Supplemental Materials for Swimming in the Deep End: Data-Driven Retention and Success with Corequisites English 1101 (Success Academy Section) and GSU 1010

A.

GSU 1010: New Student Orientation
Curriculum

Course Overview
The GSU 1010 course serves as the academic orientation course provided for first semester college students to assist them in the acquisition of fundamental skills essential for academic success. This course is offered primarily through the Freshman Learning Community (FLC) program and serves as the anchor course among the cluster of classes offered to each FLC cohort. In addition to the academic orientation topics is the expectation that there will be class discussions and lectures related to the theme of the learning community.

GSU 1010 Education Goals and Outcomes
<u>Academic Life</u>: Students will become familiar with the academic resources, procedures, and student code of conduct policies of Georgia State University. They will exhibit familiarity with the location, use, and content of official university documents relevant to these issues.
   • Students will be able to articulate the purpose of the Student Code of Conduct.
   • Students will understand the role of the academic advisor.
   • Students will be able to identify resources for academic support on campus.

<u>Community Life</u>: Students will have an understanding of the community and environment on and around the university campus, as well as the general Atlanta community. They will engage in at least one dimension of the Atlanta-Based Learning Program.
   • Students will be able to articulate opportunities for involvement in the campus community.
   • Students will identify opportunities for civic engagement.

<u>Personal Life</u>: Students will engage in activities designed to improve their study and learning skills and to enhance their personal growth and development.
   • Students will identify personal time management systems that work for them.
   • Students will be able to successfully identify stress management techniques.
   • Students will be able to identify resources in the community that are available to promote and enhance their personal growth and development.

<u>REQUIRED MODULES</u>

There are eight (8) modules that are REQUIRED for students to complete during the GSU 1010 course. Professors are afforded flexibility in determining how these modules will be implemented during the course, as long as the information is addressed.

   <u>REQUIRED MODULE TOPICS:</u>

1. Academic Advising 2. Academic Honesty/Library Resources 3. Academic Success 4. Atlanta-Based Learning/Civic Engagement 5. Campus Resources 6. Career Exploration 7. Drug/Alcohol/Sexual Health 8. Financial Literacy

1. Academic Advising

    An academic advisor will come to your class to conduct this module. The dates are pre-assigned.

    Student Learning Outcomes

    Students will be able to:
    - identify requirements necessary to complete the core curriculum courses; • name campus resources appropriate for specific academic advising questions;
    - explain process for selecting and changing a major.

2. Academic Success

    This module should focus on topics relating to promoting skills that enhance academic success. The requirement can be fulfilled in the multiple ways.

    a. The professor or guest speaker presents a lecture on a topic related to academic success
        (study skills, test taking skills, reading a textbook, memory and cognition, etc.)
    b. Students attend an academic success workshop offered by the Office of Undergraduate Studies.
    c. Students complete one or more online modules that are available as supplements for the textbook.

    Student Learning Outcomes

    Students will be able to:
    - name available campus resources that assist in the development of academic skills;
    - identify personal areas of deficiency;
    - modify current practices to meet identified needs.

3. Academic Honesty/Library Resources

    This module should focus on the University policies on academic honesty, as well as the resources available in the University Library. The requirement can be fulfilled in multiple ways.

    a. The professor or guest speaker presents a lecture on a topic related to academic honesty/library resources.
    b. Students attend a workshop offered by the University Library staff

    Student Learning Outcomes

    Students will be able to:
    - recall the location of the University's policy on academic honesty;
    - describe the consequences for violating academic honesty policy;
    - demonstrate knowledge of library resources (database, research tools, library staff, electronic materials, etc.).

4. Atlanta-Based Learning/Civic Engagement

    This module should focus on encouraging students to engage in the Atlanta community as an integral role of attending a university located in a major city. Professors are required to have students participate in a minimum of one (1) activity. Selecting a service

learning activity will allow students to fully engage in the Atlanta community while also developing an understanding role of community service. The requirement can be fulfilled in multiple ways.

   a. Students can participate in the community service project assigned to the class arranged by the Offices of Undergraduate Studies and Civic Engagement.
   b. Professors may determine independent service projects for their classes to participate in.

Student Learning Outcomes
   Students will be able to:
- identify Atlanta resources related to academic majors;
- describe the advantages of attending an urban institution; • explain the benefits of being engaged in community service;
- reflect on their individual experiences.

5. Campus Resources

This module should focus on introducing students to resources available at Georgia State University. The requirement can be fulfilled in multiple ways.

   a. The professor or peer mentor walks the campus with students identifying relevant resources.
   b. Students complete the walking tour or scavenger hunt found at the end of chapter 2 of the GSU 1010 textbook.
   c. Students research the different campus resources on campus (locations, services, offered, etc) and present their findings to rest of class.

Student Learning Outcomes
   Students will be able to:
- identify campus resources that support academic success, major and career exploration;
- locate campus resources that assist in the development of life skills (Counseling & Testing Services, Health Promotions, Student Recreational Center, etc.), campus engagement (Student Life, Leadership Programs, Student Organizations, etc.).

6. Career Exploration

This module is continuously used throughout the semester in order to help students identify a career that interests them, along with the steps to reach their goal. Students will utilize tools that Georgia State offers to articulate the career they hope to one day obtain and create materials based on their research of said career.

Student Learning Outcomes

Students will be able to:
- identify a career that interests them along with the necessary steps to attain that career;

- utilize resources through the university to develop materials relevant to their desired career;
- develop strategies to aid in goal setting and attainment in terms of a career.

7. Drug/Alcohol/Sexual Health

This module is an online exercise focusing on helping students understand and identify issues related to alcohol and other drugs. A separate online module will focus on sexual health and sexual assault prevention. The requirement can only be fulfilled by completing the online modules.

Student Learning Outcomes

Students will be able to:
- identify health risks related to inappropriate uses of alcohol and other drugs;
- locate university resources available to address issues related to alcohol and other drugs;
- develop strategies to appropriately address issues related to alcohol and other drugs.

8. Financial Literacy

This module is focused on teaching students the fundamentals of financing their education (financial aid, loans, credit cards, interest rates, fees, etc.). An online tool will be available to students to help them navigate their finances at the college level.

Student Learning Outcomes

Students will be able to:
- identify the accurate cost of education for their degree;
- locate potential university resources available to address issues related to finances;
- develop strategies to appropriately address issues related to finances.

RECOMMENDED MODULE TOPICS

These modules are RECOMMENDED for students to complete during the GSU 1010 course. The Office of Undergraduate Studies has collaborated with several University Departments to offer presentations focused on these topics. All of these topics play a critical role in the successful transition of first year students.

Professors are afforded flexibility in determining how these modules will be implemented if desired.

1. Counseling & Testing Services

The modules offered by the Counseling Center have a wide range of topics which support making healthy choices to promote a balanced college experience.

2. Intercultural Relations

These modules are focused on introducing students to various components related to diversity and intercultural relations. The activities and conversations will allow students

to develop a greater understanding of the diversity of our campus community and the community at large.

   3. Nutrition
     This module is focused on 1) understanding components and portion sizes for healthy meal plans and 2) making healthy food choices on campus.

   4. Study Abroad Programs
     This module is focused on exposing students to the value of studying abroad during their undergraduate career. There are a variety of events sponsored by Study Abroad Programs which provide information on how to study abroad, where to study and how to prepare for the experience.

   5. University Career Services
     This module is focused on introducing students to campus resources available in career exploration, resume and cover letter writing, interviewing.

  B. Standard GSU 1101 Syllabus

English 1101 Composition

Instructor: **Term**:
Office Location: **Class Location**:
Office Hours: **Class Meeting Times**:
Email: **CRN**:

Course Catalogue Description

This course is designed to increase the student's ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short expository essays. Readings consider issues of contemporary social and cultural concern. *A passing grade is a C.*

Course Learning Outcomes

By the end of this course, students will be able to:
- Engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading.
- Engage in the collaborative, social aspects of written composition, and use these as tools for learning.
- Use language to explore and analyze contemporary multicultural, global, and international questions.
- Demonstrate how to use composition aids, such as handbooks, dictionaries, online aids, and tutors.
- Gather, summarize, synthesize and explain information from various sources.

- Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences, but in particular the formal academic audience that makes up the discourse community with which you will also become more familiar in this course.
- Critique your and others' work in written, visual and oral formats.
- Produce coherent, organized, readable compositions for a variety of rhetorical situations.
- Reflect on what contributed to your composition process and evaluate your own work.

We are going to do a lot of writing in this course. My philosophy is that the more you write the more proficient you will become. Every reading, activity, and assignment you are asked to do is specifically chosen to help you become a better writer; there is no busy work in this class. The good news is that the writing and reading skills you acquire will be applicable to all of your future endeavors, both professional and personal. What you learn in this course can help you with writing in your other academic classes, with writing in your chosen career or workplace, and with civic or personal writing tasks. Communicating effectively through writing is an invaluable skill. You will be able to draw on your own experiences and interests throughout the course and I will introduce you to other ideas and approaches to those ideas.

Required Texts

Lopez, Elizabeth Sanders, Andrea Jurjević, and Megan E. Malone. *Guide to First-Year Writing*. 7th Edition. Fountainhead P, 2019. ISBN 987-1-64485-007-7

This text is required for both your English 1101 and 1102 course. You must have access to this textbook to be successful in these courses. I will assign additional readings during the term that may be available from the library, on the web, or on our class iCollege site.

Course Materials (Recommended)

- Assignment handouts and supplemental readings will be posted on iCollege. Please bring a hard copy to class in order to fully engage and discuss the text.

- Students must have access to the Internet for supplemental readings, iCollege, and GSU email. Students may find a flash-drive, GSU estorage, or other electronic storage tool useful for managing drafts and assignments.

Expectations of a University-Level Student
English 1101 is often the first university-level classroom experience for most students and may be one of your first classes at GSU. The expectations in this space and community may be very different from those of your previous classrooms and teachers. The following suggestions will help you succeed in this class and others at the college level
- Read and know the policies stated on the course syllabus
- Adhere to all submission guidelines and procedures set out by your instructor
- Attend class
- Attend class prepared to participate, having completed any assigned work for the day, and to complete any work assigned in class

- Follow the posted schedule for the course for attendance and work
- Keep track of all deadlines and tasks whether given on a printed calendar, in an electronic form (e.g., email or iCollege), on the board, or verbally in class
- Correspond with your instructor in a respectful and polite way
- Talk to your instructor and ask questions when they arise (this may be in class, via email, or during office hours)
- Schedule an appointment or stop by during office hours to discuss details of your coursework, grades, or any other private matters (the classroom is public and not the best place for these conversations)

Community

We are part of a learning community dedicated to supporting a positive environment for all participants. We must treat one another with **respect** at all times. Professional courtesy and sensitivity are especially important relating to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, eating, sleeping, text messaging, web browsing, holding personal conversations, or doing work for other classes does not support this community. If you are disturbing the class, I may ask you to leave for the day, forfeiting any in-class assignments we may complete after your departure. If disruptive behavior continues or a pattern of disruption occurs, additional steps may be taken, including permanent removal from the course. Keep in mind that our community does not end at the classroom door, but extends to our iCollege space, course emails, and all other out-of-class environments used for our course interactions.

Please see http://codeofconduct.gsu.edu/files/2016/09/Disruptive_Student_September9_2016.pdf for information regarding GSU's Disruptive Student Behavior Policy.

Community of Care and Mental Health Resources

Being a student can be stressful; you often have a lot to manage between classes, personal life, family, and work. In addition, writing and composing are vulnerable acts. As part of our effort to form a supportive community in this class, we should strive to look out for one another. A kind word, an enthusiastic comment about a peer's writing, or simply offering to listen can go a long way toward this goal. If stresses emerge regarding your course work, please speak with me. I will strive to support each of you in your academic life.

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities. Problems with relationships, family worries, loss, housing or food insecurity, or a personal struggle or crisis can also contribute to decreased academic performance. In these cases, please consider taking advantage of the resources the university provides through the Dean of

Students' Office or the Counseling and Testing Center. You can reach Counseling at https://counselingcenter.gsu.edu/ and 404-413-1640 and the Dean of Students Student Advocacy team at 404-413-1515.

Attendance/Punctuality/Participation
Attendance is expected and integral to success in the course. You should come to class each day, on time and prepared to work, and be sure to stay for the duration of the class. While in class, focus on the work of the day in our course and refrain from conducting personal business or work for other classes. A 15% portion of your final course grade is connected to daily writing and activities structured to help you be successful in the course. This 15% can raise or lower your final grade by one and a half letter grades and can determine whether or not you pass the class. If you ever have questions about your course grade or attendance record, please feel free to ask me. We will go over your current standing and how, if needed, you may improve your engagement in class and your in-class writing grade.

Our course is designed as a face to face course and, as such, your success will rely on your being in class to interact with course materials, other students, and me. Even though we may use iCollege and other online platforms for discussions and completing work, nothing can replace the in-person interaction during class. For this reason, no daily writing or in-class work can be made up if you are absent. In other words, you can't simply make up work on your own, submit it to iCollege, and presume I will accept it.

Just as your attendance is critical to your success in this course, so is your active participation. This means regular, meaningful contributions to our class discussions, be they ideas, statements, questions, or written responses.
Participation in a university-level classroom may seem intimidating at first. Some of you may be nervous speaking in front of others—you're not alone as most of us have been there. Public speaking is unavoidable, both for the duration of your academic career and beyond. Overcoming this unease is remarkable, and is something you should be very proud of. Additionally, because we are a learning community, your thoughts and questions are absolutely vital to the success of our class. We will all work to make our class a place where all feel comfortable sharing their work and ideas.

Missed and Late Work
Generally, late major projects and papers are not accepted. However, I understand that emergencies can arise. Late projects and papers will therefore be evaluated on a case-by-case basis in keeping with the university policy on excused absences. All major assignments must be completed to pass the course. Please see me to discuss allowances that I can make in the case of a necessary absence (such as a documented illness or family emergency).

In-class writing (that 15% portion of your grade) cannot be made up. If you are absent for any reason, you will miss any in-class assignments and will receive a zero for that day's work.

Communication

Assignment material, changes to our schedule, or other announcements will be made in class, sent via email, and/or posted on our class iCollege site. Remember, you are responsible for all information covered in class, including days you are absent. I suggest you share phone numbers or email addresses with at least one of your classmates in the event you must miss class one day.

If you would like to contact me outside of class, please do so via email or come by during my office hours. You may have questions or just want to chat – I encourage both! I typically check my email on weekdays during my office hours. This means I may not receive an email you send on Friday night until Monday—plan accordingly. Additionally, while we each have preferred email accounts, I will only send emails to your GSU student email account, per university policy. All correspondence, therefore, will come to yourcampusid@student.gsu.edu from my @gsu.edu faculty email account. Please check this account regularly as any communication outside of class will be sent to this address.

Essay Submission

All major assignments will be submitted electronically to our class iCollege site and in printed form to me. Please staple all final drafts of your printed essays (no binders or paperclips) BEFORE coming to class. Emailed papers will not be accepted. All papers will follow MLA 2016 guidelines, which means papers need to be typed in a word processor in 12 point, Times New Roman font, and double spaced. Margins need to be set at 1" for top, bottom, left and right sides. There are computers available on campus and possibly at your local library if you need to find access to format your papers.

Plagiarism

You should familiarize yourself with Georgia State's policy on Academic Honesty (https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Academic_Honesty.pdf).
This policy refers to every piece of writing you do for class, drafts, reading responses, and finished essays alike. If you are ever unsure what may or may not be plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned in to this class that is plagiarized or violates the university academic honesty policy will receive an automatic 0 for the assignment grade. Furthermore, I may refer you to the College of Arts and Sciences for further disciplinary action or course penalties.

Georgia State University defines plagiarism as . . .
" . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a

failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else." At GSU, "the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility."

In addition, students are required to be honest in their academic work by writing their own papers. Handing in papers you receive from someone else or allowing someone else to heavily edit or write work for you constitutes an academic honesty violation.

Incompletes
In order to receive an incomplete, a student must inform the instructor, either in person or in writing, of his/her inability to complete the requirements of the course. A grade of incomplete will only be considered for students who meet the following three conditions:
- passing the course with a C or better
- present a legitimate, non-academic reason to the instructor (documentation may be required)
- have only one major assignment left to finish.

Assignment of incompletes and the terms for removal of the "I" will be set at the instructor's discretion.

Student Accommodations
Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Also, please schedule an appointment with me so that we may discuss any accommodations you need in our class during office hours. To respect your privacy, we will not discuss these accommodations in class.

Writing Studio
The Georgia State University Writing Studio writes, "The purpose of the Writing Studio is to enhance writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas, and familiarizes them with audience expectations and academic genre conventions. We focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer's composing process. Although we are not a line-editing or proofreading service, we are happy to discuss grammar concerns with students from a holistic perspective and offer additional resources that can aid students in building confidence. In tutor sessions, tutors will be alert listeners, will ask thoughtful questions, and will not judge or evaluate the work in progress. We offer confidential, 30 minute sessions (for undergraduate students) and 60 minute sessions (for graduate students) for face-to-face tutoring. Through

Write/Chat, our online tutoring service, we also offer similarly-timed sessions for remote interactions. For instructors and faculty, the GSU Writing Studio often sponsors workshops and classroom visits, led by faculty and staff, on various topics dealing with academic writing. Finally, all are welcome to take advantage of our print resources and quick-help handouts that respond to the most popular requests and topics. Please visit the Writing Studio in 25 Park Place (The Sun Trust Building), Room 2420 or at www.writingstudio.gsu.edu for more information. We look forward to seeing you."

This service is free and a valuable resource for all writers, and I strongly encourage you to take advantage of this space. Please note that you will need to make an appointment for tutoring at www.writingstudio.gsu.edu, although you are welcome to stop by the Studio to get information or to get assistance with making an appointment.

Online Evaluation of Instructors
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

English Majors and the Graduation Portfolio
The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.
Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from the English department website.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to the instructor of your senior seminar or to Dr. Mark Noble, Director of Undergraduate Studies.

GRADING SCALE

Superior	*Satisfactory*	*Needs Improvement*	*Failing*
100 to 98 = A+	*89 to 88 = B+*	*79 to 78 = C+*	*69 to 60 = D*
97 to 93 = A	87 to 83 = B	77 to 70 = C	*Below 60 = F*
92 to 90 = A-	*82 to 80 = B-*		

This is the standard grading scale for all English 1101 and 1102 courses at GSU. Note that a grade of C is needed to pass this course.

Assessment Criteria for A+

An A+ paper must meet and exceed the assessment criteria for the A. There are two circumstances under which a student can earn an A+ on a formal paper or project assignment in these courses. 1. A+ work is writing at a higher academic level (i.e., a paper for a first-year class meeting expectations for a sophomore-level or advanced course) and 2. A+ work addresses audience expectations or writing needs beyond the course; for example, the paper has been accepted or is being reviewed for publication, serves a public or community service, is professional and ready for workplace distribution, or influences social or policy change in the student's community.

GRADING AND ASSIGNMENT BREAKDOWN

Assignment	Weight
First Year Book Assignment	5%
Essay 1: Literacy Narrative (3-5 pps)	20%
Essay 2: Micro-Ethnography/Spatial Analysis (3-5 pps)	20%
Essay 3: Supported Argument. Essay will have a research component. (3-5 pps not including Works Cited page)	20%
Final Essay: Revise one essay of your choice (either Essay 1, 2, or 3)	20%
In-Class Writing and Activities	15%
Total	*100%*

In-Class Activities and Daily Writing
These grades are pass/fail and are comprised of in-class writing, group activities, and peer editing. These in-class assignments are not always announced ahead of time. You must come prepared to participate and hand in any written assignments to get credit for the day's work. **This means bringing paper, pens, and your texts, and having your reading or other homework done for the day at the beginning of class. In addition, you are expected to provide thoughtful, meaningful contributions to our class conversations and participate in any in-class work assigned by your instructor.**

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This syllabus reflects a plan for the course. Deviations from this plan may become necessary as the semester progresses. Students are responsible for taking note of any changes that may occur.

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