



**Freshman Seminar**

**FS 100**

**3 credits**

**Instructor:** Professor Ken Firmender

**Course Schedule:** Monday-Friday Period 1 (Central High School campus)

**Office:** B 203-HCC/TBD-CHS **Office Hours:** by appointment

**Email:** [kfirmender@hcc.commnet.edu](mailto:kfirmender@hcc.commnet.edu) **Classroom:** TBD (per CHS)

**PURPOSE:**

The overall goal of this course is to introduce the culture of college life and expectations as well as guide successful student application of the specific skills that encompass the college experience. This transition from the culture of high school preparation to implementation and advancement within the college framework will serve as a springboard for success in college coursework, social engagement, and career goals. Increased personal competence and the resulting confidence within the application of the course objectives will stimulate motivation, all contributing to achievement of our ultimate goals. Various academic, social, and career contexts and themes will be explored and developed, accompanied by access to various college resources, utilization of library skills, and increased awareness and application of critical thinking skills.

The ability **to successfully apply** these components of critical thinking skills within formal academic, career, social and interpersonal settings, and formal composition responses will be integral aspects of assessing student progress and preparation for future college successes. As a community of learners, we will **all** develop as critical thinkers, writers, and positive class members.

**TEXTBOOK/MATERIALS:**

**Textbook:** On Course; Strategies for Creating Success in College and in Life,  
(third edition); Skip Downing **(required)**

Other:     The Immortal Life of Henrietta Lacks; Rebecca Skloot     **(required)**

Various selected readings per professor

Materials:

- Notebook and/or binder **(required)**
- A separate 4-5 capacity folder for portfolio submission
- Various as determined by student or instructor
- A college dictionary **(recommended)**
- HCC computer lab accessibility per student

### **COURSE POLICIES:**

Please arrive on time, plan to remain for the entire class period, and be prepared; attendance will be taken at the end of each class. Cell phones and all other electronic messaging devices must be turned off and not be visible for the duration of class. No student is to leave class to pursue any such electronic communication. Maturity, mutual respect, and open-mindedness are all essential for the interplay within our guided class discussions, student presentations and questions, guest speakers, feedback on the work of another student, and debate. Any distracting, disruptive, or disrespectful behavior has no place in a college classroom; we will collaborate, learn, and succeed together. **Any student who engages in such negative behavior that hinders the education of another or the class as a whole, my ability to productively conduct class, or is outrageously disrespectful will be asked to leave the class and report to the Dean of Students (see Appendix IX, pg. 149 of HCC Student Handbook).**

Being self-motivated, prepared, and willing to participate are all essential for student success.

**No food is allowed in class.**

Please leave ALL “high school high-jinks” outside of this classroom.

### **ATTENDANCE/COMPLETION of WORK ASSIGNED:**

Historically, very consistent attendance and punctual arrival to each class have proven to be vital for student achievement and the successful completion of this course. Consistent and punctual daily attendance are both required and the personal responsibility of each student. Absence and tardiness are unacceptable; extreme circumstances may be considered based upon documentation and my professional discretion.

When absent the student remains responsible for all work due on the date of absence and/or assigned on the day of absence, without exception. After the third absence, I retain the option to reduce a student's final grade by one half a letter grade per absence.

Also, you are required to have completed and submitted any/all work due the day of your absence, dated and submitted via e-mail; this submission must be sent prior to the scheduled class in question. Finally, you **MUST** hand in the hard copy of the same work during the next scheduled class session. The e-mailed assignment simply allows your work to be accepted; handing in the hard copy allows for my actual grading.

Finally, **incomplete and/or late assignments are unacceptable and will receive a grade of zero (0)**, unless prior arrangements have been made and accepted. In the event you miss a quiz, test, or writing assignment, **THERE ARE NO MAKEUPS**.

Of course, if you need clarification on the content or completion of assigned work, you can, and should, e-mail me for assistance.

**My sincere recommendation is that it is in your best interest not to miss class!!**

#### **COURSE REQUIREMENTS/GRADING:**

**This course is graded on a 100 point basis, with each assignment/assessment having a specific point designation. Students begin at zero (0) and accumulate points per graded assignments throughout the semester.**

#### **I. Student Success Portfolio: ( 20 points)**

Each student will prepare and submit four (4) Student Success Portfolio entries as the culmination of the course and semester. These four submissions will be graded in total as your Student Success Portfolio, with the potential to earn up to twenty (20) points, based upon the quality of the total portfolio.

It is **required** that each component of the Student Success Portfolio be typed, with revisions made from the original drafting/presentations.

**II. Student Success Portfolio Drafting: (20 points – 5 pts. per component))**

For each component topic assigned within your S.S.P. you will compose a first draft, assigned and submitted individually as the course progresses. The format of each component will vary, from goal mapping, to student presentation, to formal essay. The organization and content of your personal insights, research, and composition skills will be the basis of your grade. After grading, each component will be revised/edited and submitted within your Student Success Portfolio.

**III. Presentations/Homework &Classwork/Tests &Quizzes/Participation: (50 points)**

I will periodically check your classwork and homework on an unannounced basis, so please keep up with all assigned work, along with your independent preparation per topic. Quizzes on materials covered will be frequent, either announced or unannounced. Tests will be announced. Participation is crucial for individual success and the collaborative nature of our classroom environment. This includes peer group work, specific student presentations, classroom discussion, and debate. Students are also **required** to attend two (2) HCC campus events outside of class hours, such as guest speakers, workshops, performances, and/or HCC community events. (event calendar to be provided)

**IV. Exams: You will have a Midterm Exam with a value of 10 points.**

**Note: HCC requires your submission of a fully completed portfolio of all four (4) final portfolio components in order for grading.**

**“With a positive attitude, sincere effort, and real application, a dream becomes reality. My goal is to help each of you realize your dream(s).” (KF)**

**Note:**

If you have a special learning need (i.e. a documented learning, physical, mental or psychological disability) please see me ASAP, so that I can assist you based upon your specific learning need. We will work together to better prepare a learning strategy to enable you to master the skills necessary for successful course completion.

# Student Success Portfolio

## CHECKLIST

The checklist below will target your college specific application and successful completion of the entire portfolio. Grading is based upon your skill and content per first submission component, to personally monitor your progress toward final draft completion. First submission drafting is a SEQUENTIAL process leading to the final, composite S. S. P. submission .

<u>Components</u>	<u>First Submission</u>	<u>FINAL S. S. P.</u>
	(5 pts. each)	(20 total points)
I. Your educational plan to reach your academic goal =	<u>plan/goal mapping</u>	_____
II. A research project on your individual major or career =	<u>oral/visual report</u>	_____
III. <i>The Immortal Life of Henrietta Lacks</i> =	<u>argumentation essay</u>	_____
IV. Reflection on your academic transformation =	<u>personal reflection essay</u>	_____

**Note:** All assignments must be a student's original work. Plagiarism will not be tolerated and will lead to the disqualification of the entire portfolio, resulting in a failing grade. Also, ALL FOUR final portfolio entries must be submitted for the composite grade of the entire portfolio (20pts.).

# WEEKLY COURSE SCHEDULE

## Projected Course Material To Be Assigned, Reviewed, Assessed

(subject to revision/change as needed to maintain sequence)

WEEK	MATERIALS under study
1. (1/30-2/3)	<ul style="list-style-type: none"><li>* Syllabus &amp; Course outline review (read/notes)</li><li>* <b><i>On Course</i></b> – Chapter 1<ul style="list-style-type: none"><li>1. Getting on Course to Your Success, pp. 14-28 (read/notes)</li><li>2. Journal Entries 1,2; p. 22 &amp; p. 28 (complete)</li></ul></li><li>* <b><i>The Immortal Life of Henrietta Lacks</i></b><ul style="list-style-type: none"><li>1. Prologue and Deborah’s Voice, pp. XIII – 9 (read/notes)</li></ul></li></ul>
2. (2/6-2/10)	<ul style="list-style-type: none"><li>* <b><i>On Course</i></b> - Chapter 1<ul style="list-style-type: none"><li>1. Understanding Yourself, pp. 29 – 38 (read/notes)</li><li>2. Self- Assessment Scoring Sheet, p. 34 (complete)</li><li>3. Journal Entry 3, p. 38, (complete)</li></ul></li><li>* <b><i>The Immortal Life of Henrietta Lacks</i></b><ul style="list-style-type: none"><li>1. Part 1, Chapters 1-5, pp. 13-48 (read/notes)</li></ul></li><li>* <b>Student Success Portfolio:</b> Component I, First Submission<ul style="list-style-type: none"><li>1. “Mapping My Educational Plan and Goals”</li></ul></li></ul>
3. (2/13-2/17)	<ul style="list-style-type: none"><li>* <b><i>On Course</i> &amp; <i>The Immortal Life of Henrietta Lacks</i></b><ul style="list-style-type: none"><li>1. QUIZ – all work assigned to date</li></ul></li><li>* <b><i>On Course</i></b> – Chapter 3, p. 71 (review)<ul style="list-style-type: none"><li>1. Creating Inner Motivation, pp.74-80 (read/notes)</li><li>2. Journal Entry 8, <u>#3 only</u>; p.80 (complete)</li></ul></li></ul>

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3. (continued)

3. Designing a Compelling Life Plan, pp.81-86 (read/notes)

4. Journal Entry 9, # 1 only; p. 86 (complete)

\* ***The Immortal Life of Henrietta Lacks***

1. Part 1 – Chapters 6-11, pp. 49-86 (read/notes)

\*\* **HCC campus visitation** – “student resources & services”

4. (2/22-2/24)

\* ***T. I. L. of H. L.***

1. QUIZ – chapters 6-11

2. Part 2, Chapters 12 –16, pp. 89-126 (read/notes)

\****On Course*** – Chapter 3

1. Committing to Your Goals & Dreams, pp. 86 – 90  
(read/notes)

2. Journal Entry 10, p.91 (complete # 1 only)

3. Writing a Personal Affirmation, pp. 96-99 (complete)

5. (2/27-3/3)

\* ***On Course*** - Chapter 2, Accepting Personal Responsibility

1. Case Study in Critical Thinking, p. 42 (complete)

2. Adopting a Creator Mindset, pp. 43-48 (read/notes)

3. Journal Entry 4, p. 48 (complete)

\* ***T. I. L. of H. L.*** - Part Two

1. Chapters 17-22, pp.127-176 (read/notes)

\* **Student Success Portfolio** – Component II, First Submission

1. student research presentations – “ My Major and Career”

\*\* **Independent student visit to HCC, per HCC event calendar**

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6. (3/6-3/10) \* **On Course** – Chapter 2
1. Mastering Creator Language, pp. 50-55 (read/ notes)
  2. Journal Entry 5, p. 55 (complete)
  3. Making Wise Decisions, pp. 57-61 (read/notes)
  4. Journal Entry 6, p. 61 (complete)
- \* **T. I. L. of H. L.** – Part Three
1. Chapters 23-27, pp.179-217 (read /notes)
- \*\* **MID-TERM EXAM** = all material covered in weeks 1-6
7. (3/13-3/17) \* **T. I. L. of H. L.** – Part Three
1. Chapters 28-29, pp. 218-240 (read/notes)
- \* **On Course** – Chapter 5
1. Employing Independence, p.135 - review
  2. Creating a Support System, pp. 137-141 (read/notes)
  3. Journal Entry 16, p. 143 (complete)
  4. One Student's Story, p. 144 (prep. For discussion/response)
8. (3/20-3/24) \***T. I. L. of H. L.** – Part Three
1. Chapters 30-32, pp. 241-267 (read/notes)
  2. Quiz – pp.218-2267
- \***On Course** – Chapter 5
1. Strengthening Relationships with Active Listening, pp145-148
  2. Respecting Cultural Differences, pp.149-154
  3. student presentations = culture



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9. (3/27-3/31)     **\*T. I. L. of H. L. – Part Three**
1. Chapters 33-35, pp. 268-293 (read/notes)
- \*On Course – Chapter 6**
1. finish student presentations = culture
  2. Gaining Self-Awareness, p. 163 (review)
  3. Writing Your Own Rules, pp.183-186 (read/notes)
  4. Journal Entry 23, p. 186 (complete)
10. (4/3-4/7)     **\*T. I. L. of H. L. – Part Three**
1. Chapters 36-38, pp. 294-310 (read/notes)
  2. Where Are They Now, pp. 311-314 (review)
  3. Afterward, pp. 315-328 (read/notes)
- \*Student Success Portfolio – Component III, First Submission**
1. Complete Argumentative essay on *T. I. L. of H. L.*
- \* On Course – Chapter 7, Adopting Lifelong Learning, p. 188**
1. Case Study in Critical Thinking, pp.189-190 (read&respond)
  2. Developing a Learning Orientation to Life, pp.190-195
  3. Review Howard Gardner’s Multiple Intelligence Theory
  4. Employing Critical Thinking, pp. 204-209 (read/notes)
11. (4/10-4/14)     Spring Recess – no school
- \* \* Independent visitation to HCC- per HCC Event Calendar**

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12. (4/17-4/21) \*\* **HCC campus visitation** – HCC student panel discussion

**\*On Course** – Chapter 7

1. Developing Self-Respect, pp. 213-217 (read/notes)
2. Journal Entry 27, p. 217 (respond to either A. or B.)
3. Understanding Emotional Intelligence, pp. 220-222)
4. Reducing Stress, pp. 224-233 (read/notes)

**\* Student Success Portfolio** –Component IV, First Submission

1. Personal Reflection essay – “My Transformation to College”

13. (4/24-4/28) \* **Student Success Portfolio** – workshops/conferencing

1. individual student/teacher conferencing and workshops  
to guide final completion of composite S. S. P.
2. collection of composite S. S. P. for grading