

FRESHMAN SEMINAR

HESC 135 Fall 2009

Instructors	Tim Morrissey, M.Ed. tmorris@udel.edu 831-4571 (Section 011)	Jessica Myers, M.Ed. 831-0672 (Section 011)	Kristine Coll, M.Ed. kritz@udel.edu 831-4294 (Section 012)
	Dr. John Brunelle brunelle@udel.edu 831-0672 or 831-2141 (Section 013)	James Coleman, M.A. jcoleman@udel.edu 831-0757 (Section 010)	
Teaching Assistants	Christina Bussie cbussie@udel.edu 831-0672 (Section 012)	Amanda Reinhardt arein@udel.edu 831-0672 (Section 010)	
Offices	Student Services for Athletes 108-G Delaware Field House (Morrissey, Myers, Coleman, Coll) 209 Laurel Hall (Brunelle)		
Location	Carpenter Sports Building 002 (section 010) McDowell 216 (section 011) Willard 006 (section 012) Kirkbride 005 (section 013)		
Meeting Times	Sections 011 & 012: Monday and Wednesday, 12:20 – 1:10 Sections 010 & 013: Monday and Wednesday, 1:25 – 2:15		
Credit	2 credits, standard grading		

Course Description

Freshman Seminar is a two-credit hour course designed to help students make an effective transition from high school into the University of Delaware. The course will help you develop a better understanding of the university and the learning process, and to acquire essential academic survival skills.

Attendance. You are expected to attend **all** class meetings. You are permitted only **one (1)** unexcused absence without penalty. Valid excuses include illness (documentation is required), family emergencies, sport competitions, and religious holidays. **Unexcused absences exceeding three may result in failure of the course.**

Course Requirements. There are several major requirements for HESC 135.

Class attendance	Career Search, including Strong Interest Inventory
Time-management project	E-mail assignment
Journal	Article Summaries and Reactions

Readings/Assignments. The readings/assignments should be completed to be handed in on the class date for which they are assigned. For each reading assignment, you are required to write a response to the readings. In your response, discuss your opinions and reactions-agreements/disagreements (and why) to the main points raised in the reading. You will be evaluated on the thoroughness and thoughtfulness of your critique and on how well it is written - not on the content of your opinion. These readings are listed on the syllabus. Due dates for the written responses are the day they are listed on the syllabus (see boxes). In addition to the readings, there will be one take-home quiz equal to a reading assignment and one set of questions regarding an assigned film equal to a reading assignment. Each assignment will be worth 40 pts. (200 total).

Grading. Grades will be based on a 1000 point system and will be assigned using the standard scale.

A	934-1000	B-	800-833	D+	667-699
A-	900-933	C+	767-799	D	634-666
B+	867-899	C	734-766	D-	600-633
B	834-866	C-	700-733	F	599 or below

Breakdown: Course activities and assignments are weighted in the grading as follows.

Attendance:	10 pts./class meeting missed over 1 unexcused	100 pts.
Readings/Assignments:	5 @40 pts./assignment	200 pts.
Journal:	7@30 pts./collection	210 pts.
Time-Management Project:		190 pts.
Career Search:		250 pts.
Class Participation:		50 pts.

Course Schedule and Projects

W – 9/2

INTRODUCTIONS/COURSE OVERVIEW

Meet the instructors and class members.

W-9/9

UNIVERSITY OF DELAWARE 101

Overview of the university's and NCAA's resources, regulations, & procedures. Discussion of key academic terms and the academic calendar.

M-9/14

TRAINING FOR ACADEMIC SUCCESS: TIME-MANAGEMENT

Basic principles of time-management. Exercises for developing realistic short and long term goals. SMART goals. Coordinating study, practice, and game schedules.

Due: Journals

W- 9/16

TRAINING FOR ACADEMIC SUCCESS: TASK MANAGEMENT

Basic principles of task management and their relationship to time-management. Task analysis and strategies for developing realistic task-related goals.

Due: Delaware 101 Take-Home Quiz

REVIEW OF TIME-MANAGEMENT PROJECT

M-9/21

TRAINING FOR ACADEMIC SUCCESS: EFFECTIVE STUDY SKILLS

Basic principles and strategies of listening and taking notes in class, studying, reading (SQ3R method) college textbooks.

W-9/23

SEXUAL RESPONSIBILITY: DATE RAPE

Developing and maintaining healthy, respectful relationships; setting limits and boundaries; acquaintance and date rape.

Due: Weekly Activity Log

Due: Show full academic calendar with due dates, athletic competitions, travel, etc.

<p>Reading: Sneade, L. (1997, April). Date Rape: College's Little Secret. <u>Hooked-up: An On-line Monthly Magazine</u>, University of Richmond.</p>

M-9/28

CAREER DEVELOPMENT I

Introduction to the career development model; overview of the Career Search project; Taking of self-assessment exercises (Strong Interest Inventory).

Due: Journals

W-9/30

TRAINING FOR ACADEMIC SUCCESS: TAKING TESTS

Study skills and test-taking strategies for true/false, multiple choice, and essay exams.

M- 10/5

JUDICIAL SYSTEM

(Guest: Dr. Kathryn Goldman, Director, Office of Student Conduct)

Organization, functions, policy and procedures of the University judicial system. Hazing policy regarding athletic teams.

W-10/7

DRUG AND ALCOHOL EDUCATION

(Guest: Jesse Coleman, Wellspring)

Physiological effects of drug and alcohol use. How drug/alcohol use affects athletic and academic performance, as well as social consequences.

Due: Prioritized Daily Task List - 2 weeks

M- 10/12

CAREER DEVELOPMENT II

Dependable Strengths Articulation Process. Values clarification exercise, career myths.

Due: Journals

W- 10/14

OPEN DATE

M- 10/19

ADVISEMENT AND REGISTRATION

Planning course schedules and using academic advisement wisely; registration issues and questions

W- 10/21

NUTRITION AND WELLNESS I

Introduction to the basic concepts of healthy nutrition.

M- 10/26

NUTRITION AND WELLNESS II

NCAA video series; wellness to extremes: compulsive exercise, eating disorders in athletes.

<p>Reading: Hawes, K. (1999). Weighing In: Experts Say Eating Disorders, Diet, and Nutrition Weigh Heavy on Scale of Issues Affecting College Student-Athletes. <u>NCAA News</u> (Nov. 22, 1999).</p>
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Due: Journals

W- 10/28

CAREER DEVELOPMENT III

Interpretation of the Strong Interest Inventory and introduction to career information guides (Occupation Outlook Handbook, Dictionary of Occupational Titles).

M- 11/2

CAREER DEVELOPMENT IV

Interpretation of the MBTI, personality and career choice

W- 11/4

THE OTHER SIDE I

Gender equity

Reading: Brand, M. (2003). Title IX seminar keynote address. NCAA News, (April 28, 2003).

Brill, B. (2002). The real issues are silenced in title IX talks. NCAA News, (July 22, 2002).

M- 11/9

CAREER DEVELOPMENT V

Experiential learning opportunities, writing cover letters, resume writing, self-marketing

Due: Journals

W- 11/11

THE OTHER SIDE II

Under-represented groups in life; the effects of stereotypes on society and professional and intercollegiate athletics. Viewing of a film

M- 11/16

THE OTHER SIDE III

Continued viewing of film

W- 11/18

THE OTHER SIDE IV

Continued viewing of film

M- 11/23

STRESS & FINANCIAL MANAGEMENT

Relaxation techniques, stress inventory, avoiding credit card debt, keeping a budget.

Due: Questions on the Film

Due: Journals

W- 11/25

NO CLASS - THANKSGIVING HOLIDAY

Due: Career Project due to Student Services for Athletes by 12pm.

M- 11/30

RELATIONSHIPS II

Effects of college life on relationships; changes in relationships; long-distance relationships; and how to develop healthy relationships.

W – 12/2

NUTRITION AND WELLNESS III

(Guest: Nancy Nutt, Wellspring)

Health and wellness issues pertaining to student-athletes; STDs

Due: Journals

M – 12/7

PSYCHOLOGICAL SKILL TRAINING IN ATHLETES

An overview of techniques that enhance athletic performance.

W - 12/9

LAST CLASS

Evaluations; course wrap-up; saying good-bye

Guide to Journals

Journals will be submitted to the instructors at specified times during the semester every other Wednesday. They are to be written on 3 different dates during that time period and can be either hand written or typed. Since we will be taking them home to read, it is required for you to keep your entries in a light folder that you can use just for your journal. Please keep previous entries in them, as we do go back to read them from time-to-time. The content of your journals will remain confidential between you, the instructor, and the teaching assistant.

Purpose

- To give you the opportunity to express your feelings about your experiences at the University of Delaware.
- To give the instructors a forum for communicating with you on an individual basis.

Process

- Keep your journal entries in a folder. Entries can be hand-written or typed.
- Date each entry that you make.
- Leave a 1.5-inch margin on the left for instructor comments.
- Write about experiences you are having as a first year student and athlete.

Examples

1. What is it like being away from home?
 2. How do you feel about college-level athletics?
 3. What, if anything, makes you scared or anxious about being a university student?
 4. How easily have you been able to make friends? Any problems?
 5. What was your first class? What was it like?
- Be truthful, but you do not need to tell us any deep, dark secrets you want to keep.
 - Make your journal entries at least every two (2) days. It is obvious when you neglect your journal and try to make all entries the night before your journal is due. This may result in a deduction of points.
 - The instructors will read your journal, make comments and will likely return them to you by the next class meeting.

NOTE: For the first journal entry, you should write about the following:

- Describe your family: who, how many, what do they do, where is your home.
- Describe yourself in ten sentences.
- Describe what you expect to be doing (and where) in five years. Do the same for in ten years.
- Besides your sport, what other pastimes and activities do you enjoy?
- What are your best qualities? What do you need to improve as a person?
- What is the most important thing your instructor should know about you?

Guide to Time-Management Projects

Many student-athletes point to their ability to manage time as the skill which led to their success in the classroom and on the playing field. This project will help you to develop a system of managing your time (social, athletic, and academic) as well as your academic tasks. There are four tasks which you will need to complete to be eligible for full credit. The actual grade will be determined by how thoroughly you complete the assignment.

The five parts of the assignment are as follows:

1. Turn in a completed weekly activity log which accounts for every hour of the preceding week. **Due: Wednesday, September 23nd. The assignment is worth 30 pts.**
2. Show a full academic calendar or planner which details dates of exams, assignments due, games, and travel for games. **Due: Wednesday, September 23nd. This assignment is worth 30 points.**
3. Maintain a log of your daily prioritized task lists which demonstrate how you schedule and monitor the completion of tasks. You must show daily prioritized task list for 14 days (including weekends). **Due Monday, October 7th. The assignment is worth 50 pts.**
4. Scheduled an appointment with your instructor by e-mail (see paragraph below). During this appointment you will demonstrate your system of time-management. **Appointment itself must be scheduled by e-mail by Friday, October 9th and is worth 30 pts.**
5. Your grade will be based on how effectively your time-management system utilizes the basic concepts taught in this course. **The meeting and the evaluation of your time management system is worth 50 pts.**

Many faculty members and university officials will communicate to you via electronic mail (or e-mail). Therefore, you will need to be familiar with how to communicate through this system. This assignment is worth **30 pts.** **You will be required to schedule and confirm an appointment with your instructor by your UDel e-mail account. (See Time-Management Project above - due October 9th). During this appointment you will review your time-management system.**

Guide to Career Search Project

Purpose

To begin the self-assessment process and get a head start on learning about the world of work. At the end of this process you should be able to: 1. Articulate your interests, values and dependable strengths, as well as have an understanding of your personality type; 2. Understand and describe the relationship of interests, values, and personality factors to major/career choice; 3. Identify several appropriate majors/careers.

Process

- Complete the Strong Interest Inventory (SII), Myers-Briggs Type Indicator (MBTI), the Dependable Strengths Articulation Process (DSAP), and various values exercises.
- Identify several career/major options based on the results of the testing.
- Use the Occupational Information Overview or the Occupational Outlook Handbook and other sources located in the Counseling Center to gather information about five careers that the test results suggested might be of interest.
- Identify at least two majors offered at Delaware that might prepare you for a career in these fields.
- Develop a resume and cover letter.
- Hand in a print-out of a web page related to a career that you researched

Due: November 25th by noon to the SSA office if not brought to class on November 23nd.