow the students to complete the training virtually at their own pace. The training is divided in two modules. The first module is a combination of videos and animated slide presentations, and the second module consists of an assessment component. This assessment component must be completed online and students are required to submit the result of this assessment to the instructor for grading purposes. This training takes approximately 3 hours to complete, including the time allotted for the examination. **All freshman students must complete this training and the exam by the end of week 12 of the FRS100 class. This grading category encompasses 15% of the total grade of this course.**

STUDENTS WITH DISABILITIES (American with Disabilities Act)

If you anticipate issues related to the format or requirements of this course, please meet with your instructor. The instructor can discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you formally process your disability paperwork with the Office of the Registrar (located in the Main building on the 5th floor at the Flushing Campus, the 2nd Floor of the Commack Campus or the 2nd Floor of the Manhattan Extension Center) within the first ten school days of the semester so that they can notify the instructor of your eligibility for accommodation.

“W” Withdrawal grade is assigned when a student withdraws from a course before the 12th week of the semester, or processes an Official Withdrawal from the semester with the Registrar’s Office.

“NS” No-show grade is assigned by the Faculty at the end of a semester when an enrolled student has not attended from the first day of the course.

OUT-OF-CLASS STUDENT WORK: Students are expected to complete two hours of out-of-class work for every hour of time spent in class. This out-of-class work can include the following, where applicable: lab, reading, research, exercises, and steno

ACADEMIC HONESTY

It is the responsibility of every student enrolled at LIBI to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including, but not limited to, the following: plagiarism, falsification, fabrication, or misrepresentation of data, unauthorized assistance, cheating, deliberately providing false information, forging, falsifying or misusing LIBI documents, and assisting or aiding another in acts of academic dishonesty. Additional information can be found in the LIBI Student handbook at www.libi.edu.

CLASS POLICY REGARDING ELECTRONIC DEVICES: Prior to class session, all electronic devices are to be turned off.

1. TOPICS:

1. Introduction to Freshman Seminar

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- a. Getting acquainted
 - b. Review syllabus
 - c. Discuss course objectives
 - d. Benefits of a College Education
2. Academic Success Center Resources and College Procedures, Policies and Regulations a. Tutorials and workshop
 - a. Explanation of college current catalog content
 - b. Student handbook review
 - c. Student advisement and registration process
 3. P.O.W.E.R Learning
 - a. The 5 keys to achieving success
 - b. Student learning styles
 4. Time Management/ Juggling: Stress, Money, Family and Work
 - a. Adopting a healthy lifestyle/managing stress
 - b. Maintaining physical health
 - c. Managing your money/understanding credit/debt management
 - d. Time management techniques
 - e. Setting priorities
 5. Taking Notes
 - a. Tools of note taking
 - b. Processing-not copying
 6. Taking Tests
 - a. Test taking strategies
 - b. Multiple-choice questions
 - c. True/False questions
 - d. Matching questions
 - e. Fill-in-the-Blank questions
 - f. Short-Answer strategies
 - g. Essay-question strategies
 - h. Take-home tests
 7. Reading and Remembering
 - a. Study skills and memory
 - b. Memory techniques
 - c. Reading goals
 - d. Planning, reading, time and place
 - e. Previewing

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- f. Reading textbook
 - g. Marking textbook
 - h. Reviewing
8. Careers
- a. Identifying career goals
 - b. Creating a career portfolio
 - c. Strategies for finding and getting a job
 - d. Interviewing skills
9. Diversity and Relationships
- a. Living in a world of diversity
 - b. Building cultural competence
 - c. Building lasting relationships
10. **Safety & Security on Campus and Sexual Assault Awareness Component**
- a. Title IX and the Clery Act
 - b. Sexual harassment and sexual violence
 - c. Domestic violence
 - d. Alcohol and substance abuse
 - e. Prevention, protection, and assisting victims
 - f. College and community resources

WHAT WILL I LEARN?

LIBI's awareness building efforts ensure that students are informed about the applicable laws, ordinances, and regulations on sex offenses; the penalties for commission of sex offenses; the procedures in effect at the campus for dealing with sex offenses; the availability of counseling and other support services for the victims of sex offenses; the nature of and common circumstances relating to sex offenses on college campuses; and the methods the campus employs to advise and to update students about safety procedures.

By Participating in LIBI's Awareness Building Programs Students will learn:

- g. That LIBI prohibits sexual and interpersonal violence and will offer resources to any victim and survivor of such violence while taking administrative and conduct action regarding any accused individual within the jurisdiction of the college;
- h. That policies apply equally to all students regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction;
- i. That the policies apply regardless of whether the violation occurs on campus or off campus.
- j. Relevant definitions including, but not limited to, the definitions of sexual assault, domestic violence, dating violence, stalking, confidentiality, privacy, and affirmative consent;

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- k. The role of the Title IX Coordinator, and other institutional employees who can help with domestic violence, dating violence, stalking, and sexual assault prevention and response;
- l. The short and long-term impact of violence on victims and survivors;
- m. How to take appropriate action as a bystander and the importance of doing so to prevent violence when it can be done safely;
- n. The importance of risk assessment and reduction, including drug and alcohol use and the role those play in increasing incidents of violence and sexual misconduct.
- o. The institutional sanctions and potential legal ramifications for individuals who violate the code of conduct or commit crimes of violence.
- p. Who at the college can answer general or specific questions about risk reduction, seeking legal help, reporting individuals, and seeking healing help.
- q. That colleges have a separate and independent responsibility to investigate violations when required by law, regardless of whether a reporting individual or any other witness chooses to participate in the institution's process and regardless of a decision within the criminal justice process whether or not to proceed investigate.

Long Island Business Institute Mission Statement

The mission of the Long Island Business Institute is to provide a culturally diverse study body with current and relevant career and technical training that leads to new employment opportunities. LIBI provides a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today's complex and challenging business environment. LIBI strives to create a positive and empowering learning environment that supports the immediate efforts of our students and lays the foundation for life-long learning.