Westminster 101
Fall, 2018

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Text:

• D2L Course
• EverFi & Alcohol 101 (online course)

Course Description

Westminster 101 is a one-credit course that serves to assist students in making a successful transition to Westminster College. Students will learn to improve and refine academic skills, develop stress management strategies, navigate college financing, and further investigate campus policies that lead to a healthy and vibrant campus community. Students will develop ways to maximize their college experience through self-exploration, interaction with campus resources, and engagement with co-curricular and extra-curricular offerings

Course outcomes:

By the end of this course students should be able to:

• Develop a variety of academic success skills
• Develop strategies for personal responsibility and resilience
• Develop strategies for ensuring personal financial competence

Disability Policy

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Students with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College.
Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.

Expectations

1. **Professionalism** – Be on time, call before class if you cannot attend or expect to be late.
2. **Course Work**: Written work is expected to be professionally appropriate. Please proofread your work prior to submission. Assignments should be typed and free from spelling, grammatical, and typographical errors.
3. **Integrity in your assignments** – All assignments are due at the beginning of class and considered late thereafter. Late assignments will lose 10% the first week and 20% the second week. No late assignments will be accepted after two weeks. Tests that are missed may be made up if the instructor has been notified in advance and documentation of the reason has been submitted. The student and the instructor will make these up at the earliest possible date as determined. It will be the student’s responsibility to contact the instructor to make arrangements.

Plagiarism or turning in others’ work as your own will result in meeting with the department of education to determine your status as an education student.

Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of those behaviors which are not permitted, the procedures that will be followed in every case of violation of the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code are not justifiable excuses.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

4. **Cell phones**- should be turned off prior to class.

5. Earbuds/phones – put away prior to class.

6. **Attendance** – You are expected to attend every class. One point will be awarded for attending each class.

7. **Participation**: All students are expected to participate fully in discussions. This includes listening to all information given and asking appropriate questions. The class participation grade is based upon two indicators: (1) student attention, questions, and comments and (2) participation in both small-group and full class discussions, including asking and answering questions.
### Points vs. Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Fully participated in each and every discussion as called upon or in a voluntary fashion consistent with the educational goals of the course</td>
</tr>
<tr>
<td>12</td>
<td>In most cases participated in discussions as called upon or in a voluntary fashion consistent with the educational goals of the course</td>
</tr>
<tr>
<td>9</td>
<td>Generally participated in discussions as called upon or in a voluntary fashion consistent with the educational goals of the course</td>
</tr>
<tr>
<td>6</td>
<td>Occasionally participated in discussions as called upon or in a voluntary fashion consistent with the educational goals of the course.</td>
</tr>
<tr>
<td>3</td>
<td>Rarely participated in discussions as called upon or in a voluntary fashion consistent with the educational goals of the course.</td>
</tr>
<tr>
<td>0</td>
<td>Failed to participate when called upon or failed to volunteer in a fashion consistent with the educational goals of the course.</td>
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8. **Mindfulness, Yoga, and or Meditation will be incorporated into Westminster 101.** The following information is from [www.mindfulschools.org](http://www.mindfulschools.org)

Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits.

_Here's a summary of research findings on benefits of mindfulness particularly relevant to educators:_

**Attention**
Numerous studies show improved attention\(^1\), including better performance on objective tasks that measure attention.\(^2\)

**Emotion Regulation**
Mindfulness is associated with emotion regulation across a number of studies\(^3\). Mindfulness creates changes in the brain that correspond to less reactivity\(^4\), and better ability to engage in tasks even when emotions are activated.\(^5\)

**Compassion**
People randomly assigned to mindfulness training are more likely to help someone in need\(^6\) and have greater self-compassion.\(^7\)

**Calming**
Studies find that mindfulness reduces feelings of stress and improves anxiety and distress when placed in a stressful social situation.

- **Note:** The contents and requirements of this syllabus are Subject to change at the professor’s discretion.

**Required Assignments:**

1. Class attendance – (15 points)
2. Class Participation – (15 points)
3. Resilience Strategies Reflection Paper (25 points)-**DUE OCT. 10**
4. Think About it: Presentation (60 points)-**NOV. 7 & 14**
5. Academic/personal goals- Career Exploration (15 points)-**DUE OCT. 24**
6. Financial Literacy Quiz (10 points) **DUE – NOV. 28**

**Grading Criteria:**

Grading will be based upon a point system. Total points possible will be 140. Grades will be determined in the following manner:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>130-140</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>126-129</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>120-125</td>
<td>86%</td>
</tr>
<tr>
<td>B</td>
<td>118-119</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>112-117</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>106-111</td>
<td>76%</td>
</tr>
<tr>
<td>C</td>
<td>104-105</td>
<td>74%</td>
</tr>
<tr>
<td>C-</td>
<td>98-103</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>95-97</td>
<td>68%</td>
</tr>
<tr>
<td>D</td>
<td>92-94</td>
<td>66%</td>
</tr>
<tr>
<td>F</td>
<td>91 and below</td>
<td></td>
</tr>
</tbody>
</table>

**Course Schedule**

**Week 1**

**August 29**

Introduction and welcome

**Week 2**

**September 5**

Academic Success – Goal Setting
Week 3
September 12
Academic Success  Time Management & Notetaking

Week 4
September 19
Academic Success  Academic Skills: Study & Exam Taking

Week 5
September 26
Academic Success  My Plan

Week 6
October 3
Resilience  Identifying Stressors

Listen to podcast by Brene Brown –
https://onbeing.org/blog/courage-is-born-from-struggle-brene-brown/

Week 7
October 10
Resilience  Define Resilience & Strategies

DUE: RESILIENCE STRATEGIES REFLECTION PAPER

Week 8
October 17

Career Development Center – My Plan
Academic Success Advising & Scheduling

Week 9

October 24

Resilience Conflict Management

Attend PNS – Saturday, Sept. 29th

DUE: CAREER ASSESSMENT REFLECTION PAPER

Week 10

October 31

Personal Responsibility Campus Resources & getting help

Week 11

November 7

Personal Responsibility Alcohol Education

GROUP PRESENTATIONS

Week 12

November 14

Personal Responsibility Sexual Violence Prevention

GROUP PRESENTATIONS
Week 13

November 21

Thanksgiving Break

Week 14

November 28

Financial Literacy  Financial Aid
Satisfactory Academic Progress

DUE: FINANCIAL LITERACY QUIZ

Week 15

December 4

Financial Literacy  Budgeting/Debt Management

Final – Monday, December 10 –

NOTE: REQUIRED ATTENDANCE AT:

PNS – September 29
Designing Effective Discussion Questions

A good question is both a question that your fellow students can answer and a question that requires analysis, synthesis, interpretation, and critical thinking in order to answer it. Your questions based on a particular passage should both encourage and challenge us to articulate and uncover meaning in the text. You don’t necessarily have to have an answer to your question (indeed the most interesting questions often don’t have a definitive answer), but you should think in advance about the kinds of answers your question may elicit in class.

Here are some types of questions that tend to facilitate thoughtful, sustained discussions:
(Note: the sample questions are taken from a French Literature class! Please feel free to design your own sample questions appropriate to your discipline for your students.)

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Questions beginning with “Why...” “How would you explain...” “What is the importance of...” “What is the meaning of” Example: What is the meaning of Madame X’s comment about Jacque’s activities the week before their encounter at the opera?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td>“Compare...” “Contrast...” “What is the difference between...” “What is the similarity between...” Example: What is the difference between the mother and the father’s attitudes toward the daughter’s relationship with Philippe?</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>“What are the causes/results of...” “What connection is there between...” Example: What is the cause of Lea’s distress when she looks at herself in the mirror?</td>
</tr>
<tr>
<td>Clarification</td>
<td>“What is meant by...” “Explain how...”</td>
</tr>
</tbody>
</table>

Here are some types of questions that you’ll want to avoid and that can lead to dead ends in discussions:

<p>| Simple Yes-No               | “Is the Aunt expressing a desire for Gigi to marry?” Produces little discussion and encourages guessing. |</p>
<table>
<thead>
<tr>
<th>Style</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elliptical</td>
<td>“What about the aunt’s sexual history?” “Well, what do you think about the Don Juan’s values?” Too vague; it is not clear what is being asked.</td>
</tr>
<tr>
<td>Leading</td>
<td>“Don’t you think that Colette is condemning the Don Juan figure for his lack of caring?” Conveys the expected answer.</td>
</tr>
<tr>
<td>Slanted</td>
<td>“Why are Colette’s young women so corrupt?”</td>
</tr>
</tbody>
</table>