UNIV 100: PERSONAL GROWTH AND WELL-BEING IN HIGHER EDUCATION
WESTERN ILLINOIS UNIVERSITY
FALL 2014, SECTION Q03

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Peer Mentor</th>
<th>Class Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Brouette</td>
<td>Desiree Sandlin</td>
<td>Thursday</td>
</tr>
<tr>
<td><a href="mailto:S-Brouette@wiu.edu">S-Brouette@wiu.edu</a></td>
<td><a href="mailto:DA-Sandlin@wiu.edu">DA-Sandlin@wiu.edu</a></td>
<td>1:00 – 1:50 p.m.</td>
</tr>
<tr>
<td>309-762-9481 ext. 62305</td>
<td></td>
<td>Riverfront 224</td>
</tr>
<tr>
<td>Quad Cities Complex 1416C</td>
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</table>

Office Hours: MW 2-4 p.m.
T 8-10 a.m.
Or by Appointment

**Course Description:** This course provides first-year students with an introduction to social, intellectual, personal, and physical wellness as they relate to college-level success.

**Required Text:**

* Students are expected to bring the required textbook to class every week. They are also expected to bring their portfolios to class each week.

**Please note that books are considered an out-of-pocket expense. If you need additional assistance in order to purchase books, please contact the Financial Aid Office at 309-298-2446.

**Additional Readings:**
There may be additional readings that correlate with the units covered in class. These readings will either be distributed in class OR posted to Western Online.

**Course Objectives:**
At the conclusion of this course, students will be able to:

1. Describe the multiple dimensions of wellness (social-civic, intellectual, physical, and emotional) as foundations for enjoying college, improving quality of life, enhancing overall well-being, and ensuring academic success.

   **Social-Civic Dimension**
   2. Establish supportive personal and professional networks.
   3. Demonstrate constructive personal and civic interactions by contributing to the Western Illinois University and Macomb communities.

   **Intellectual Dimension**
   4. Evaluate and use learning resources to expand knowledge and improve skills for student success.
   5. Demonstrate essential academic skills including problem solving and critical thinking.

   **Physical Dimension**
   6. Describe how personal choices and behaviors impact physical health.
   7. Differentiate between healthy and destructive physical habits.
Emotional Dimension
8. Explore personal values, experiences, and beliefs to enhance wellness and a sense of self.
9. Demonstrate time and priority management skills.

Teacher Expectations:
I am here to help you engage in the learning process. In terms of email, I will respond in a reasonable amount of time (within 24 hours) but please DO NOT expect me to respond immediately.

Student Expectations:
The sheer nature of this course means that students will need to take responsibility for all course material and practice good time and priority management skills. Additionally, I would suggest logging in (to Western Online) regularly (at least twice a week) to check announcements and review any new material to the site. Any course takes time—so please plan accordingly!!

ADA Compliance:
In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services.

Academic Integrity:
All work for this course should be original and the product of students’ own thinking and writing. It is a student’s responsibility to abstain from cheating as well as to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as is the student he or she assists. The instructor strongly encourages all students to familiarize themselves with the Academic Integrity Policy for students which can be found at: http://www.wiu.edu/policies/acintegrity.php.

Student Rights and Responsibilities:
Students can access information regarding their rights and responsibilities at the following web site: http://www.wiu.edu/provost/students/.

Disruptive Student Policy:
Please consult http://wiu.edu/vpas/policies/disrupst.php to obtain a copy of the Disruptive Student Policy.

Anti-Harassment Policy:
Please consult http://wiu.edu/vpas/policies/harassment.php to view Western Illinois University’s Anti-Harassment Policy.

Cell Phones & Electronic Equipment:
Please use discretion when using technology inside of the classroom. If students are using a laptop computer, please use as quietly as possible and appropriately. Computer usage should be for class related items (not social networking). Cell phone usage while in class is prohibited as it disrupts the learning process (this includes text messaging). Please make sure all cell phones and pagers are set to vibrate mode prior to the start of class. Students can “unplug and be offline” for the duration of class. Please remember that technology is a tool, so don’t abuse it.
Technology:
All students enrolled are required to use their WIU e-mail account and Western Online. The instructor will provide course content and course updates via e-mail and the course Western Online site (http://westernonline.wiu.edu).
To log in to Western Online, please go to: westernonline.wiu.edu. Enter your ecom username and password. Once logged in, click on our course. This will take you to our course homepage. The syllabus, assignment guidelines, course material, etc. will be utilized. You do not have to be a computer expert to excel in this class. You should though, be able to understand and navigate the Internet. In addition, knowing how to send email, download files, copy and paste, save files, and add attachments are beneficial skills to help you successfully complete this course. If you have any questions about these expectations, please do not hesitate to ask!

WIU Writing Center & Writing Standards:
The University Writing Center is available to assist students with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The US Bank Quad Cities Writing Center is located at: WIU-Quad Cities Riverfront Campus: 3300 River Drive, Moline IL Quad Cities Complex Room: 2219

Office Contact Information
Phone for student appointments, questions, and instructor inquiries: 309-762-9481 x64534 Email: QCWritingCenter@wiu.edu

All written work submitted throughout the course of the semester should be typed, double-spaced, legibly written, well-organized, free from spelling and grammatical errors, and stapled in the upper left-hand corner (unless noted).

Course Requirements:
1. **Class Participation (80 points):** Students are expected to be actively engaged in class each week. For each class session, students will have the opportunity to earn up to 5 points for their class participation. Participation will be judged by evidence of active listening (as demonstrated by remaining alert in class and not reading, texting, or studying for other classes as well as taking notes, following instructions, and interacting with the instructor and other students), as well as responding to written and oral questions.

2. **Portfolio (190 points):** All of the following items must be included in the final portfolio which is due the last week of classes (December 11, 2014). Specific due dates for each of the assignments are listed below as well as in the schedule at the end of the syllabus.

   a. **Goals Statement**
      i. **Draft 1 (10 points):** Students will write a 300 to 500 word paper that addresses their wellness goals for their first semester at WIU. Draft 1 is due at the beginning of class the third week of the semester (September 11, 2014).
      ii. **Final (20 points):** After receiving feedback, students will revise their discussion of their wellness goals. Draft 2 is due at the beginning of class the sixth week of the semester (October 2, 2014).

   b. **IVPE Online Module Documentation (20 points):** By Week 5 of the semester, students will have completed the online Interpersonal Violence Prevention Education Online Module. The IVPE certificate is due at the beginning of class on (September 25, 2014).

   c. **Building Connections Mentor Documentation (20 points):** By Week 6 of the semester, students will have met with their Building Connections mentor. The Building Connections documentation is due at the beginning of class on (October 2, 2014).
d. **Written Paper**
   i. **Written Paper – Draft 1 (10 points):** Students will write a 300 to 500 paper about one of the class topics. Draft 1 is due at the beginning of class on (October 30, 2014).
   ii. **Written Paper – Final (20 points):** After receiving feedback, students will revise their paper. Draft 2 is due at the beginning of class on (November 20, 2014).

e. **Campus/Community Exploration Documentation (2 activities; 15 points each):** Students will complete two exploratory activities that will be determined by the instructor. These activities will occur outside of class (at a time TBD). These activities will be presented to students during the first few weeks of class so that students can plan their time accordingly. Documentation of the explorations (which will be determined by the instructor) is due at the beginning of class on (December 4, 2014).

f. **Instructor Choice Points Documentation (20 points):** These points will be determined by the instructor. Documentation of these points (which will be determined by the instructor) is due at the beginning of class on (December 4, 2014).

g. **Final Reflective Statement (30 points):** Students will write a 300 to 500 word paper that describes the progress they have made toward meeting their initial goals. This statement will be turned in as part of the final portfolio and is due at the beginning of class on (December 11, 2014).

h. **Binder/Folder Grade (10 points):** Students will earn up to 10 points for a complete portfolio that is neat and well-organized. The portfolio must include a table of contents. The portfolio is due on (December 11, 2014).

3. **Final Exam Activity (30 points):**
   a. During the final exam period (December 18, 2014) students will complete an activity that summarizes the semester.

Grading Scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINT RANGE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>279 – 300</td>
<td>93% to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>270 – 278</td>
<td>90% to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>261 – 269</td>
<td>87% to 89%</td>
</tr>
<tr>
<td>B</td>
<td>249 – 260</td>
<td>83% to 86%</td>
</tr>
<tr>
<td>B-</td>
<td>240 – 248</td>
<td>80% to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>231 – 239</td>
<td>77% to 79%</td>
</tr>
<tr>
<td>C</td>
<td>219 – 230</td>
<td>73% to 76%</td>
</tr>
<tr>
<td>C-</td>
<td>210 – 218</td>
<td>70% to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>201 – 209</td>
<td>67% to 69%</td>
</tr>
<tr>
<td>D</td>
<td>189 – 200</td>
<td>63% to 66%</td>
</tr>
<tr>
<td>D-</td>
<td>180 – 188</td>
<td>60% to 62%</td>
</tr>
<tr>
<td>F</td>
<td>179 &amp; below</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

University 100 is a required class. Failure to pass this class this semester will result in a mandatory retake of the class next semester.
**Attendance Policy:**
Attendance is expected and necessary for success in this course. Students are expected to be at every class ON TIME and be attentive (no sleeping, texting, reading outside material, etc.). Tardiness is disruptive and may result in the inability to complete assignments/activities. Students are responsible for their attendance. Students should make their identity in the class known. Attendance has just as much to do with participation as it does with physical presence. In other words, “being there” does not guarantee being attentive. Regular attendance will be taken at the beginning of each class, therefore be prompt and on time—if a student enters class after it has begun and an exercise/activity is in progress, the student will not be allowed to participate—so be on time. Students who are late should be ready to discuss the reasons why. Early is on time, on time is late, and late is just plain late.

Students may miss ONE class without penalty. For every unexcused absence after one, a student's final grade will be lowered by 5 points. The only exception to the attendance policy is a documented and approved absence such as an illness, university sanctioned event, etc. Please note that in order for an absence to be considered for "excused" approval, documentation must be provided (and then approved at the instructor’s discretion) before the class period missed. Providing documentation does not guarantee an absence will be approved/excused.

Students MUST report their absences BEFORE class begins via the online reporting system, OARS, found at wiu.edu/OARS or through Western Online.

**Late Work:**
All assignments are due at the beginning of class on the DATE listed on the schedule or provided in the assignment guidelines. Two (2) points will be deducted for each day (including weekend days) that an assignment is late. This does not pertain to the portfolio. Portfolios are due the last regularly scheduled class period during the 15th week of the semester (December 11, 2014). Only under extraordinary, documented circumstances will exceptions be made to this policy.

**Electronic Classrooms:**
No food or beverages, with the exception of water, are allowed in any electronic classroom. Please consume any food or beverage prior to entering the classroom or leave the food or beverage outside of the room.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Week 1 8/28/14 | Welcome to Western!  
   * Topics: syllabus, Western Online, Building Connections mentor program  
   * Reading Assignment: Chapter 1: The Master Student |                                      |
| Week 2 9/4/14 | First Steps: Setting Goals and the Wellness Model  
   * Topics: wellness model, goal setting  
   * Reading Assignment: Chapter 2: First Steps |                                      |
| Week 3 9/11/14 | Time/Priority Management and College Classrooms  
   (Intellectual & Emotional Wellness)  
   * Topics: time/priority management, comparing high school and college classrooms  
   * Reading Assignment: Chapter 3: Time and Money | Goals Statement – Draft |
| Week 4 9/18/14 | How to Be an Effective Student: Note-Taking and Reading  
   (Intellectual Wellness)  
   * Topics: how to take notes, study, reading for success*  
   * Reading Assignment: Chapter 5: Reading; Chapter 6: Notes | IVPE Online Module Documentation |
| Week 5 9/25/14 | Personal Responsibility & Campus Safety  
   (Physical, Social, & Emotional Wellness)  
   * Topics: personal responsibility, safety, interpersonal violence prevention and support  
   * Reading Assignment: IVPE Online Module ([https://ivpe.wiu.edu/](https://ivpe.wiu.edu/)); Campus Safety: Sexual Assault (pdf posted to WO) | Goals Statement – Final  
   Building Connections Mentor Documentation |
| Week 6 10/2/14 | Communicating as a Responsible and Caring Citizen  
   (Social Wellness)  
   * Topics: campus and community engagement, student leadership  
   * Reading Assignment: Chapter 9: Communicating |                                      |
| Week 7 10/9/14 | How to Be an Effective Test Taker  
   (Intellectual Wellness)  
   * Topics: test preparation, test taking, healthy habits for test success  
   * Reading Assignment: Chapter 7: Tests |                                      |
| Week 8 10/16/14 | Instructor Choice Day  
   * Topics: TBA  
   * Reading Assignment: TBA |                                      |
| Week 9 10/23/14 | Being an Engaged Learner: Memory & Thinking Skills  
   (Intellectual & Emotional Wellness)  
   * Topics: critical thinking, active learning, self-evaluation, memory strategies  
   * Required Reading: Chapter 4: Memory; Chapter 8: Thinking |                                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>topic: Developing a Healthy Lifestyle (Physical &amp; Emotional Wellness)</td>
<td>• Written Paper-Draft 1</td>
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<tr>
<td>10/30/14</td>
<td>• Topics: health and physical wellness, recreation, leisure</td>
<td></td>
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<tr>
<td></td>
<td>• Reading Assignment: Chapter 12: Health</td>
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<tr>
<td>Week 11</td>
<td>topic: College Writing and Academic Integrity (Intellectual Wellness)</td>
<td></td>
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<tr>
<td>11/6/14</td>
<td>• Topics: writing for success,* academic integrity</td>
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<tr>
<td></td>
<td>• Reading Assignment: Chapter 9: Communicating; WIU</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Integrity Policy (pp. 15 – 21 of front pages)</td>
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<tr>
<td>Week 12</td>
<td>topic: Cultural Diversity and Social Awareness (Social Wellness)</td>
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<tr>
<td>11/13/14</td>
<td>• Topics: respect, civility, learning about others</td>
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<tr>
<td></td>
<td>• Reading Assignment: Chapter 10: Diversity</td>
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<tr>
<td>Week 13</td>
<td>topic: Instructor Choice Day</td>
<td>• Written Paper-Final</td>
</tr>
<tr>
<td>11/20/14</td>
<td>• Topics: TBA</td>
<td></td>
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<tr>
<td></td>
<td>• Reading Assignment: TBA</td>
<td></td>
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<tr>
<td>Break</td>
<td>topic: November 24th – 28th</td>
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<tr>
<td>11/27/14</td>
<td>NO CLASS due to Thanksgiving break.</td>
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<tr>
<td>Week 14</td>
<td>topic: Managing Your Health (Physical &amp; Emotional Wellness)</td>
<td>• Campus and Community Exploration</td>
</tr>
<tr>
<td>12/4/14</td>
<td>• Topics: AOD awareness, making good health choices</td>
<td>• Instructor Choice Documentation</td>
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<tr>
<td></td>
<td>• Reading Assignment: Chapter 12: Health</td>
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<tr>
<td>Week 15</td>
<td>topic: What’s Next??</td>
<td>• Portfolio</td>
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<tr>
<td>12/11/14</td>
<td>• Topics: moving beyond the first semester</td>
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<tr>
<td></td>
<td>• Reading Assignment: Chapter 11: What’s Next</td>
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<tr>
<td>Finals</td>
<td>topic: The Final Exam Activity will take place at 1:00 PM on Thursday, December 18</td>
<td>• Final Exam Activity</td>
</tr>
<tr>
<td>12/18/14</td>
<td>18 of Finals Week.</td>
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</table>

~~THIS SYLLABUS IS SUBJECT TO CHANGE WITH NOTICE~~

* This course is not designed to teach reading and writing but rather guide students in the importance of acquiring these essential learning skills.

NOTE: Campus resources will be introduced throughout the semester as related to the appropriate topic.