RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar
Affecting Change: The Idea Lab

Course Information
Prerequisites and/or Co-requisites: First-time, first-year student status
Class Meeting Day(s), Time and Room Location: Monday/Wednesday, 7:00pm-8:50pm

Instructor Information
Instructor's Name, Title: Jennifer Szabo-Kaufman, M.S.E.T., M.A.Ed.L.
Office Location & Phone No.: 
Office Hours: By Appointment
E-mail: jszabo@ramapo.edu
Mailbox Location: A-220
School Office Location: A-219
School Office Phone No.: 201-684-7696

Common FYS 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
Using Google's management philosophy of providing employees a venue for brainstorming answers to questions and solutions to problems, this course will adapt the 20% Time model, allowing students the time and the platform to develop something new, fix something that is broken, or make a change that will affect something or someone(s), be it on campus, in the community or in the world at large. Students would work to identify problems, create solutions, produce a 'Ted-talk' like presentation as a semester wrap up project and go out into the community around them to implement and report back their findings. Progress reports, blog entries and ongoing collaborative work is crucial to project and course success.

Course Goals
At the completion of this course the student will:

- gain an understanding of project planning including collaboration, communication and creativity.
- better understand what motivates people
- identify and address a need in the world around them
- create and implement a solution and assess the success of their project
- identify future adaptations of their project to support continued or improved success.
- to understand the impact an individual can have on the world around them.

Measurable Student Learning Outcomes

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Written update submissions (Blog/Final Presentation)</th>
<th>Class discussions, and essays</th>
<th>Final Project</th>
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<tbody>
<tr>
<td>demonstrate the ability to think critically and creatively</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>demonstrate proficiency in written communication</td>
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<td>x</td>
<td></td>
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<tr>
<td>demonstrate proficiency in oral communication</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>demonstrate information literacy</td>
<td>x</td>
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<td>x</td>
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Peer Facilitators
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 that pertain to your personal and social development and they will 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 Student Success 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 Student Success 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: success@ramapo.edu

Texts, Readings, Materials


Course Requirements
   Classroom Participation – Students are expected to have read the assigned readings before class and come to class prepared to discuss them. Students are expected to take an active role in all group discussions. This class requires all students to be engaged, focused and ready to participate. Due to the amount of time students will spend working on their projects, accountability of time spent is crucial. Students are required to maintain an online blog that documents the progression of their project. Blog entries must be written in proper English and be at least 150 words.

   Writing Assignments – Writing assignments will include one summer reading essay assignment, a project proposal, scheduled blog entries, a written and video elevator pitch, a final Ted talk-type recorded presentation in front of an audience detailing your project.

   PLEASE NOTE: All written assignments should be SHARED via Google Drive/Docs with email (jszabo@ramapo.edu) unless otherwise noted. Blog entries must be submitted by online
form. Word Documents, Hard Copies and Email attachments will not be accepted. Graded papers will be returned electronically, via Google Drive.

**Examinations, Laboratory/Studio, Library Research** – There will be no written examination for this class. There will be one library information session. There will be ongoing progress reports submitted via student blogs. Blog entries must be well-written, at least 150 words, use proper grammar and citations when applicable. This course will be run as a lab at times with students responsible to use their class time to collaborate with faculty and fellow students and develop their projects. Ongoing accountability/progress reports are a mandatory part of this class.

**General Education Program Course**
This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. 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 simply using personal opinions and experiences.

Through these student developed learning projects, this course may fulfill a variety of FYS objectives including:
- **experiential learning**
  - *Students will identify a real-life problem and develop and implement the solution within the community around them.*
- **interdisciplinary studies.**
  - *Students will be use methodologies and materials from many cross-curricular fields depending on the project the student chooses to develop.*
- **intercultural understanding**
  - *Students may choose to focus their project on addressing some aspect of intercultural understanding.*
- **sustainability**
  - *Students may choose to focus their project on addressing some aspect of sustainability.*

**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: L-211, x7557, crw@ramapo.edu.

**Weekly Class Schedule**
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>Tu</td>
<td>9/1/15</td>
<td>Opening Convocation, Phil Klay, author of Redeployment</td>
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<tr>
<td>Th</td>
<td>9/3/15</td>
<td>Introductions, Syllabus Review, Yoda was wrong.</td>
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<tr>
<td>Th</td>
<td>9/10/15</td>
<td>Summer Reading Discussion, Functional Fixedness, Bad Idea Lab Intro</td>
<td>Summer Reading Assignment Due</td>
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<tr>
<td>M</td>
<td>9/14/15</td>
<td>Bad Idea Lab in Action</td>
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<tr>
<td>Th</td>
<td>9/17/15</td>
<td>Good/Bad Idea Worksession</td>
<td></td>
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<tr>
<td>M</td>
<td>9/21/15</td>
<td>Proposals Presented/Discussion</td>
<td>Proposal Due</td>
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<tr>
<td>Th</td>
<td>9/24/15</td>
<td>Proposal Presentations Continued</td>
<td></td>
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<tr>
<td>M</td>
<td>9/28/15</td>
<td>Elevator Speech Worksession</td>
<td>Elevator Speech Draft #1 Due</td>
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<td>• Pain Statement/Value Proposition</td>
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<td>Th</td>
<td>10/1/15</td>
<td>Elevator Speech Worksession/Recording</td>
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<tr>
<td>M</td>
<td>10/5/15</td>
<td>Library Information Session/Worksession</td>
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<tr>
<td>Th</td>
<td>10/8/15</td>
<td>Elevator Speech Viewing</td>
<td>Final Elevator Speech Due</td>
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<td>M</td>
<td>10/12/15</td>
<td>Blogging/Blogger Explained</td>
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<td></td>
<td></td>
<td>• What did you accomplish?</td>
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<td></td>
<td>• What are you working on right now?</td>
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<td></td>
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<td>• What do you plan to do next?</td>
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<td></td>
<td></td>
<td>• Include a photo</td>
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<td></td>
<td></td>
<td>• 150 words</td>
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<tr>
<td>Th</td>
<td>10/15/15</td>
<td>Library Information Session/Worksession</td>
<td>#1 Blog entry due (Every member/Every team)</td>
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<tr>
<td>M</td>
<td>10/19/15</td>
<td>Worksession</td>
<td></td>
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<tr>
<td>Th</td>
<td>10/22/15</td>
<td>Worksession</td>
<td>#2 Blog Entry Due</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>M</td>
<td>10/26/15</td>
<td>Worksession</td>
<td></td>
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<tr>
<td>Th</td>
<td>10/29/15</td>
<td>Worksession</td>
<td>#3 Blog Entry Due</td>
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<tr>
<td>M</td>
<td>11/2/15</td>
<td>Worksession</td>
<td></td>
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<tr>
<td>Th</td>
<td>11/5/15</td>
<td>Worksession</td>
<td>#4 Blog Entry Due</td>
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<tr>
<td>M</td>
<td>11/9/15</td>
<td>Worksession</td>
<td></td>
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<tr>
<td>Th</td>
<td>11/12/15</td>
<td>Worksession</td>
<td>#5 Blog Entry Due</td>
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<tr>
<td>M</td>
<td>11/16/15</td>
<td>Worksession</td>
<td></td>
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<tr>
<td>Th</td>
<td>11/19/15</td>
<td>Worksession</td>
<td>#6 Blog Entry Due</td>
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<tr>
<td>M</td>
<td>11/23/15</td>
<td>Worksession</td>
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<tr>
<td>Th</td>
<td>11/26/15</td>
<td>Worksession</td>
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<tr>
<td>M</td>
<td>11/30/15</td>
<td>Off THANKSGIVING</td>
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<td>Th</td>
<td>12/3/15</td>
<td>Worksession</td>
<td>#7 Blog Entry Due</td>
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<tr>
<td>M</td>
<td>12/7/15</td>
<td>Worksession</td>
<td>Ted first draft due</td>
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<tr>
<td>Th</td>
<td>12/10/15</td>
<td>TED Worksession</td>
<td>Ted second draft</td>
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<tr>
<td>M</td>
<td>12/14/15</td>
<td>TED PRESENTATIONS (date subject to change)</td>
<td>Final Presentation Due</td>
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<td>Th</td>
<td>12/17/15</td>
<td>TED PRESENTATIONS (if needed)</td>
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**Important Dates**

First Day of Classes: September 2nd

Last day for Schedule Adjustments (on the Web): September 9th

Last day to withdraw from courses with “W” grade: November 13th

Thanksgiving Recess: Nov 25th – 29th

Reading Day (no classes): December 15th

Final Exam Week: December 16th – 22nd
Common Finals: December 19th

Last day to request “I” grades: December 22nd

Final Exam Snow Make-Up Day: December 23rd

**Grading Policy**

The book *Drive* was assigned to this course for a reason. Grades as motivators rarely stir up the type of motivation and drive necessary for a student directed, project based course such as this.

With that being said, students will be assessed on relatively objective elements of the project they develop.

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<thead>
<tr>
<th><strong>Summer Writing Assignment</strong></th>
<th>5%</th>
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**The Proposal** Did the proposal meet all of the elements outline in class and was it on time? | 10% |

**The Blog** Did you post the required elements to your blog according to the schedule of deliverables? Did you use grammatically correct English and cite any resources you incorporated into your blog following the proper APA citation protocol? Was your blog link submitted using the online form? | 25% |

**The Product** Were you able to develop, design and implement your idea from brainstorm through final presentation? | 20% |

**Productivity** Were worksessions spent productively and were you fully engaged in the task at hand? If you came to a roadblock, did you ask for assistance from fellow classmates, peer facilitators or the professor? | 20% |

**Final Presentation** Does your Final Presentation meet all of the required elements? Was your Final Presentation clear, concise and well rehearsed? Did the visual part of your presentation, ie the PowerPoint, enhance your presentation, contain resources with citations and engage your audience? | 20% |
What if my project is a failure?

Student projects will be assessed on a student’s attention to the process. Success is always welcome but never assured. Your grades for this class are based on your process, your engagement in your process and your ability to adjust your sails when necessary. At the conclusion of the course, if your project/project was not as successful as you had hoped it to be, your final presentation will reflect on why this happened, what you could have done differently, what didn’t you anticipate and how you might do it again differently if you had the opportunity.

Attendance Policy

- Regular and on-time attendance is mandatory for success in this class. One absence per semester is permitted with no effect on final grade (though, an absence on a day you have a presentation due may affect your final grade.) You are responsible for switching dates with someone if you are scheduled to present or lead a discussion and are unable to present. After the first absence, your final grade will drop one-half letter grade for each absence (ex. from B to a B-). Please contact me at jszabo@ramapo.edu to advise me of an anticipated absence.
- Lateness will not be permitted, as late students are disruptive to the learning process, to class focus and to effective teaching. The following policy will apply: 2 lates = 1 absence, 4 lates = 2 absences. More than 4 lateness may result in a failing grade.
- College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.
- Please email jszabo@ramapo.edu if you anticipate an absence related to your project. Absences related to specific aspects of student project will be decided on on a case by case basis.

Electronic Forms of Communication

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

Students with Disabilities

If you need course adaptations or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.”

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 email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.
**Academic Integrity Policy**

All members of the 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.

**Procedure**

**Responsibilities**

The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost 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. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.

**Criteria**

There are four (4) 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 authorization from the instructor;
   - 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 or endnote
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 George T. Potter Library Website: 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, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or 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:

- citing information not taken from the source indicated;
- citing 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;
submitting as one’s own 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.

Reporting Violations

In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College’s academic integrity policy can be found here:

http://www.ramapo.edu/catalog-2015-2016/academic-policies/