FAU

FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

UUPC Approval _10/7/24_
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Department University Honors Program

College Undergraduate Studies
(To obtain a course number, contact erudolph@fau.edu)

Prefix SLS **Number** 1501	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** Honors Introduction to Academic Life	

Credits (See Definition of a Credit Hour) 2 **Effective Date** (TERM & YEAR)	**Grading** (Select One Option) **Regular** ◉ **Sat/UnSat** ○	**Course Description** *(Syllabus must be attached; see Template and Guidelines)* Required for first-year University Honors Program students. This course is designed to increase students' success in college by assisting them in obtaining the knowledge and skills necessary to reach their educational objectives. Topics include the nature of postsecondary education, time management, communication skills, next-level study techniques, critical thinking skills, library use, and research skills including formulating a research question. Students will read, discuss, and evaluate a common book and will also partially fulfill some of the community service hours required by the program.

Prerequisites, with minimum grade*	**Corequisites**	**Registration Controls** (Major, College, Level) Be admitted into the University Honors Program

Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

WAC/Gordon Rule Course ☐ Yes ☑ No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.	**Intellectual Foundations Program (General Education) Requirement** (Select One Option) None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course

Masters Degree

Faculty Contact/Email/Phone	**List/Attach comments from departments affected by new course**
M.A. Gosser / gosser@fau.edu / 562-297-0612	WHC has terminated this course.

Approved by	**Date**
Department Chair _n/a_	
College Curriculum Chair _n/a_	
College Dean _[signature]_	08/2024
UUPC Chair _Korey Sorge_	10/7/24
Undergraduate Studies Dean _Dan Meeroff_	10/7/24
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY

SLS 1501
Honors Intro to Academic Life
Date: Monday 4:00 PM - 4:50 PM
Building: Arts and Letters Boca **Room:** 342

Date: Wednesday 3:00 PM - 4:50 PM
Building: Heritage Park Towers Boca **Room:** 114
2 Credit(s)
Fall 2025 - 1 Full Term

Instructor Information

Jennifer Bebergal
Email: bebergal@fau.edu
Office: GS-2 room 225
Office Hours: Wednesdays 2 - 2:50 p.m. or by appointment
Phone: 561-297-2432

Academic Advisor(s):
Ms. Mary Downing Patterson (mpatterson@fau.edu) or Ms. Heather Smith (smithh@fau.edu), SU 201
Research Librarian: Mr. Tom O'Brien (thomasobrien@fau.edu)
Peer Academic Coaches: TBD

Course Description

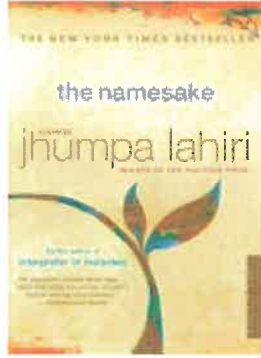SLS 1501 Honors Introduction to Academic Life

Required for first-year University Honors Program students. This course is designed to increase students' success in college by assisting them in obtaining the knowledge and skills necessary to reach their educational objectives. Topics include the nature of postsecondary education, time management, communication skills, next-level study techniques, critical thinking skills, library use, and research skills, including formulating a research question. Students will read, discuss, and evaluate a common book and will also partially fulfill some of the community service hours required by the program.

Instructional Method

In-Person
Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

The Namesake
ISBN: 9780618485222

Authors: Jhumpa Lahiri

Publication Date: 2003

This common reading book will be provided to all UHP students at our first common hour meeting (Monday, August 19) **FREE of CHARGE!**

Course Objectives/Student Learning Outcomes

1. To assist you in your transition into university life and the UHP
2. To assist you in making a "connection" with the university and the many partners within the university
3. To assist you in becoming oriented to campus resources and facilities
4. To assist you in developing excellence in essential academic skills as well as "life skills"
5. To assist you in your goal setting and time management
6. To assist you in developing analytical and critical thinking skills
7. To assist you in developing research and inquiry skills
8. To assist you in improving your written and oral communication skills
9. To assist you in developing an appreciation for issues related to ethics, personal identity, and global awareness of culture and traditions.

SLS 1501 students will demonstrate skills at the honors level in the following areas:

- Reading for comprehension and mastery
- Ability to formulate questions to drive an inquiry-based project
- Critical thinking and analysis of a topic from multiple lenses
- Communication skills at a mastery level (in either written or oral presentation of work)
- Ability to apply what you are learning in the classroom to a co-curricular experience (through "high impact" engagement of undergraduate research, academic service-learning, etc.).

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

• Establish and implement academic standards.

• Establish and enforce reasonable behavior standards in each class.

• Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Research and Inquiry Course

In order to meet your needs and expectations as first-year students in the University Honors Program, this course has been designated as part of FAU's "**Distinction through Discovery**" program. This course integrates research and inquiry ideas and activities, by engaging students in the process of discovery. This course contains multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at www.fau.edu/ouri.

Projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

- SLO 1: Knowledge. Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.

- SLO 2: Formulate Questions. Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.

- SLO 3: Plan of Action. Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.

- SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.

- SLO 5: Ethical Conduct. Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.

- SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes

Assessment of Student Learning Outcomes through Distinction through Discovery:

Students will complete the following assignments to demonstrate exposure to research and inquiry methods as part of the Distinction through Discovery program:

- Library research (research that will require you to think critically about the topic and apply the information to the world today) – **Knowledge and Critical Thinking.** This will be presented through your group project, a literature review, and your oral presentations.
- Formulate a question related to a research project you would be interested in carrying out on this topic and develop a plan for conducting that research (the actual research does not have to be completed) – **Formulate Questions and Plan of Action**

- Class presentation (present your research to the class in a concise and appropriate way, sharing what you anticipate you would have found had you conducted the research, why you selected this topic/question, and why you developed the plan the way you did) – **Communication and Critical Thinking**. You will also discuss ethical issues that would come up in the research study if conducted. -- **Ethical Conduct**

-

Course Evaluation Method

Requirements at a Glance:	Percent of Grade:	Due:
Class intros (the story of my name and culture)	5% (50 points)	Week 1
Hot Topic AI project/presentation	10% (100 points)	Week 5
Short Writing Assignments	30% (4 x 75 points)	Weeks 6-9
Research project: annotated bibliography	5% (50 points)	Week 8
Research project: abstract	5% (50 points)	Week 10
Research presentation (group)	20% (200 points)	Week 11
Peer work and feedback	5% (50 points)	Week 11-13
Community service & creative sharing of service	10% (100 points)	Week 15
Attendance/participation	10% (100 points)	

Assignment	Due	Present	Value
Introductions	Sunday 8/25	W 8/28	50
Hot Topic AI Project Presentation	Sunday 9/15	W 9/18	100
Short Writing Assignments (4 x 75)	In-class: 9/25, 10/2, 10/9, 10/16	n/a	300
Annotated Bibliography/ Literature Review	Friday 10/11	n/a	50
Research Project Abstract	Friday 10/25	n/a	50
Research Group presentation	OCT. 30	10/30, 11/6, (11/13) (4 groups/class)	200
Peer feedback from the prior week presentations	11/6, 11/13, (11/20)	n/a	50
Community Service & Reflection	Sunday 12/1	12/11 Zoom 1:15 p.m.	100
Attendance/Participation	n/a	n/a	100
TOTAL			1000

Code of Academic Integrity

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 University Regulation 4.001.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

- **Attendance and Participation expectations:**

  - **You are expected to attend all class meetings and be present and engaged the entirety of the class meeting. Your attendance/participation grade may be lowered for arriving late, leaving early, or not being prepared and engaged throughout class. This includes the Monday 4 p.m. common hour meetings.**

  - **If you are ill or have an emergency and must miss class, please email me within 24 hours. You will be held responsible for assignments made during the missed class. Missing class on a date of a presentation or when an assignment is due does not excuse you from completing the assignment and your grade may be impacted for the missed presentation.**

  - **Actively participate in class exercises and assignments including class discussions, projects, and presentations. Your active participation is valued, and it will make this course more interesting and meaningful for all. Stay engaged by turning off your phone during class and closing any non-class related windows on your computer or laptop.**

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

• There was a computational or recording error in the grading.

• The grading process used non-academic criteria.

• There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

- Complete all reading assignments, exercises, and activities prior to coming to class.

- Complete and turn-in all out-of-class assignments on time. Late work may be accepted for partial credit. Work will not be accepted after one week past the due date. If there is an extenuating circumstance, please reach out to me so we can discuss options.

- Note: 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.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Critical Thinking and Academic Debate:

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. As a result, students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

UHP Study Space:

You are strongly encouraged to use the FREE tutoring and other FREE resources through the Center for Teaching and Learning (CTL) above the Breezeway on the second floor of GS-2. **DID YOU KNOW – there is a dedicated study room for UHP students in the CTL - GS 213?** Also, we love to hire UHP students to work in the CTL!

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence]

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

AI Language Specific To This Course

- **AI Flexible:** The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (https://fau.edu/ai/citation).

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Math Learning Center
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Science Learning Center
- Speaking Center
- Student Accessibility Services
- Student Athlete Success Center (SASC)

Course Topical Outline

COURSE CALENDAR - FALL 2025 (subject to change)

Week	Topic:
Week 1	
CO: 1, 2, 4, 5	- Instructor Introduction and Understanding Expectations - SLS 1501: Welcome and Syllabus - Introduction to course assignments: - Getting Acquainted/Introduction assignment (due next Wednesday) - Introduction to AI project, common reading, and group research project - How I'm defining my success - Goal Setting and Thriving in college
Week 2	
CO: 1, 2, 8, 9	- The Story of My Name and Culture presentations (2-3 minutes each) - Discuss definitions of success and how to adjust or deal with challenges
Week 3	
CO: 1, 4, 5, 6, 7	- Time Management (and ties to goals and my definition of success) - Introduction to RESEARCH - Details on group presentation, abstract, and annotated bibliography - Types of Research – researching a topic vs creating a research study to answer a question; quantitative vs. qualitative; parts of a research study (develop a research question; formulate a plan of action) - Research within different disciplines BEGIN to Read *The Namesake* by Jhumpa Lahiri
Week 4	
CO: 1, 2, 3, 4, 6, 7, 8	- Intro to the Library - Effective Speaking and Presentation skills - Initial group meetings to discuss the research project (identify overarching topic)
Week 5	
CO: 1, 4, 6, 7, 8, 9	Hot Topic PROJECT Presentations (AI) – Using generative AI to develop conflicting essays on a topic and analyze and report on the analysis.

Week 6	
CO: 4, 5, 6, 7, 8, 9	• In-class short Writing Assignment #1 on The Namesake • Group work –start literature review/annotated bibliography; narrow research focus FINISH Reading The Namesake by Jhumpa Lahiri
Week 7	
CO: 4, 6, 7, 9	• In-class short Writing Assignment #2 on The Namesake • VOTING and Values discussion • Critical Thinking and scenarios • 20 minutes – developing a research question with your group
END Week 7	Reflection (goals update) due in discussion boards (with responses)
Week 8	
CO: 4, 5, 6, 7, 8, 9	• In-class short Writing Assignment #3 • Ethics and research • Group work on literature review/annotated bibliography (finalize lit review)
END Week 8	Due: Annotated bibliography
Week 9	
CO: 1, 2, 3, 4, 5, 6, 7, 8, 9	• In-class short Writing Assignment #4 on The Namesake • Mid-semester check - Resources to help you succeed • Research Project– Q&A and work time (finalize research questions and abstract)
Week 10	
CO: 4, 6, 7, 8	Research Project – Q&A, practice, and peer review feedback process
END Week 10	Due: Abstract (1 abstract per group but EVERY group member must submit the same abstract individually on Canvas)
Week 11	
CO: 4, 6, 7, 8	Research Presentations
Week 12	
CO: 4, 6, 7, 8	Research Presentations
TBD	**Deadline for Essay Writing Contest Submission *(not mandatory but you can win $250 scholarship, see below for description/rules)*
Week 13	
CO: 4, 6, 7, 8, 9	Final Research Presentations (if needed)

	Discussions on how your cultural beliefs and values have been solidified or tested and/or changed during the semester.
Week 14	
CO: 1, 2, 3, 4, 5, 6	LAST regular class meeting – Closing activities Reflection on the fall semester and moving toward spring – new resources to explore; progress on goals and revising/setting new ones
Week 15 - Thanksgiving BREAK – NO class due to holiday – ENJOY!	
Dec. 1	Due: Community Service Reflection Sharing – on Canvas

Final Exam: Date/Time TBD on ZOOM
Present Community Service project