



Preparing people to lead extraordinary lives

# University 101: *First Year Seminar*

## Section 002 | General Section

Tues. 11:30AM - 12:20PM

Sullivan Center 202

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<b>Instructor/Advisor:</b>	Kevin Clarke, M.A.	<b>Email:</b>	<a href="mailto:kclarke@luc.edu">kclarke@luc.edu</a>
<b>Work Phone:</b>	773-508-7714		
<b>Office:</b>	260 Sullivan Center		
<b>Office Hours:</b>	Please come see me this semester! Due to my schedule, I do not have standing office hours, but am happy to schedule a meeting anytime during the week. Please call 773-508-7714 between 8:30AM – 5:00PM M-F to schedule a good time for us to meet.		
<b>Peer Advisor:</b>	Andy		
<b>Cell Phone:</b>	888-888-8888	<b>Email:</b>	<a href="mailto:andy@luc.edu">andy@luc.edu</a>
<b>Chill &amp; Chats:</b>	I will be planning events/times to hangout, and am available to meet throughout the semester! Please feel welcome to call, text, or email.		

### Course Description

In a small classroom setting, UNIV 101 helps new students make a positive transition to Loyola University Chicago by helping them adjust to academic and student life. Students will develop relationships with their classmates, faculty/staff instructor, and Peer Advisor in order to foster an inclusive and welcoming community. To make the most of their experience at Loyola, students will participate in meaningful discussions, personal reflection, and engaging activities within and outside of the classroom to learn more about themselves, others, Loyola, and the City of Chicago.

### Course Goals

1. Foster student academic success and the achievement of their academic goals
2. Connect students to Loyola University Chicago, our mission, and the City of Chicago
3. Support student wellbeing and sense of belonging at Loyola University Chicago

### Course Learning Outcomes

*As a result of engaging in UNIV 101, students will be able to:*

1. Create an academic and co-curricular plan to make the most of their experience at Loyola.
2. Choose resources and opportunities, on- and off-campus, that help them achieve their academic, social, personal wellbeing, and career goals.
3. Describe how the Jesuit mission of Loyola University Chicago, and the City of Chicago, influence their experience at Loyola.

### Statement on Inclusion and Diversity

Students in this course are encouraged to participate freely and share personal opinions, perspectives, and stories. It is expected that there will be diverse and perhaps contradictory ideas shared; this variety is a strength of the academic community. Students are asked to show respect and treat peers in a way that validates various experiences and opinions based on a range of identities including ability, economic class, ethnicity, faith tradition or no faith, gender identity and expression, nationality, religion, sexual orientation, veteran status, and their intersections. Acts of bias, harassment, abuse, discrimination, relationship violence, sexual violence (i.e. sexual assault, sexual harassment, etc.), gender harassment, and stalking are not tolerated at Loyola. If you or someone you care about has experienced any one of these crimes and/or violations of LUC Community Standards, please know that you have rights, reporting options, and other support services available to you.

## Accommodations for Students with Disabilities

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Services for Students with Disabilities (SSWD), located in Sullivan Center, Suite 117. Please provide me with an accommodation notification from SSWD, preferably within the first two weeks of class. You are also encouraged to meet with me individually in order to discuss your accommodations. All information will remain confidential. For more information or further assistance, please call 773.508.3700 or visit <https://luc.edu/sswd>.

## Statement on Academic Integrity

The basic commitment of a university is to search for, and to communicate, the truth as it is honestly perceived. The university could not accomplish its purpose in the absence of this demanding standard. To the extent that this standard is respected, a genuine learning community can exist. Students of this university are called upon to know, to respect, and to practice this standard of personal honesty. The following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

- Submitting as one's own:
  - Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
  - Another person's unpublished work or examination material.
  - Allowing another, or paying another, to write or research a paper for one's own benefit.
  - Purchasing, acquiring, and using for course credit, a pre-written paper.
- Obtaining, distributing, or communicating examination materials prior to the scheduled examination.
- Providing information to, or obtaining information from, another student during an examination.
- Attempting to change answers after an examination has been submitted.
- Falsifying medical or other documents to petition for excused absences.

Plagiarism or academic cheating will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty will be reported to the chairperson of the department involved. The chairperson may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion. For the complete academic integrity policy, please refer to: [https://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml).

For resources related to the use and misuse of source materials, refer to the Department of English website at <https://www.luc.edu/english/aboutthewritingprogram/theuseandmisuseofsourcematerials>, or schedule an appointment with the Writing Center by visiting <https://www.luc.edu/writing/>.

## Title IX Statement

Under federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Given the sensitivity of the topics covered in this class, it is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct that are shared in private or during class discussions. The reason for this is to keep all students safe and connected to the resources & reporting options that are available. Hypothetical scenarios that are discussed do not require any action.

## Technology Resources

- Sakai (<https://sakai.luc.edu/>) - course management system, you can find syllabi and grades for your classes
- LOCUS (<https://locus.luc.edu>) - student information system, search and register for classes, find final grades
- TaskStream (<https://eportfolio.luc.edu>) - learning portfolio system, required for this course
- Equipment Loan Program ([www.luc.edu/digitalmedia/equipmentloan](http://www.luc.edu/digitalmedia/equipmentloan)) - borrow laptops, etc. for free at IC

## **Course Credit and Grading Format**

This course is designed to provide support for your success as a college student at Loyola University Chicago. Upon successful completion of the course, you will earn one hour of academic credit toward graduation. Your final grade in the course will be “pass” or “no pass” based on your attendance, participation, and the quality of the assignments you complete. Therefore, *you must attend each class meeting and complete each assignment at a satisfactory level in order to pass the course.* Passing this course is mandatory for graduation. *If you do not pass this course, you may be required to retake it.* **100 points are available in this course. You must earn 71 to pass.**

## **Attendance and Class Participation**

This is a course that is dependent on active student participation and engagement. You are expected to attend every class meeting, and participate in assigned events outside of the designated class time. Arriving late to class will count as half an absence. **For each unexcused absence, you will lose 10 points.** If an absence becomes unavoidable due to an emergency, please contact me prior to class (or as soon as possible) by email. Active participation and engagement will be assessed through discussions, completion of activities, attendance in class and completion of in-class assignments. You are expected to come to class with assignments completed and a readiness and willingness to participate. Your participation grade will be evaluated on the following scale:

<b>10-Points</b>	<b>8-Points</b>	<b>6-Points</b>	<b>0-5 Points</b>
Arrived on time and prepared, and actively participated in class discussions and activities. Contributed positively to the class community.	Arrived prepared, participated in class discussions and activities, <b>and/or</b> contributed positively to the class community.	Arrived prepared, participated in class discussions and activities when prompted, did not detract from class community.	Did not participate in class discussions or activities, <b>and/or</b> detracted from the class community.

## **Outside-of-Class Expectations**

As a component of your participation grade, you will be expected to meet with Andy for 15-minutes outside of class time before **October 3**, and with Kevin for a 30-minute academic advising appointment before **November 1**. In addition, as a new student at Loyola, you are expected to attend Active Bystander Training and Campus Safety Training outside of class time. Reserve your spot using the following links by **Monday, September 3**:

- Active Bystander Training:
- Campus Safety Training:

Finally, while it is not required, you are strongly encouraged to participate in outside of the classroom events with Andy and your classmates as informal opportunities to connect and socialize. This will include the Dinner Crawl (October 2 & 3) and the UNIVxAthletics event, as well as others as chosen and planned by you and Andy!

## **Assignments**

Your learning in this course will be assessed through a learning portfolio, which you will contribute to throughout the semester. You will create your learning portfolio using the UNIV 101 template found here: <https://eportfolio.luc.edu>. Visit <http://www.luc.edu/experiential/eportfolio/univ101201/> for tutorials on setting-up your learning portfolio, and/or follow these steps:

1. Create new folio/web page
2. Title your learning portfolio (e.g.: Kevin Clarke’s UNIV 101 Learning Portfolio)
3. Choose custom templates, select UNIV 101 Fall 2018
4. Choose a theme
5. Publish/Share your learning portfolio
6. Create your customized web address and submit it (and your password, if you choose to use one) on Sakai

If you need technical support for your portfolio, visit <http://www.luc.edu/experiential/eportfolio/univ101201>, email [eportfolio@luc.edu](mailto:eportfolio@luc.edu), or call 1-800-311-5656.

Your learning in this course will be assessed through a variety of experiential assignments. By the end of class, at minimum, your learning portfolio must include: (total course points)

1. Life Map and LUC Goals + Reflection (10)
2. 2 LUC Resources/Opportunities Reflections (2\*15=30)
3. Chicago Community Area Group Presentation + Reflection (15)
4. Academic and Co-Curricular Plan + Reflection (15)
5. Semester-End Reflection, Artifact, and Presentation (20)

You will be graded on demonstrated completion, and the quality of your reflections, as outlined in the rubric below (the grade will be multiplied as indicated above):

10-Points	8-Points	6-Points	0-5 Points
Completed on time; met or exceeded length; described, analyzed, <b>and</b> connected experiences; demonstrated effort.	Completed on time; met or exceeded length; described, analyzed, <b>and/or</b> connected experiences.	Completed on time, met length, described experience.	Did not submit work, did not submit work on time, did not meet the word count, and/or did not reflect.

**Assignment Descriptions**

**Life Map and LUC Goals + Reflection (10)**

Draw a life map, like those shared in class, which charts your life from birth to being a student at Loyola University Chicago. Include significant people, places, experiences, goals, values, and/or beliefs. You will share a few highlights from your life map in a 1-2 minute informal presentation to your classmates. On the back, or in your learning portfolio, please list 3-4 academic, social, personal wellbeing, or career goals for your semester and your time at Loyola. Post a picture of your life map and goals to your learning portfolio, and write a 1-2 paragraph reflection on the experience.

- What did you learn about yourself and others through this process? How was this experience helpful?
- What information and support do you need to achieve your goals? What steps will you take first?

**2 LUC Resources/Opportunities Reflections (2\*15=30)**

Based on the goals you set, choose two of the following resources/opportunities (from different categories) that may help you progress toward achieving those goals; participate in the activity (individually or in groups); and submit an individual, 1-2 paragraph reflection on your learning portfolio about your experience and how it helped (or did not help) you progress toward your goals. Please note, activities that are required as part of another class, organizational involvement, or institutional policy or action cannot be used for this assignment.

**Reflection prompts:**

- Why did you choose this activity?
- Describe your experience with the resources/opportunity and what it felt like to participate.
- What did you learn about yourself and others as a result of participating in this activity?
- How will you apply what you learned to help you make progress toward your goals? What will you do next?

**Potential activities:**

*Academic*

- Attend office hours/meet with an instructor
- Meet with a pre-health advisor
- Meet with a study abroad advisor
- Meet with your academic advisor
- Participate in tutoring, Supplemental Instruction, or academic coaching
- Visit the Writing Center

### *Social*

- Attend a Loyola 360 retreat or other Campus Ministry retreat or program
- Attend a student organization meeting
- Go on an Alternative Break Immersion (ABI)
- Go to a LUC Athletics event
- Participate in a Department of Programming (DoP) event
- Participate in a Student Diversity and Multicultural Affairs (SDMA) program
- Participate in an official residence hall or learning community program
- Participate in community service or undergraduate research

### *Career/Skill Development*

- Meet with a career advisor
- Meet with a faculty member or professional in your field of interest
- Participate in service or research related to your field of interest
- Start an on-campus job or internship that relates to your field of interest

### *Wellbeing*

- Complete an iGrad module or attend a financial literacy workshop
- Meet with a mental health professional, registered dietitian, or health educator
- Participate in a group exercise class
- Participate in a Loyola IMPACT Lab program
- Participate in group therapy or other program through the Wellness Center

### **Chicago Community Area Group Presentation + Reflection (15)**

In assigned groups of 4-5, you will select a [Chicago Community Area](#) (excluding Rogers Park, Edgewater, Near North Side, Lincoln Park, and the Loop), choose a day to visit the area as a group, travel there using public transportation, visit 2-4 landmarks, and take pictures to document your experience. You should do some initial research on the area ahead of your visit so that you are aware of the community and can explore landmarks (e.g.: museums, cultural centers, parks, shopping districts, restaurants, coffee shops, etc.) that interest you. Your group should pay attention to your surroundings using the guided questions provided, and take 6-12 photos to document your trip (one photo must include each member of your group in the community area). You will compile your photos into a short picture slideshow (3-5 slides), and share about the neighborhood(s) and experience visiting it in a 2-3 minute group presentation. Post your picture slideshow to your learning portfolio, and write an individual, 1-2 paragraph reflection on the experience.

#### Reflection prompts:

- Where did you go and what was the experience like?
- What surprised you about the community area?
- Whom did you meet, and what did you see and experience?
- What did you learn about the community area and the City of Chicago?
- How might the city impact your academic and co-curricular experience while you're studying at Loyola?

### **Academic and Co-Curricular Plan + Reflection (15)**

With the help of Kevin and Andy, you will map out your academic and co-curricular plan. This will require you to consider your academic and career goals, potential major(s) and minor(s), LUC Core, and elective courses, as well as opportunities for engaged learning (e.g. study abroad, internships, service-learning courses). Once you have completed your academic plan, please post it to your learning portfolio with a 1-2 paragraph reflection on the experience.

#### Reflection prompts:

- What was the process like?
- Why did you make the choices you did?
- What steps will you take to make the most of your academic and co-curricular experience at Loyola?

### **Semester-End Reflection, Artifact, and In-Class Presentation (20)**

Reflecting on your first semester at Loyola, including your experience in UNIV 101; your Academic and Co-Curricular plan; your academic, social, personal wellbeing, and career goals; the resources and opportunities available to you here; the mission of LUC; and your experiences with the city of Chicago, write a 2-3 paragraph cumulative reflection:

- What did you learn about yourself, others, Loyola, and how to be successful in college?
- What progress did you make on your goals?
- How will what you learned in and outside of UNIV 101 shape how you approach the rest of your Loyola experience?
- How will the Jesuit mission of LUC, and the City of Chicago, influence your experience at Loyola?

Based on this reflection, create a cumulative artifact (e.g.: video, picture slideshow, drawing/painting, poem, song, collage, diagram, Prezi, infographic, diorama) that highlights your learning and growth this semester. You will share your artifact with your classmates in a 1-2 minute presentation. Bring your artifact to class and post it (or a picture of it) to your learning portfolio.

### Course Outline

**The course schedule is tentative and may be modified at times.**

Week	Topic(s)	Assignment Due	Important Dates
<b>Week 1</b> August 29	<ul style="list-style-type: none"> <li>Welcome to UNIV 101 &amp; LUC!</li> <li>Build class community</li> <li>Review syllabus</li> <li>Set-up learning portfolio</li> <li>Outlook &amp; Sakai</li> </ul>	<ul style="list-style-type: none"> <li>Submit learning portfolio (LP) link on Sakai</li> <li>Register for an Active Bystander Training and Campus Safety Training by Mon. Sept. 3</li> </ul>	<ul style="list-style-type: none"> <li>Student Organization Fair: Wed. Aug. 29, 3:00-6:00PM, Gentile Arena</li> <li>Late &amp; change registration ends, last day to withdraw without a mark of "W": Tues. Sept. 4</li> </ul>
<b>Week 2</b> September 5	<ul style="list-style-type: none"> <li>Share life maps</li> <li>Share organizations from Student Organization Fair</li> <li>Getting involved - LUConnect, RamblerLink</li> <li>Mutual expectations</li> </ul>	<ul style="list-style-type: none"> <li>Life Map and LUC Goals due in class. Post picture of each and reflection on LP</li> <li>Schedule 1:1 w/Andy by Oct. 3</li> <li>Attend an Active Bystander Training this week</li> </ul>	
<b>Week 3</b> September 12	<ul style="list-style-type: none"> <li>Discuss Active Bystander Training</li> <li>Transitioning to LUC academic expectations</li> <li>Form community area groups</li> </ul>	<ul style="list-style-type: none"> <li>Attend a Campus Safety Training this week</li> </ul>	<ul style="list-style-type: none"> <li>Loyola 360 Retreat: Sept. 14-16</li> </ul>
<b>Week 4</b> September 19	<ul style="list-style-type: none"> <li>Academic skills and success strategies</li> </ul>	<ul style="list-style-type: none"> <li>Have read article and completed VARK</li> <li>LUC Resources/Opportunities Reflection 1 due on LP</li> </ul>	<ul style="list-style-type: none"> <li>Study Abroad Fair: Thurs. Sept. 20, 11:00am-3:00pm, Damen MPR</li> </ul>
<b>Week 5</b> September 26	<ul style="list-style-type: none"> <li>Loyola's mission, your values and vocation</li> </ul>		<ul style="list-style-type: none"> <li>Dinner Crawl: Tues. Oct. 2 &amp; Wed. Oct. 3</li> </ul>
<b>Week 6</b> October 3	<ul style="list-style-type: none"> <li>Major and career exploration</li> </ul>	<ul style="list-style-type: none"> <li>Have had 1:1 mtg. with Andy</li> <li>LUC Resources/Opportunities Reflection 2 due on LP</li> <li>Schedule an advising appointment w/Kevin by Nov. 1</li> </ul>	<ul style="list-style-type: none"> <li>Wellness Fair: Wed. Oct. 3, 12:00-4:00PM, Damen MPR</li> </ul>
<b>Week 7: Mid-Semester Break Oct. 8-9 - No UNIV 101 this week</b>			
<b>Week 8</b> October 17	<ul style="list-style-type: none"> <li>Academic Planning</li> <li>Academic Advising</li> </ul>	<ul style="list-style-type: none"> <li>Bring computer to class</li> </ul>	<ul style="list-style-type: none"> <li>Loyola 360 Retreat: Oct. 19-21</li> </ul>
<b>Week 9</b> October 24	<ul style="list-style-type: none"> <li>Academic Planning Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Chicago Community Area Group Presentation due in class. Post pictures and reflection to LP.</li> </ul>	<ul style="list-style-type: none"> <li>UNIVxATHLETICS: Oct. 26-Nov. 2</li> </ul>
<b>Week 10</b> October 31	<ul style="list-style-type: none"> <li>Preparing for course registration</li> </ul>	<ul style="list-style-type: none"> <li>Academic and Co-Curricular Plan and Reflection due on LP</li> <li>Have had advising appointment with Kevin by Thurs. Nov. 1</li> </ul>	<ul style="list-style-type: none"> <li>Last day to withdraw w/a grade of "W": Fri. Nov. 2, 5:00PM</li> <li>Loyola 360 Retreat: Nov. 2-4</li> </ul>
<b>Week 11</b> November 7	<ul style="list-style-type: none"> <li>Stress management and wellbeing</li> </ul>		<ul style="list-style-type: none"> <li>Spring registration begins Mon. Nov. 5</li> </ul>
<b>Week 12</b> November 14	<ul style="list-style-type: none"> <li>Financial literacy</li> </ul>	<ul style="list-style-type: none"> <li>iGrad registration and initial assessment due in class</li> </ul>	
<b>Week 13: Thanksgiving Break Nov. 21-24 - No UNIV 101 this week</b>			
<b>Week 14</b> November 28	<ul style="list-style-type: none"> <li>Course evaluation</li> <li>Cumulative presentations</li> </ul>	<ul style="list-style-type: none"> <li>Semester-End Reflection due on LP</li> <li>Artifact and Presentation due in class</li> <li>Bring computer to class</li> </ul>	
<b>Week 15</b> December 5	<ul style="list-style-type: none"> <li>Cumulative presentations</li> <li>Class closure activities</li> </ul>		
<b>Week 16: Final Exams Dec. 11-16 - No UNIV 101 this week</b>			

