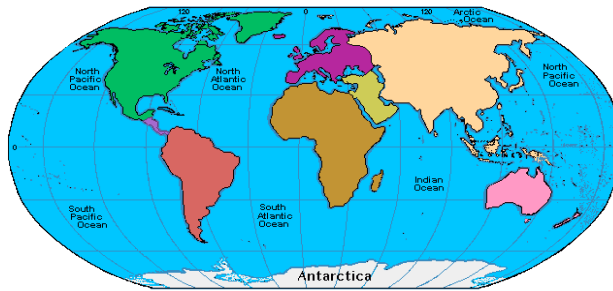


KSU 1101: First Year Seminar

KENNESAW STATE UNIVERSITY
Fall 2005



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Learning Community: KSU 1102/12 CRN#12434

E-Portfolio: Passport to a Global Perspective

Take your learning beyond the college transcript and join this hands-on community that guides you through the design and development of an e-portfolio. Using the latest e-portfolio technology offered at KSU, you will reflectively archive your learning experiences to honor, understand, and connect your learning. E-portfolios give you a better understanding of your learning and provide a networking opportunity for you to share your learning story for advising, choosing an academic major, internships, study abroad, career search and global issues. The e-portfolio mirrors the current culture of the workforce and higher education, which demand that college students be able to manage their learning plan for continued education to keep current with the necessary expertise in their technologically global worksites and communities.

GEOG 1101/05/10245 TR 11:00 AM –12:15 PM V. Slinger KU 1104

KSU 1101/48/10737 TR 2:00 PM –3:15 PM Dominick/Paracka LB 431

ENGL 1101/82/11257 online L. Guglielmo

Online Career Portfolio Course Portfolio: By Dr. Joan E. Leichter Dominick

<http://kaplan1.kennesaw.edu/Student/MenuView.asp?ValuesPassed=665764523238312F3238314A62506D>

This Online Career Portfolio provides the intentional linking of KSU 1101, GEOG 1101 & ENGL 1101 by academically aligning the community learning outcomes with the theme of the community *E-Portfolio: Passport to a Global Perspective*. The KSU 1101 seminar is designed to meet the learning outcomes through the design and development of a First-Year College Portfolio that reflects the plans for the learning outcomes of the community, showcases the connection of the course assignments of the community, features learning experiences during the first college semester, life before college, and life after the first college semester.

To best assure the achievement of the course goals, the student will begin a portfolio self-management project, which assists the student in focusing on his/her long and short-term goals during both the university and post-university experience. All course assignments will become the foundation of a reflective portfolio- a learning portfolio of all work accomplished by the students both in and outside the university that is for their private use. Students will learn how to map the college learning experience for honoring their process, tracking their learning history, and connecting it to the role of productive citizen. From the reflective portfolio, students will develop a best-of-show portfolio for the public use of academic advising, career connection, internships, and scholarships.

The learning outcomes of KSU 1101/1102 are: (1) to folio-think as a way to understand the connection between self and global society; (2) reflect on course assignments in learning community; (3) make an intentional connection to global perspectives through the creating of a first-year college portfolio.

KSU 1101: First-Year Seminar Description:

The purpose KSU 1101: First-Year Seminar is to guide the student in the self-management process during the university experience. The course assists the student in understanding the purpose of higher education and his/her role as academic citizen. The course introduces the student to the available resources and programs at the university.

The course emphasizes the development of skills such as test taking, time management, reading, writing, note-taking, communication skills, technology skills, wellness management and critical thinking skills. The course assists in understanding campus life, which includes the issues of diversity, relationships with stakeholders in the educational process.

Critical decision making skills are developed in the areas of curriculum, career, and community service. KSU 1101 encourages students to enhance both personal development and academic partnership at this institution. The goals of the course are to assist in the acculturation process, as the student becomes an academic citizen.

To best assure the achievement of the course goals, the student will begin a portfolio self-management project, which assists the student in focusing on his/her long and short-term goals during both the university and post-university experience. All course assignments will become the foundation of a *reflective portfolio- a learning portfolio of all work accomplished by the students both in and outside the university that is for their private use*. Students will learn how to *map the college learning experience* for honoring their process, tracking their learning history, and connecting it to the role of productive citizen. From the reflective portfolio, students will develop a *best-of-show portfolio* for the public use of academic advising, career connection, internships, and scholarships.

Course Goals:

1. To encourage opportunities for students to explore their attitudes, beliefs, and values about education.
2. To learn strategies for coping and communicating in the campus environment.
3. To assist student in developing skills needed for success in college such as reading, study strategies, communication skills, time-management, note taking, test taking, and goal setting.
4. To familiarize students with campus resources and support services, particularly the library, technological support, career information, advising, registration, and student services.
5. To broaden the students' college experience through the participation in college activities and /or community services.
6. To provide support for the development of peer and faculty academic relationships.

7. To design and implement a *reflective (private)* and *best of–show (public) portfolio* mapping the college learning experience.
8. To develop strategies to internationalize your college experience.

Academic Integrity:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation /falsification of University records or academic work, malicious removal, retention or destruction of library materials, malicious/intentional misused of computer facilities and/or services, and misused of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum on semester suspension requirement.

Disruption of Campus Life Statement: It is the purpose of the institution to provide a campus environment that encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process.

Cell Phones and Pagers: As a courtesy to others; please turn off all cell phones and pages during class.

Required Course Materials:

1. **Course Textbook:** S. Braden, K. Matthews, & D. Mixson-Brookshire (Editors). *Knowledge, Success, Understanding: A Text for the First-Year Experience*. (2005) Kendall/Hunt Publishing Company: Dubuque: Iowa.
2. **Course Reader:** L. Armstrong. *It’s Not About the Bike: My Journey Back to Life*. (2001) Berkley Books: New York.
3. **Course Reader:** E. Schoenfeld. *Eugen Schoenfeld: My Reconstructed Life*. (2005).Kennesaw State University Press: Georgia.
4. **Expanding Plastic File: For Reflective Portfolio Materials**
5. **USB Pen 128mg** *Best of Show Pocket E-Portfolio*:-for storing E-Portfolio Templates and files.

Optional Course Materials:

Purchase *OnLine Career Portfolio Business Card CD* – KSU Bookstore.

Grading Process:

The course assignments support the mission of the learning community which assists the first-year college student to honor, understand, and connect their learning from self to society. Course assignments will be done individually and in group to best ensure college success and an understanding of global citizenship. During the semester the student will develop a *Reflective Portfolio* for self-reflection purposes and a *Best of Show Portfolio* for academic advising, selecting a college major, researching career choices, community service, study abroad, international/global learning, student activities, scholarships, internships, and employment opportunities. As part of the learning community process, a group *E-Portfolio: Passport to Global Citizenship* will be produced to capture the global learning experiences of the students. All assignments become part of the College Portfolio Process: Reflective and Best of Show Portfolio

A (4500-4050 points); B (4049-3600 points); C (3599-3150 points); D (3149-2700 points); F (2699-0 points):

**Course Assignments worth a total of 4500 points:
Honor, Understand, & Connect Your Learning from Self to Global Society**

Self: Individual Assignments 3000 points	Global Society: Group Assignments 1500 points
Daily/Weekly Assignments:	Daily/Weekly Assignments:
<p>1. Reflective Portfolio: 1100 points (11 @ 100 points each) 11 Learning Outcome Reflections Forms: From textbook, course readers, daily class meetings & outside class such as: Meet & Eat Program #1: <i>From the Top</i> – September 22, 2005 Meet & Eat Program #2 <i>Sports as Stress Relief</i> –October 5, 2005</p> <p>2. Folio Thinking Technology Training: 450 points (9 sessions @ 50 points each)</p> PTD Introduction to Multimedia PTD Pocket E-Portfolio Training PTD Introduction to Storyboarding PTD Introduction to Microsoft PowerPoint for E-Portfolios PTD Introduction to Adobe Photoshop/Scanning PTD Introduction to Adobe Acrobat ITS Web Folio Training: Using Microsoft Publisher PTD Web Folio Training: Getting Started on the Web with Macromedia Dreamweaver MX OLCP KSU Career Services OnLine Career Portfolio	<p>6. Group Global E-Portfolio Storyboard: 500 points @ 250 points each</p> Develop group vision for global citizenship: Storyboard & archiving learning community Activities & coursework Service Projects: Tour du KSU Oct. 28 th , Students in Free Enterprise, & Volunteer KSU
Long-term Assignments:	Long-term Assignments:
<p>3. Collect Learning Evidence: 250 points</p> A) Samples of College Work: Professional Work, Volunteer Work, International Experiences, Military Work, etc. (B) Photos, Videos of College Work, Professional Work, Volunteer Work, International Experiences, etc. C) Narratives of Learning Experiences & Professional Mission Statement D) Life Before College E) What's Next? <p>4. Storyboard: Individual Learning Story: 400 points Design: a. College Course Work b. Volunteer Work c. Employment History d. KSU Student Activities e. Global Learning Experiences: Locally, Nationally, Internationally</p>	<p>7. Book Club: 500 points @ 250 points each</p> <p>Book Club Meetings for each course reader:</p> L. Armstrong. <i>It's Not About the Bike: My Journey Back to Life</i> . (2001) Berkley Books: New York . E. Schoenfeld. <i>Eugen Schoenfeld: My Reconstructed Life</i> . (2005).Kennesaw State University Press: Georgia. <p>8. Group Best of Show E-Portfolio: 500 points</p> <p>Design: a group <i>E-Portfolio: Passport to Global Citizenship</i> will be produced to capture the global learning experiences of the students and the learning experiences of the community.</p> <p>Format: PTD Pocket E-Portfolio is the required format. Each student will receive a copy of the group portfolio for their individual portfolios.</p>

<p>f. My First Semester of College g. Hobbies/Interests h. About You: Life Before College and/or Life at College</p> <p>Format Planning: Required: Online Career Portfolio which can include: PTD Pocket E-Portfolio, ITS Web Folio, and/or a Paper Portfolio</p> <p>5. Individual Best of Show E-Portfolio: 800 Points</p> <p>Design: Student produces portfolio showcasing their Learning experiences during the first-semester of College, learning before college, and plans for Next semester & the future.</p> <p>Format: Required: Online Career Portfolio which can include: PTD Pocket E-Portfolio, ITS Web Folio, and/or a Paper Portfolio</p>	
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Course Assignments: All assignments are due to the professor as posted on the tentative course schedule. Assignments turned in after the due date will be worth only **half –credit**, unless previously approved by the professor. All course assignments are designed to assist you in the successful development of a reflective portfolio and a best of show portfolio. For the concise development and success of your reflective and best of show portfolio meeting the course deadlines is essential for your progress.

Classroom Learning Climate:

The goals of the instructor are to provide a safe, fair, and respectful environment for all the members of the learning environment. Please adhere to the code of conduct in the KSU student handbook.

KSU 1101: Tentative Course Outline

Consult WebCT for updated Course Schedule & Resource: Course Menu, Current Course Calendar, Homepage Course Resources, and Course Content Modules: Learning Outcomes

KSU WebCt (Net ID required): <http://courses.kennesaw.edu/>

Date	Tuesday	Thursday	Assignments Due
Week One TTH 8/23-25	Course Overview	<u>Global Perspectives:</u> demonstrating an	Read: CHI DO YOU WANT FRIES

<p>First-Year Experience Convocation Sunday August 28th Student Center University Rooms A-D</p>	<p>Student Introductions</p> <p>Review of Syllabus</p> <p>Discuss Course Theme</p>	<p>understanding of ethics, diversity, and a global perspective of their communities</p> <p>Appendix E: Folio Thinking: The College Portfolio Handbook</p>	<p>CH 2 HISTORY OF THE UNIVERSITY CH 12 LIVING IN A DIVERSE WORLD</p> <p>Read: By Dr. Joan E. Leichter Dominick: <u>Appendix E: The Successful E-Portfolio</u></p> <p>Distributed & Discussed By Dr. Joan E. Leichter Dominick : <u>Appendix L: Self-Assessment - Self to Society</u></p> <p><i>Consult for Course Resources WebCt</i> <i>Course Menu Link:</i> KSU 1101 OLCP</p>
<p>Week Two TTH 8/30-9/1</p> <p>Folio Thinking Technology Training Begins:</p> <p>Begin to Collect Learning Evidence</p>	<p><u>Global Perspectives:</u> demonstrating an understanding of ethics, diversity, and a global perspective of their communities</p> <p><u>Study Skills:</u> understanding academic strengths; test preparation skills; ability to find items through the library; diligence in reviewing class notes before the next class meeting; involvement in peer study groups; note taking in class; ability to cope with test anxiety</p>	<p>PTD Intro to Pocket E-Portfolio: PTD Lab</p> <p>KSU Online Career Portfolio Training</p> <p>Discuss: CH1 DO YOU WANT FRIES CH 2 HISTORY OF THE UNIVERSITY CH 12 LIVING IN A DIVERSE WORLD</p> <p>Consult: OnLine Career Portfolio with Course Resources (on WebCt)</p> <p>Global Perspectives Folio Thinking</p>	<p>Due: 1. Reflection Form: Study Skills Due & Class Activities</p> <p>Due: By Dr. Joan E. Leichter Dominick : <u>Appendix L: Self-Assessment - Self to Society</u></p> <p>Set up: KSU Online Career Portfolio Training</p> <p>CH 4 LEARNING STYLES <u>Appendix E: The Successful E-Portfolio</u></p> <p>CH 12 LIVING IN A DIVERSE WORLD</p>
<p>Week Three TTH 9/6-8</p> <p>Folio Thinking Technology Training:</p>	<p><u>Global Perspectives</u></p> <p><u>Academic/ Cognitive Skills:</u> improving students' skills in writing, reading, decision-making, computer usage, and oral presentation</p>	<p>PTD Intro to MultiMedia: PTD Lab Library 4th Floor RM 447</p> <p>Global Perspectives</p>	<p>Due: 2. Reflection Form: Global Perspectives & Class Activities</p> <p>Read: Appendix F: The Library as an Information Gateway</p>

		Folio Thinking	Consult: OnLine Career Portfolio with Course Resources (on WebCt)
Week Four TTH 9/13-15 Folio Thinking Technology Training:	<u>Academic/ Cognitive Skills</u>	Global Perspectives Folio Thinking PTD Intro to Storyboarding:	Due: 3. Reflection Form: Academic/ Cognitive Skills Read: CH 10 CREATING AND DELIVERING Consult: OnLine Career Portfolio with Course Resources (on WebCt)
Week Five TTH 9/20-22 Meet & Eat Program #1: <i>From the Top –</i> September 22, 2005 Folio Thinking Technology Training: Self Assignments: Begin Storyboard: Individual Learning Story	<u>Critical Thinking Skills:</u> improving the students' ability to see multiple sides of issues; identify solutions to complex problems; evaluate the quality of opinions and facts <u>Global Perspectives</u>	Global Perspectives Folio Thinking PTD Intro to Microsoft PowerPoint Library 4th Floor RM 447 <i>Bring USB 128mg to download PTD Pocket E. Portfolio Templates</i> Meet & Eat Program #1: <i>From the Top –</i> September 22, 2005	Due: 4. Reflection Form: Critical Thinking Skills & Class Activities CH 13 ETHICS Appendix D: Conflict Management Consult: OnLine Career Portfolio with Course Resources (on WebCt)
Week Six TTH 9/27-29 Folio Thinking Technology Training: Group Assignments: Begin Group Global E-Portfolio Storyboard	<u>Connections with Faculty:</u> improving a students' understanding of faculty expectations of students; willingness to seek feedback from instructors; and communications with instructors outside class	ITS WebFolio Training Seminar: Microsoft Publisher Tentative Global Perspectives Folio Thinking	Due: 5. Reflection Form: Connections with Faculty & Class Activities Read: CH 3 THE LANGUAGE OF THE UNIVERSITY Read: Appendix A: Getting Along With College Professors

			Consult: OnLine Career Portfolio with Course Resources (on WebCt)
<p>Week Seven TTH 10/4-6</p> <p>Meet & Eat Program #2 <i>Sports as Stress Relief</i> –October 5, 2005</p> <p>Folio Thinking Technology Training:</p> <p>Book Club Meetings Lance Armstrong</p>	<p><u>Connections with Peers:</u> improving the students’ efforts to get to know students in classes; ability to meet new people with common interests; and ability to establish close friendships with peers.</p> <p>Meet & Eat Program #2 <i>Sports as Stress Relief</i> –October 5, 2005</p>	<p>PTD Intro to Scanning Global Perspectives</p> <p>Folio Thinking</p> <p>Meet & Eat Program #2 <i>Sports as Stress Relief</i> –October 5, 2005</p> <p><u>Out-of-class</u> <u>Engagement:</u> increasing the students’ participation in campus-sponsored organizations; contributions to the success of campus-sponsored organizations; time volunteered for worthwhile causes; and attendance at campus cultural events.</p>	<p>Due: 6. Reflection Form: Connections with Peers & Class Activities</p> <p>Read: CH 11 SMALL GROUPS CH 3 THE LANGUAGE OF THE UNIVERSITY Appendix G: Individual & Group Roles</p> <p>Consult: OnLine Career Portfolio with Course Resources (on WebCt)</p>
<p>Week Eight TTH 10/11-13</p> <p>Folio Thinking Technology Training</p> <p>Book Club Meetings Lance Armstrong</p>	<p><u>Knowledge of Campus</u> Policies: increasing the student’s understanding of the college/university rules regarding academic honesty; the grading system; academic probation policies; registration procedures; and financial aid procedures</p>	<p>Global Perspectives Folio Thinking</p> <p>Tentative: PTD Web Folio Dreamweaver</p>	<p>Due: 7. Reflection Form: Out of Class Engagements & Class Activities</p> <p>Due: 8. Reflection Form: Knowledge of Campus & Class Activities</p> <p>Read: Appendix C: Campus Resources</p>
<p>Week Nine TTH 10/18-20</p> <p>KSU Convocation Tuesday Oct. 18th 11am Convocation Ctr. Speaker: David Whyte</p> <p>Folio Thinking Technology Training</p>	<p><u>Knowledge of Academic</u> Services: increasing the students understanding of the role of the academic advisor; how to obtain academic assistance; how to obtain a tutor; and available library resources</p>	<p>Global Perspectives Folio Thinking</p> <p>PTD Intro to Adobe Acrobat: Library 4th Floor RM 447 <i>Bring USB 128mg to work PTD Pocket E.</i></p>	<p>Due: 9. Reflection Form: Knowledge of Academic & Class Activities</p> <p>Read: CH 3 THE LANGUAGE OF THE UNIVERSITY</p>

		<i>Portfolio Templates</i>	
<p>Week Ten TTH 10/25-27</p> <p>Tour du KSU October 28th Service Project</p>	<p><u>Managing Time & Priorities:</u> increasing the student's understanding of the impact of establishing personal goals; preparing for tests well in advance; ability to establish an effective study schedule; ability to organize time to meet responsibilities</p>	<p>Global Perspectives Folio Thinking</p>	<p>Due: 10. Reflection Form: Managing Time & Priorities & Class Activities</p> <p>Read: CH 5 CREATING TIME CH 7 MOTIVATION CH 8 CAREER</p>
<p>Week Eleven TTH 11/1-3</p> <p>Self Assignments Due: Collection Learning Evidence</p> <p>Book Club Meetings: Eugen Schoenfeld</p>	<p><u>Knowledge of Wellness:</u> improving the student's understanding of the impact of stress and how deal with it; college students' sexual issues; the impact of alcohol consumption; the impact of drug use; the impact of exercising regularly</p>	<p>Global Perspectives Folio Thinking</p>	<p>Due: 11. Reflection Form: Knowledge of Wellness & Class Activities</p> <p>Read: CH 6 MANAGE STRESS. CH 7 MOTIVATION CH 9 ACQUIRING FINANCIAL</p>
<p>Week Twelve TTH 11/8-10</p> <p>Self Assignments Due: Storyboard: Individual Learning Story</p> <p>Book Club Meetings: Eugen Schoenfeld</p>	<p><u>Global Perspectives:</u> demonstrating an understanding of ethics, diversity, and a global perspective of their communities</p>	<p>Global Perspectives Folio Thinking</p>	<p>Continue to work on Individual & Group Best of Show E-Portfolios</p>
<p>Week Thirteen TTH 11/15-17</p> <p>Group Assignments Due: Group Global E-Portfolio Storyboard</p>	<p>Continue to work on Individual & Group Best of Show E-Portfolios</p>	<p>Global Perspectives Folio Thinking</p>	<p>Continue to work on Individual & Group Best of Show E-Portfolios</p>
<p>Week Fourteen Fall Break: 11/23-27 TTH 11/22</p>	<p>Continue to work on Individual & Group Best of Show E-Portfolios</p>	<p>Continue to work on Individual & Group Best of Show E-Portfolios</p>	<p>Continue to work on Individual & Group Best of Show E-Portfolios</p>
<p>Week Fifteen TTH 11/29-12/1</p> <p>Due: Self Assignments Best of Show</p>	<p>Presentation of <i>Best of Show Portfolios</i></p>	<p>Presentation of <i>Best of Show Portfolios</i></p>	<p>Continue to work on Individual & Group Best of Show E-Portfolios</p>

<p>Individual Best of Show E-Portfolio</p> <p>Group Assignments: Group Best of Show E-Portfolio</p>			
<p>Week Sixteen TTH 12/6</p>	<p>Presentation of <i>Best of Show</i></p>	<p>Presentation of <i>Best of Show Portfolios</i></p>	<p>Individual & Group Best of Show E-Portfolios Due</p>
<p>Week Seventeen</p> <p>Last Day of Classes: December 7th</p> <p>Final Exam Time* Thursday December 8th</p>	<p>*Final Exam Time Exam time will be used to continue presentations of <i>Best of Show Portfolios</i> if needed and/or to provide more extensive feedback of portfolio</p>		<p>Individual & Group Best of Show E-Portfolios Due</p>