**SLS 1410: THE JUMP START EXPERIENCE: Summer Success course**

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| **Jump Start Community #** | |
| **SLS Instructor Name:** | **E-mail:** |
| **Office Hours & Location:** | |

**Course Description:**

Essential skills in college (and in life) are the abilities to critically think and reflect on information and to ask good questions and find good answers. This class will explore college life through personal reflection and asking a series of questions and finding the answers to these questions. The Jump Start summer success course combines student academic learning in and out of the classroom through activities, both related to your success in your summer courses and as an FAU student overall. Based on student development theory, you will participate in a variety of programs, workshops and events, and reflect upon their relevance toward enhancing your FAU experience.

**Credit Hours:** 0 **Pre-requisite:** Admission as summer FTIC. Must be enrolled in the two IFP (general education) courses linked to this community.

**Course Objectives:** Upon completion, students will:

* Reflect upon a variety of experiences and how they impact your college experience and the experiences of others
* Develop a deeper sense of connection to your university community through involvement and advocacy and understanding of others
* Learn from networking opportunities within the community
* Enhance oral, written, or other communication skills through participation in a variety of opportunities for presentation and dialogue.
* Gain experience in developing analytical, critical and/or practical skills through a variety of experiences inside and outside of the classroom.

**Learning Outcomes**: (our goals for your experience in this class)

1. You will be able to identify at least three techniques that will help you be successful in the different FAU teaching and learning environments.
2. You will discover two academic and/or co-curricular opportunities available to you on campus.
3. You will be able to identify three offices/people on campus that you can reach out to in the fall for information or support.
4. You will be able to identify 3 negotiable fall activities and 3 non-negotiable fall activities as you manage your time.

**Required Text:** Sufka KJ (2011) The A Game: Nine Steps to Better Grades. The Nautilus Publishing Company; Oxford, MS.

**Course Requirements:**

* Students will be required to participate in programs, workshops and/or study groups as offered.
* Students will work with a group of their peers to develop a campus map and a presentation based on the assigned book: *The A Game: Nine Steps to Better Grades*.
* Students will reflect upon the assigned readings and create a Rule #10 and present it to the class.
* Students will reflect on class content by answering the reflection questions in the course outline. Answers may be used in class discussion.

**Assessment:**

Students will be graded on a Satisfactory/Unsatisfactory (Pass/Fail) basis. The grade will be determined by ***participation and attendance*** (see attendance policy) at class meetings and other programs/events/study groups as well as successful completion of the group map project, group book presentation, and individual rule presentation. See rubrics for more details.

**Attendance:**

Students are required to attend all class meetings. As this is only a six week course, students who ***miss more than two course meetings*** ***will receive an Unsatisfactory (U) for the course***. Students should contact their instructor if they will miss a course meeting. Students who are more than 10 minutes late or come unprepared to class will be given an absence for that class meeting.

**Participation:**

Students are expected to actively participate in class. Participation includes completing class exercises and group activities; coming to class on-time with the supplies you need for the day; listening, taking notes, participating in activities; responding to questions, asking your own questions; and joining in on class discussions.

**Code of Academic Integrity policy statement:**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at* [*http://www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf*](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)*.*

**Americans with Disabilities Act Amendments Act (ADAAA):**

In compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222) or in Jupiter, SR 110 (561-799-8585) – and follow all SAS procedures.

**Incompletes and makeup, late work:**

No late work will be accepted. However, students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Reasonable accommodations will also be made for students participating in a religious observance. Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

**Religious Accommodations:**

Students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs. If a student is going to miss class due to a religious observance, they must notify the instructor no later than the second week of the term. For more information, go to <http://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf>.

**Jump Start Experience: Summer Success COURSE – Topical Outline**

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| --- | --- |
| **Class meeting** | **TOPIC** |
| Class 1 | Transition to College |
| Class 2 | Time management |
| Class 3 | Active vs. Passive Learning |
| Class 4 | Expectations of faculty and adapting your learning style to meet teaching differences |
| Class 5 | “Getting your ‘A-Game’ On” – group presentations on success strategies |
| Class 6 | Online resources for success |
| Class 7 | “Getting your ‘A-Game’ On” – group presentations on success strategies *–( part two)* |
| Class 8 | Resources on campus to help you engage and succeed |
| Class 9 | Student selected topic – based on needs and interests |
| Class 10 | Presentation of resources on campus |
| Class 11 | Student selected topic – based on needs and interests *(part 2 if class has 12 meetings)* |
| Class 12 | Reflecting on what made us successful this summer, challenges we had, and what we need to do differently (or continue to do) to be successful in fall |

**Personal Rule #10 Presentation:**

Below, you will find the rubric that will be used to score your presentation. **IMPORTANT: In order to meet the criteria to pass this course, you will need to earn a minimum score of 15 out of 25 on this project**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Presentation Skills** | **Poor** |  | **Average** |  | **Excellent** |
| Presenter used a clear speaking voice and was easy to understand | 1 | 2 | 3 | 4 | 5 |
| Presenter made eye contact with the class | 1 | 2 | 3 | 4 | 5 |
| **Content** |  |  |  |  |  |
| Evident that time and thought went into creating Rule #10 | 1 | 2 | 3 | 4 | 5 |
| Rule was easy to understand | 1 | 2 | 3 | 4 | 5 |
| Reason for creating rule #10 was clearly presented | 1 | 2 | 3 | 4 | 5 |

**Group Book Presentation:**

Your group will be presenting your Book Presentation in class at mid-semester. Your group may want to consider: a Prezi, a video, a group discuss, a quiz, etc. The more creative, the better!

Below, you will find the rubric that will be used to score your presentation. **IMPORTANT: In order to meet the criteria to pass this course,** you and your group will need to **earn a minimum score of 21 out of 35** on this project.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Presentation Skills** | **Poor** |  | **Average** |  | **Excellent** |
| Presenters utilized clear speaking voices and were easy to understand | 1 | 2 | 3 | 4 | 5 |
| Presenters were engaging | 1 | 2 | 3 | 4 | 5 |
| Each group member demonstrated his/her fair share of contributions to the presentation | 1 | 2 | 3 | 4 | 5 |
| Evident that time and effort went into presentation | 1 | 2 | 3 | 4 | 5 |
| **Content** |  |  |  |  |  |
| The major concepts of the chapter were easily identified | 1 | 2 | 3 | 4 | 5 |
| The reason “why” the rule is related to academic success was presented | 1 | 2 | 3 | 4 | 5 |
| Group exercised creativity within the presentation | 1 | 2 | 3 | 4 | 5 |

**Group Project**: ***See Your “selfie” @ FAU Campus Map*** ***Presentation***

**DUE: Last Week of Semester**

Each group will construct a map of the FAU campus using “selfies” to represent the different offices and their locations on campus. Your group’s “Campus Selfie Map” must include ALL of the following:

* All group members must appear on the map at least once.
* Campus Selfie Map must reflect content accuracy, creativity, and active participation of all group members.
* “Selfies” must show at least one group member and some content from each of the offices (i.e. office name, brochure, employee, etc.) so the office can be identified.
* Give one “interesting fact” that you found for each office during your group’s presentation.
* One group member within each selfie must present an example of how he/she plans to use the office in the upcoming semesters.

Offices/Locations that must be included on your Campus Selfie Map:

* **Counseling and Psychological Services (CAPS –** *no photos INSIDE due to privacy laws***)**
* **University Center for Excellence in Writing**
* **University Advising Services**
* **Registrar’s Office**
* **Career Center**
* **Student Health Services** *(no photos INSIDE due to privacy laws)*
* **Center for Learning and Student Success (CLASS**)
* **Student Financial Aid Office**
* **Recreation & Fitness Center**
* **A place on campus to buy lunch**
* **In addition to those 10 locations:** Each group member must identify a person OR place on campus not listed above that will be important to his/her success and may be important to classmates’ success as well. Take a selfie with that person/place and include it on your Campus Selfie Map. In your group presentation, tell the class who the person/place is, where he/she/the office is located on campus, and why he/she/the office will be important to your success.

(e.g. If you’re in a group of 4, your group’s Campus Selfie Map should include 14 different selfies/locations.)

**Campus Selfie Map Presentations:** Your group will be presenting your Campus Selfie Map in class the last week of the semester. Your group may want to consider: a printed map, Prezi, a video, etc. The more creative, the better!

Below, you will find the rubric that will be used to score your presentation. **IMPORTANT: In order to meet the criteria to pass this course, you and your group will need to earn a minimum score of 37 out of 50 on this project**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Presentation Skills** | **Poor** |  | **Average** |  | **Excellent** |
| Presenters utilized clear speaking voices and were easy to understand | 1 | 2 | 3 | 4 | 5 |
| Presenters were engaging | 1 | 2 | 3 | 4 | 5 |
| Each group member demonstrated his/her fair share of contributions to the presentation | 1 | 2 | 3 | 4 | 5 |
| Evident that time and effort went into presentation | 1 | 2 | 3 | 4 | 5 |
| **Content** |  |  |  |  |  |
| Office/Location was easily identified from each selfie | 1 | 2 | 3 | 4 | 5 |
| Content within presentation was educational | 1 | 2 | 3 | 4 | 5 |
| Group exercised creativity within the presentation | 1 | 2 | 3 | 4 | 5 |
| Relevance and application of the presentation's content to **each of the presenter's** lives was clear | 1 | 2 | 3 | 4 | 5 |
| **Campus Selfie Map** |  |  |  |  |  |
| Campus Selfie Map and its content were presented in a visually appealing, orderly and clear manner | 1 | 2 | 3 | 4 | 5 |
| All of the project's criteria outlined in the syllabus were met. | 1 | 2 | 3 | 4 | 5 |

Class 1: How different can college really be? (Supports Learning Outcomes 1 and 2)

Making the Transition to College

Using a syllabus

Why are we taking this course? (Discussion of outcomes)

**Introduction to required readings, class projects and Rule #10**

**Question for Reflection:** What three things do you want to learn this summer about college life at FAU?

Class 2: How do I get everything done? (Supports Learning Outcome 4)

Managing tasks for success

Negotiable vs. non-negotiable

Quick Tips for Organizing Your Academic Life

***\*\*\*BRING some form of a daily planner to class and your syllabi for your   
linked 3-credit courses***

**Question for Reflection:** Rule #1 – Why go to class? What are the benefits?

Class 3: I have to do ***what*** for that class? (Supports Learning Outcomes 1, 2, and 3)

Developing success strategies to do the job

Active vs. passive learning

Rule Presentation Workday

**Question for Reflection**: Rule #2 – The front! Why sit in the front?

Class 4: Do all professors have the same expectations? (Supports Learning Outcome 1, 2, 3)

Learning how to adapt my plan so I can increase my success

**Question for Reflection**: Rules 3 & 4 – What does coming to class “prepared” look like? List some of the suggestions in the book and write a few of your own.

Class 5: Getting Your “A” Game On – Part One

Group Presentation on Rules 3, 4, 5, and 6 (See guidelines and rubric)

**Question for Reflection**: Rule 5 – Why are “all-nighters” deadly? They work don’t they?

Class 6: What on-line resources are available to aid my success and how do I find them? (Supports Learning Outcomes 1, 2, and 3)

Locating and using: Blackboard; MyFAU; Flight Plans; Curriculum Check Lists; and Starfish (*Bring your laptop, iPad, Smartphone, etc. to class today*)

**Question for Reflection**: Which resource do you anticipate using first? Why? (To be answered after class.)

Class 7: Getting Your “A” Game On – Part Two

Group Presentation on Rules 7, 8, and 9 (See guidelines and rubric)

**Question for Reflection**: Rule #6 & 7 – Using the chart on page 54, list the type of learning you are being expected to achieve in each of your summer classes. (I.e. Class = level(s) of learning)

Class 8: Where’s the library? (Supports Learning Outcomes 1, 2 and 3)

Meet in the lobby of the library.

Campus map work day – **bring a camera for selfies**

**Question for Reflection:** What office did you see today that you did not know about before this activity?

Why will it be important for you to remember the location of this office? (To be answered after class.)

Class 9: What more do you hope to get out of this course? (Student selected)

(Supports Learning Outcomes - TBA)

**Question for Reflection**: Rule #8 & 9 – Which of the author’s points in these two sections are you most likely to remember and use in future semesters? Why?

Class 10: Where are you going and how do you get there? (Supports learning outcomes 1-3)

-Presentation of Campus Maps

Class 11: What more do you hope to get out of this course? (Student selected #2 – if there are 12 meetings – or jump to class 12)

(Supports Learning Outcomes - TBA)

LAST Class 11 or 12 (depends on academic calendar): What’s next? (Supports Learning Outcomes 1-4)

Can’t or Won’t

-I think I can, I think I can…

Present personal Rule #10

**Question for Reflection**: What 3 offices/people can you reach out to when you have a question about FAU or college life?