***University 101 – Fall 2025 - Section \_\_\_***

*TTH 2:50-4:05; Location*

***Contact Information***

Instructors: Dr. Dan Friedman (he/him/his) PL (she/her/hers)

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Office: 1728 College St

Student Hours: We are happy to meet with you anytime we are mutually available. Please call, text, or email to schedule a time.

PURPOSE

The purpose of University 101 is to help new students make a successful transition to the University of South Carolina, both academically and personally. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, articulate to students the expectations of the University and its faculty, help students develop and apply critical thinking skills, and help students continue to clarify their purpose, meaning, and direction.

#### GOALS & OBJECTIVES

**I. Foster Academic Success**

*As a result of this course, students will…*

1. Adapt and apply appropriate academic strategies to their courses and learning experiences.
2. Identify and apply strategies to effectively manage time and priorities.
3. Identify relevant academic policies, processes, and resources related to their academic success and timely attainment of degree requirements.

**II. Discover and Connect with the University of South Carolina**

*As a result of this course, students will…*

1. Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom.
2. Develop positive relationships with peers, staff, and faculty.
3. Describe the history, purpose, and traditions of the University of South Carolina.

**III. Promote personal development, wellbeing, and social responsibility**

*As a result of this course, students will…*

1. Clarify their values and identity and articulate how these shape their perspectives and relationships with people who are similar to and different from themselves.
2. Explore the tenets of the Carolinian Creed.
3. Examine and develop strategies that promote wellbeing and explain how wellness impacts their academic and personal success.
4. Initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability.

COURSE READINGS & MATERIALS

1. Friedman, D., Hopkins, K., & Fahey, C. (Eds.). (2025). *Transitions*. Columbia, SC: University of South Carolina. \*Available for no charge on U101 class Blackboard page
2. Other readings available on Blackboard (chapters or articles)

COURSE REQUIREMENTS & GRADING

Participation 15%

E-mail Reflection Journal (5 entries) 10%

Did You Know Assignment 5%

Academic Success Activity 5%

Other Assignments 10%

Resident Expert Presentation 20%
MBTI analysis paper (midterm) 20%

Final Project 15%

GRADING SCALE

|  |  |
| --- | --- |
| 90-100=A (this is the goal!) | 87-89 = B+ |
| 80-86= B | 77-79= C+ |
| 70-76= C | 67-69= D+ |
| 60-66= D | Below 60= F (ooh, don’t do that) |

SUMMARY OF ASSIGNMENTS

CLASS PARTICIPATION

It is important that you not only come to class each day but that you participate fully. Participation is more than just contributing to whole-class discussion; it includes active engagement in activities and small-group discussions, listening respectfully, coming to class on time and prepared, and positive involvement in the classroom community. There will be opportunities throughout the semester to discuss your participation grade with us.

E-MAIL JOURNAL

You will be required to submit regular journal entries via email as a means of reflective writing. **You are required to submit five entries over the course of the semester.** Topics and deadlines will be posted to Blackboard. Your journal entries should demonstrate considerable reflection and thought and should be at least two paragraphs long. Please email your journal responses to Dr. Dan and \_\_\_\_ ­­­­by Sunday at 11:59 p.m.

MBTI PAPER

Please explain what each letter in your Myers-Briggs type means about you. Do not just give a summary or (even worse) directly quote the paraphrased responses about your type. You need to **synthesize** and **analyze** your Myers-Briggs type. How can understanding your MBTI type help you succeed in college? You should give examples for **each** letter about how it can help **and** hinder your college success. Please be as detailed and specific as possible, while providing a thoughtful analysis.

This answer must be typed, double spaced, and should be around three to four pages. This should be in essay form, with an introduction, conclusion, and transition between ideas. You will be evaluated based on:

* Grammar & spelling (25 points)
* Organization, structure, introduction/conclusion, & transitions (15 points)
* Explanation of MBTI Type (20 points)
* Analysis of type and connection to college success (40 points)

Academic Success Strategies Assignment

One goal of this class is to help you be successful in your other academic courses. In order to help foster habits and behaviors that lead to academic success, you will be required to earn 50 points by choosing activities from the list below. You do not need to do all the activities on the list, but you do need to accumulate 50 points over the course of the semester (in any combination you choose). Evidence (paper, confirmation slip, etc.) is due one week from when you attend event or complete task.

 **REQUIRED**

\_\_\_\_\_ Complete the Semester at a Glance activity on pages xx of Transitions (10 points) **Due August 29.**

**Earn 40 more points from the list below.**

\_\_\_\_\_ Attend an SI session (10 points each) – bring signature from SI leader

\_\_\_\_\_ Type your notes for your one of your classes (10 points per week)

\_\_\_\_\_ Make study guide for one of your exams (10 points)

\_\_\_\_\_ Make an outline for a chapter in one of your textbooks (10 points)

\_\_\_\_\_ Create flash cards to prepare for an exam (10 points)

\_\_\_\_\_ Take a paper for another class to the Writing Center for review (10 points)

\_\_\_\_\_ Attend a tutoring session through the SSC for one of your classes (10 points)

\_\_\_\_\_ Take professor out to lunch (lunch ticket available through Student Success Center) – write 1-page reaction paper (20 points)

RESIDENT EXPERT RESEARCH PRESENTATION

To further explore the course learning outcomes, you will develop a research presentation that contributes to our learning in this course. This project will be your opportunity to enhance and practice your research, writing, group work, and presentation skills.

In small groups, you will develop a research question, collect information, and create an informative and engaging presentation for your classmates.

Possible topics might include (but certainly not limited to):

* Can college students (or people in general) effectively multitask?
* How much sleep do we really need?
* Is the freshman 15 a real thing?
* What do we know about the effects (physical, ethical) of ADHD medication for those without ADHD?

OTHER ASSIGNMENTS

There will be several in-class and short out-of-class assignments. These will include:

a quiz on the syllabus, a time management project, a meeting with the instructor(s), and other similar activities. In addition, each student will be asked to provide one “Do You Know” to start the class. For this activity, you will research a University resource, agency, policy, or opportunity, and educate your classmates on this topic or area (2-3 minutes). This will be a way we can learn about all the University has to offer students. You should utilize your *Transitions* text and USC web pages to find the appropriate information.

FINAL EXAM

You will be asked to create a 3-minute media presentation (movie, slide presentation, art collage, etc) that synthesizes your first semester of college. More information will be provided later in the semester. We will hold a “film festival” at our final exam period (December 14 from 4:00-6:30 p.m.).

POLICIES & STATEMENTS

ATTENDANCE POLICY

University 101 is a course in which regular attendance and active participation are critical to your learning and the experience of your classmates. Research has shown that regular attendance is a strong predictor of your academic success. Therefore, you are expected to be in class, on time, each day. Per University policy, for each unexcused absence after ONE, 3% will be deducted from your final course grade. Absences for a number of University-approved situations, including, but not limited to illness or injury, participation in University-sponsored events, required military duty, or observance of a religious practice or holy day will be excused with appropriate documentation as described in the Undergraduate Bulletin. If you will not be in class due to one of the University-approved excusable situations, you must contact us as early as possible to discuss a plan for obtaining and submitting documentation to excuse the absence. If you are absent, you are responsible for learning the material covered in class and for completing assignments that were due or assigned in your absence.

This course participates in the university’s Progress Report Initiative. At key points throughout the semester, the instructor may alert the Student Success Center and/or University Advising Center of students who may not be meeting criteria that’s been established for both attendance as well as poor grades/assignment concerns. Students who receive an alert may get an email, phone call, or text message from their Academic Advisor and/or the Student Success Center, in which they’re encouraged to connect with additional academic support resources.

CLASSROOM BEHAVIORS

To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, engage regularly in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

COURSE ACCOMODATIONS

The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Student Disability Resource Center in Close-Hipp 102, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible. \*All course materials are available in alternative format upon request\*

ACADEMIC INTEGRITY

Every student has a role in maintaining the academic reputation of the University. The University’s guidelines for academic integrity are listed in our Honor Code ([sc.edu/academicintegrity](https://www.sa.sc.edu/academicintegrity/)). Students are to refrain from plagiarism, cheating, falsifying work, and assisting other students in violating the Honor Code.

When a student is uncertain as to whether conduct would violate the Honor Code, it is the responsibility of the student to seek clarification from the instructor of record. To clarify your understanding of the Honor Code, refer to the Office of Student Conduct and Academic Integrity’s website.

MENTAL HEALTH STATEMENT

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee.  For all available mental health resources, check out [Student Health Services Mental Health](https://sc.edu/about/offices_and_divisions/health_services/mental-health/index.php) and the quick reference list below.

* Wellness Coaching can help you improve in areas related to emotional and physical wellbeing (e.g., sleep, resiliency, balanced eating and more) – schedule an appointment at (803) 777-6518 or on [MyHealthSpace](https://myhealthspace.ushs.sc.edu/).
* Access virtual self-help modules via [Therapy Assistance Online (TAO)](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fus.taoconnect.org%2Fregister&data=05%7C01%7Ccallyn%40sc.edu%7C6d43059af4974b59e75208dbded0ef66%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638348761173619595%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Aqo06nEvsQ2eFceeMpR2MdE8GWSL0jMpO%2B3YHMSJv7Y%3D&reserved=0) – see [TAO registration instructions](https://sc.edu/about/offices_and_divisions/health_services/medical-services/counseling-and-psychiatry/online-support/index.php).
* Access articles and videos on health and wellness topics on the Wellness Hub, [thriveatcarolina.com](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fthriveatcarolina.com%2F&data=05%7C01%7Ccallyn%40sc.edu%7C6d43059af4974b59e75208dbded0ef66%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638348761173619595%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=pjVGpzkRheqi6Xq9XsRafIoXj4qztGlEwyh5uLcaLyw%3D&reserved=0), or by downloading the [CampusWell](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.campuswell.com%2F&data=05%7C01%7Ccallyn%40sc.edu%7C6d43059af4974b59e75208dbded0ef66%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638348761173775865%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=kBLv91ErhO%2F23omzj%2BVNeLMQQaAA1I9DOCwpptkqLMY%3D&reserved=0) app and searching for University of South Carolina.
* Counseling & Psychiatry offers individual and group counseling and psychiatric services – schedule an appointment at (803) 777-5223 or on [MyHealthSpace](https://myhealthspace.ushs.sc.edu/).
* Access the 24-hr Mental Health Support Line at (833) 664-2854.
* Access an anonymous [mental health screening program](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uscscreening.org%2Fwelcome.cfm%3Faccess%3Dwebsite&data=05%7C01%7Ccallyn%40sc.edu%7C6d43059af4974b59e75208dbded0ef66%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638348761173775865%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=rsZgZ42OHW%2Bjc8E3GgKcMY29CUjrJpoeIQgxgVIuIJw%3D&reserved=0).

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| --- | --- | --- | --- |
| **Date** | **Class Topic** | **Assignment for Today** | **Notes** |
| 8/19 | Introductions & Overview of Course |  |  |
| 8/21 | Build Community; How We Learn; Discuss semester at a glance | Have completed syllabus quiz by 2 pm today; Semester at a Glance activity  |  |
| 8/26 | High School v. College: Understanding College Professors; Email etiquette | Chapter 12 in *Transitions;* Deadline to complete MBTI | Sign up for “Did You Know |
| 8/28 | Campus Safety | Chapter 6 in *Transitions*  | Discussion about class participation |
| 9/2 | Campus Involvement Gamecock Football 101 | Chapter 26 in *Transitions*  | Journal 1 due Sunday |
| 9/4 | Advising & Academic Policies  | Chapter 3 in *Transitions* | Meet in Close-Hipp 301 |
| 9/9 | Alcohol in College | Chapter 4 in *Transitions*  |  |
| 9/11 | Understanding your personality preferences: The Myers-Briggs Type Indicator (MBTI) |  |  |
| 9/16 | MBTI continued |  | Journal 2 due Sunday |
| 9/18 | Student Life: Building Community Battle of the Sections |  | Meet in Russell House Underground. FYRE Event – 6pm at Koger Center; Time Management Project due |
| 9/23 | Time Management; EAB survey | Chapter 29 in *Transitions* |  |
| 9/25 | My 30 Values Activity  |  |  |
| 9/30 | Photo Contest |  |  |
| 10/2 | Writing Workshop & Academic Integrity | Chapter 33 in *Transitions; MBTI paper due* |  |
| 10/7 | Off campus living | Chapter 20 in *Transitions* | Get in groups for Resident Expert Project; Journal 3 due Sunday |
| 10/9 | Anne Frank Center |  |  |
| 10/14 | Fall Break; No Class |  |  |
| 10/16 | Library/Info Literacy | Chapter 17 in *Transitions* |  |
| 10/21 | Carolina History & Traditions | Chapter 31 in *Transitions* |  |
| 10/23 | Effective Presentations | Chapter 22 in *Transitions*  |  |
| 10/28 | Managing Stress | Chapter 25 in *Transitions* | Presentation outlines due; Journal 4 due Sunday |
| 10/30 |  |  | Calculate GPA |
| 11/4 |  |  |  |
| 11/6 | Resident Expert Presentation  |  |  |
| 11/11 | Resident Expert Presentation |  |  |
| 11/13 | Resident Expert Presentation |  | Journal 5 due Sunday |
| 11/18 | Thinking Globally |  |  |
| 11/20 | Employability/Career Ctr.  | Chapter 10 in *Transitions* |  |
| 11/25 | Thanksgiving Break |  |  |
| 11/27 | Thanksgiving Break |  |  |
| 12/2 |  |  |  |
| 12/4 | Last Day of Class |  |  |
| 4:00-6:30pm | Final Exam Period  |  |  |