

RAMAPO COLLEGE OF NEW JERSEY**First-Year Seminar**

*Reflections of Yourself and Others:
A Psychological Perspective*

Course Information

Prerequisites and/or Co-requisites: First-semester first-year student status

Class Meeting Day(s), Mondays and Thursday 3:45 – 5:15 Room E213

College Web Address: www.ramapo.edu

College Closings/Special Announcements Phone No.: (201) 236-2902

Instructor Information

Instructor's Name: Margie Pardo, Upward Bound Math Science Program Management

Office Location: G237 (2nd floor next to woman's restroom)

Phone No.: 201-684-7135

Office Hours: Mondays 2-3:30

E-mail address:MPardo@ramapo.edu

Housed under the School of TAS. Office Location: G326

TAS School Office Phone No.: 201-684-7734

Common Course Description

Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College's academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo's academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description of this Section

The theme of this class is self exploration. When you look at a reflection in water it is often distorted, as is with our own perceptions of many things in our day to day lives. We are raised with ideas that have been passed down from our society and the notion of challenging these concepts is often controversial. The aim of this course is to challenge your preconceived notions about what we perceive versus what is actual. Do you have the courage to think outside the box and look at your self and others more closely? During this class we will read three books that deal with the interpersonal styles of ourselves and others. We will evaluate how we interact with those around us and what their responses are to us. The class will also delve into where we acquired these attributes through reading, discussion, writing and a research project. NOTE: This is a writing intensive course.

Course Goals: The course content will encompass issues such as family roles, personality traits, interpersonal relations and communication as well as fundamental college skills such as time management, careful reading techniques, and organizational assistance. The purpose of the course is to better understand how we function as human beings, what motivates us and what triggers our reactions. We will accomplish this through the readings, class discussion and papers and projects such as outlining summary and evaluation, presentations and research.

Measurable Student Learning Outcomes

Students will:	Research Paper	Class discussions and essays	Projects
demonstrate the ability to think critically and creatively.	X	X	
demonstrate proficiency in written communication.	X	X	
demonstrate proficiency in oral communication.			X
demonstrate information literacy and technological competency.	X		X

Peer Facilitator

Peer(s): Maggie Rogers (email: mrogers1@ramapo.edu) and Nicole Catalano (email: ncatalan@ramapo.edu)

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues presented at the *Personal Development Workshops*. Peers will also facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Academic Advising and First-Year Experience (CAAFYE) who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their CAAFYE Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: caafye@ramapo.edu

Texts, Readings, Materials

1. Loewen, James W. *Lies My Teacher: Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007. Print. ISBN: 978-0-7432-9628-1
2. Hacker, Diana, and Barbara Fister. *Rules for Writers with Tabs with 2009 MLA and 2010 APA Updates*. Boston: Bedford/St. Martin's, 2009. Print. ISBN-13: 978-0-312-66482-4
3. Chapman, G. (2007) *The Heart of the 5 love languages*. Northfield Publishing. 2007 p. Pub ISBN 1-881273-80-6.
4. Rosen, E (2001). *Think Like a Shrink*. New York (NY): Simon and Shuster, Pub ISBN 0-684-86603-x
5. A Weekly Academic Planner

Course Requirements

General Education Program Course

This course fulfills the First-Year Seminar category of the general education curriculum. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than from personal opinions and experiences. This course fulfills the FYS category of intercultural understanding by looking at people's motivations within our families, our culture and cultures that differ from our own.

Writing Intensive (WI) Course

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: E-230, x7557, cas@ramapo.edu."

Participation and conduct: This course was designed with your welfare in mind. This class will help guide you through a major changing point in your lives, therefore attendance is crucial.

We will be discussing issues that are relevant to new students. Thoughtful, articulate and relevant participation will also be a part of your grade (see grading policy). If the topic does not interest or concern you, please be courteous to your classmates. This includes :

- o being on time more than 2 instances of arriving more than 15 minutes late or leaving 15 minutes early will count as 1 absence)
- o Being respectful of any personal comments made during class time. (e.g., not giggling, down-talking or talking while someone else is talking, texting)

Assignment Guidelines:

- o Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. CONSEQUENTLY, PAPERS WILL BE INCREASINGLY SCRUTINIZED AS YOU GET FEEDBACK. I EXPECT YOU TO IMPLIMENT THE FEEDBACK INTO FUTURE PAPERS. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Academic Success (CAS), Room: E-230 and Alcove, x7557."
- o All papers should be typed and double-spaced with one-inch margins and 12-point font.
- o Late Papers will be penalized. 5 points will be deducted for each class period that it is late.
- o Papers are due the day we discuss that topic/ chapter (See class schedule).
- o Library Research – You need 5 sources (3 of which **must not be internet** sources) such as books, publications, or reputable newspapers and magazines.

Experiential Component

This course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom. (see project 2)

Important Dates

First Day of Classes: September 1st
Last day for Schedule Adjustments (on the Web): September 12th
Last day to withdraw from courses with "W" grade: October 27th
Thanksgiving Recess: Nov 23rd - 26th
Reading Day (no classes): December 14th
Final Exam Week: December 15th – 21st

Attendance Policy - Regular class attendance is expected. More than 2 absences will result in a final average deduction of one full letter grade. **More than 3 absences will result in a failing grade**

Coarse Schedule

	Class Topic	Reading to be done by this class	Outline of the reading due the same day as the assigned reading	Project due dates
1-Sep	Introduction	Summer reading	none	
8-Sep	Genograms			
15-Sep	Moving Forward	Think Like a Shrink pages 81-96 Case study	Outline due this class	
22-Sep	Inner Self	Think Like a Shrink pages 145-158 Case study	Outline due this class	
29-Sep	Dealing with Difficult People	Think like a shrink pages 133-144 Case study	Outline due this class	Experiential Hours Due
6-Oct	Despair	Think Like a Shrink pages 199-222 Case Study	Outline due this class	3 ideas for your research paper typed and handed in
6-Oct	Academic advisement/ Library Workshop	Have researched your intended majors	none	PROJECT 1 DUE
20-Oct	Family Influences Genogram	Think like a shrink pages 33 to 46	Outline due this class	6 sources for research project, typed in APA format
27-Oct	Family Roles/ structure	Case Study		
3-Nov	Communication	Think like a shrink pages 119 to 132	Outline due this class	PROJECT 2 DUE
10-Nov	Language Barriers	Readings: The 5 Love Languages Book	Outline due this class	Outline of research project (typed)
3-Nov	Relationships	Think Like a Shrink pages 61-80 Case study	Outline due this class	
1-Dec	Presentations			Project 3 due
8-Dec	Presentations			
15-Dec	Presentations			

Grading Policy

Participation: 10 % Relevant, articulate and well thought out comments will be counted towards your participation grade (See participation and Conduct for more)

Assignments 10%

- Summer reading assignment:
- Planner check: Bring your planner each class to review while attendance is being taken. It is utterly imperative that you stay aware of your different class assignments, tests and projects.
- Outlines: As you read through the assignments keep organized notes on what you find interesting and important in outline form.

PROJECT 1- Understanding your self- 20%

THE PURPOSE OF THIS ASSIGNMENT IS TO SHARE YOUR UNDERSTANDING OF CONCEPTS THRU SELF-ANALYSYS AND EXAMPLES.

- You will do outlines of the readings to bring to class for two purposes. One is to assist you in class participation; the other is to help you write your final project.
- Some classes will not have reading, but notes should be taken on the topics to develop a foundation for this project.
- At the end of the class session you will be given a few questions to answer regarding the reading.
- Your project will consist of an organized portrayal of what you have outlined, noted and answered relating to what you have learned about yourself and how to hope to implement these changes.

PROJECT 2 -Family History Project -20%

THE PURPOSE OF THIS ASSIGNMENT IS TO SHARE YOUR UNDERSTANDING OF CONCEPTS THRU SELF-ANALYSYS AND EXAMPLES.

- As with project 1, outlines, notes and answers to class questions will assist you in formulating this project.
- In addition, you are expected to interview 4 family members (this will count as your experiential hours). Preferably 2 from each side of your family.

PROJECT 3- Communication- 20%

THE PURPOSE OF THIS ASSIGNMENT IS TO SHARE YOUR UNDERSTANDING OF CONCEPTS THRU SELF-ANALYSYS AND EXAMPLES.

- Again, outlines, notes and answers to class questions will assist you in formulating this project. The focus of this project is to assess your communication techniques and discuss what strengths and weaknesses are and what you hope to change.

Research Project/Presentation- 20%

THE PURPOSE OF THIS ASSIGNMENT IS TO SHARE YOUR UNDERSTANDING OF CONCEPTS THRU SELF-ANALYSYS AND EXAMPLES.

- Topics need to be able to have qualitative or quantitative research-ability and have some published literature supporting the research to be presented during the final class periods.
- Research topics will be based on your family history of reoccurring psychological traits.

GRADE DISTRIBUTION

A	A-	B+	B	B-	C+	C	C-	D+	D	F
90-100	95-90	89-87	86-84	83-80	79-77	76-74	73-70	69-65	64-60	< 60

Electronic Forms of Communication *(Please include this paragraph as written)*

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters."

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

- If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it *must* be accessed from within Moodle. Moodle is the 'product of record'; if you post assignment grades, it must be done so within Moodle.

Students with Disabilities

If you need course adaptation or accommodations because of a documented disability, please make an appointment during my office hours.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or E-mail at oss@ramapo.edu.

Policy on Academic Integrity

Students are expected to read and understand Ramapo College's academic integrity policy, which can be found in the *Ramapo College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be referred to the Office of the Provost.

Policy

All members of the Ramapo community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

Procedures

The Office of the Provost/Vice President for Academic Affairs has the responsibility for the oversight and enforcement of the academic integrity policy and for making the policy an institutional priority. The Office of the Provost/Vice President for Academic Affairs is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the academic integrity policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work.

Students have the responsibility to understand the College academic integrity policy and to comply with the policy in all their academic work.

Criteria

There are four broad forms of academic dishonesty:

1. Cheating

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:

- copying from another student's work;
- allowing another student to copy his/her work;
- using unauthorized materials such as a textbook, notebook or electronic devices during an examination;
- using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
- collaborating with another person during an examination by giving or receiving information without authority;
- taking a test for another person or asking or allowing another to take the student's own test.

2. Plagiarism

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote references; additionally, verbatim statements must be acknowledged through quotation marks.

To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- whenever he or she quotes another person's words directly;
- whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words;
- whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing, or sharing of ideas);
- whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the [Library Website: Citation Manuals and Style Guides](#).

3. Academic Misconduct

Academic Misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form or other academic record, or entering any computer system, College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or entering any computer system, College office or building, for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the Academic Integrity Policy by another person.

4. Fabrication

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citation of information not taken from the source indicated;
- listing of sources in a "works cited" that were not used in that project;
- altering, stealing and/or falsifying research data used in research reports, theses, or dissertations;
- submission as one's own of any academic work prepared in whole or in part by others, including the use of another's identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

More on academic integrity can be found here: http://www.ramapo.edu/catalog_10_11/academic-policies.html