1. CATALOG DESCRIPTION

a. EIU 1111

b. University Foundations

c. (2-0-2)

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e. UNIV FOUND

f. An inquiry into university traditions, resources, expectations, and controversies. Students are challenged to reflect upon and to more fully appreciate their intellectual potential, their diversity, and their moral responsibilities in a framework that develops critical thinking, learning and communication skills. An experiential learning component engages students in the scholarly community. Course may not be repeated regardless of the grade the student originally earned in it.

g. Prerequisite: First year student standing (fewer than 30 semester hours of earned credit). This course may not be taken credit/no credit.

h. This course is writing active.

2. OBJECTIVES OF THE COURSE

University Foundations is a writing-active course having four objectives:

a) To familiarize students with the expectations, policies, resources, and traditions of Eastern Illinois University.

b) To develop the critical thinking, learning, and communication skills necessary for students to contribute to the intellectual life of the university.

c) To develop informed perspectives (through the process of debate) on personal, academic, and moral issues in higher education.

d) To engage students in the educational and social life of the university.

Student Learning Outcomes: Upon completion of the course, students will be able to:

1) Describe classroom norms, university policies/procedures, and faculty expectations.

2) Explain the purposes of higher education.

3) Use the resources and services provided by Eastern Illinois University.

4) Identify common problems and pressures facing today’s college students.

5) Formulate a four-year educational plan.
6) Imagine how college will affect their lives.
7) Conduct reliable primary and secondary research.
8) Explain college level reading, writing and learning techniques.
9) Communicate more effectively (orally and in writing) with professors and peers.
10) Analyze, criticize and construct arguments on controversial issues in higher education.

Assessment: Student learning will be assessed through the use of an un-graded writing assignment which asks students to respond to case studies dealing with difficulties typically encountered by college students. Primary trait analysis will be used to assess students' critical thinking and writing abilities in this assignment.

3. OUTLINE OF THE COURSE

This course will be offered twice a week (50 minute class sessions) over a fifteen-week period. Students will be required to participate in activities occurring outside of the classroom.

Week One
Topic: The goals of higher education
Text: "The value of a college education: why am I in college?"
Seminar Discussion¹ (led by instructors)
Writing Assignment² #1

Week Two
Topic: The resources of Eastern Illinois University
Physical Fitness Foundation Day³
E-Mail Journal Assignment⁴ #1

Week Three
Topic: Conducting research
Library tour and research assignment

Week Four
Topic: College pressures and student responsibilities
Text: "What can I expect from college and how will I change?"

Seminar Discussions (the first led by instructors; the second led by a student group)

Writing Assignments #2 & #3

Week Five

Topics: Learning, reading, and writing in college

Text: "How can I succeed academically?"

Workshops (led by instructors/guests)

Week Six

Topic: Developing educational plans and goals

Text: "How can I plan my education wisely?"

Workshop (led by instructors/guests)

Seminar Discussion (led by student group)

Writing Assignment #4

Week Seven

Topic: The academic disciplines

Academic Foundation Day

E-Mail Journal Assignment #2

Week Eight

Topic: The relationship of college to work and careers

Text: "What should I know about careers?"

Seminar Discussion (led by student group)

Writing Assignment #5
**Week Nine**

Topic: Campus support services

Student Support Services Foundation Day

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**Week Ten**

Topic: Ethical issues in the university

Text: ‘What are my rights and responsibilities as a student?’

Seminar Discussion (led by student group)

Writing Assignment #6

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**Week Eleven**

Topic: Community involvement and volunteerism

Community Foundation Day

E-Mail Journal Assignment #3

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**Week Twelve**

Topic: Diversity issues

Text: "What is diversity and why is it important to me?"

Workshop (led by instructors/guests)

Seminar (led by student group)

Writing Assignment #7

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**Week Thirteen**

Topic: Post-graduation

Text: "Is there life after college?"

Seminar (led by student group)

Writing Assignment #8
Week Fourteen

Class project

Week Fifteen

Class project

Student Foundation Day

Seminar Discussions

There will be six student led seminar discussions. Groups of three to four students will be given the primary responsibility of fostering the dialogue. The groups will make arrangements to meet with the instructor(s) to discuss presentation ideas. Each group will:

1. ensure that every member is knowledgeable about all of the assigned articles.
2. distribute a brief typewritten summary of the readings to the class.
3. introduce the readings with a verbal overview and a thought-provoking device.
4. engage the class in the relevant issues.
5. maintain a high quality discussion.
6. verbally summarize the progress the class has made in resolving the issues.

Writing Assignments

There are eight short writing assignments related to the readings that are due the day of the seminar discussions. These assignments are designed to help students prepare for the seminar discussions and to help them learn how to evaluate and construct arguments. At least one of the writing assignments will be revised by the students and resubmitted.

As the semester progresses, the assignments should require higher order thinking skills as students learn how to analyze, criticize, and construct arguments. Examples of appropriate assignments, based upon the textbook, are:

Writing Assignment 1 Write one-paragraph summaries of the readings assigned for today. (Identify the issue in each reading, state the author’s position on the issue, and provide the author’s argument for that position.)

Writing Assignment 2 Compare and contrast the developmental theories of Perry and Chickering. Use quotations drawn from the text as evidence of these similarities and differences. Which theory is better? Why?

Writing Assignment 3 How do the readings by Hall, Parks, Brown, and Siebert & Gilpin suggest that you can become a successful student?

Writing Assignment 4 Some people argue that the primary function of a college education is job training, i.e., to prepare students to enter the workforce. How would Burtchaell, Raspberry, Goodman, and Minnick
object to this view of higher education?

Writing Assignment 5 How do Rodriguez, Burgess, Baker and Thoreau describe work? Are their descriptions accurate? Explain. Which of the following is most important to you in selecting a career: status, money, type of work, contributing to the good of society, working conditions, influence, or perks. Create an argument to support your position.

Writing Assignment 6 What kinds of behavior are inappropriate at a university? Write a code of conduct for yourself and for all Eastern Illinois University students. In what ways would two of the following authors: Halverson & Carter, Krutch, Minnick, or Covey agree or disagree with the code that you have written?

Writing Assignment 7 What explanations do Erickson & Strommer, Schoenberger, Evans, and Jarvis provide for prejudice and discrimination? Have you ever experienced discrimination? How should a person react when discrimination occurs? Provide an example.

Writing Assignment 8 Would any of the following authors: Allen, Pellegrino, Sheehy, or Steinem agree with the statement that "college is over-rated"? Support your position. Explain what aspects of college life will provide you with the greatest satisfaction once you graduate.

3 Foundation Days

Physical Fitness Foundation Day On the second Saturday of the semester, the Student Recreation Center will organize a series of fun competitions for University Foundation students.

Academic Foundation Day Academic departments will offer presentations on choosing majors, career opportunities in the field, or faculty research.

Support Services Foundation Day Student Support Services will host students for workshops and other activities.

Community Foundation Day Students will perform volunteer work at local nonprofit agencies. This experience will be coordinated by the Student Volunteer Center. The classes will rotate weeks at a time scheduled by the Student Volunteer Center.

Student Foundation Day This day occurs during the regularly scheduled final exam period. Students present the results of their class projects to other classes at a Student Foundation Conference.

4 E-Mail Journal Assignments

The journal assignments provide students an opportunity to reflect upon their college experiences and to communicate their feelings to the instructors. These assignments are graded on a credit/no credit basis. Approximately three e-mail journal assignments will be required.

Sample E-Mail Journal Assignments are:

E-Mail Assignment 1 What has been the biggest challenge you have encountered since coming to Eastern? How are you dealing with this challenge? Now that you have been here for several weeks, what advice would you give to newly arriving students?

E-Mail Assignment 2 What has surprised you the most since you arrived at Eastern? In what ways do you feel that you have grown while here? What opportunities for intellectual, social, or personal growth do you see in the near future?

E-Mail Assignment 3 What have you most liked and most disliked about college life so far? Do you believe
that you have changed in any way since arriving at Eastern?

5 Class Project

The class project is a capstone experience for the University Foundations course. During the last two weeks of the semester, with the advice of the instructors, students jointly create and develop a college-life project that reflects the semester's work. Examples of acceptable projects are conducting quantitative or qualitative research on a relevant issue, compiling a book or creating a web site depicting the class’s views of college controversies, writing a short play that illustrates the growth process that occurs in college, and creating a film about the traditions and culture of Eastern Illinois University. The project must be a creative endeavor representing a main theme of the course that reflects the skills that were developed during the course. The project must be of sufficient complexity to allow everyone in the class to contribute. A selected member or two of the class will present a synopsis of the class's project on Student Foundation Day.

Miscellaneous Assignments

Students will complete a library research project, Foundation Day events, and may complete quizzes or other workshop activities as assigned. Grading is credit/no credit.

4. IMPLEMENTATION

a. University Foundations will be team-taught (one instructor from Academic Affairs and the other from Student Affairs).

b. There are no additional costs for students.

c. There are a number of excellent "readings" textbooks containing articles whose authors support different positions on college related issues. This kind of textbook is appropriate for a seminar-based course. The readings indicated above were drawn from the following textbook:


d. University Foundations is to be offered for the first time in the Fall Semester, 2000.

5. RATIONALE

a. University Foundations lays the groundwork for accomplishing the university’s mission. Through this reflective examination of the nature of the university, students will be better equipped to make positive contributions to the academic community. Rather than focusing on the needs of the students as they make the transition to college, the new course asks instructors to model exemplary behaviors and to engage students in those activities that are the hallmark of a university education. The new course addresses the needs of incoming first year students, it benefits the university community by fostering a better learning environment, it provides opportunities for better communication between faculty, staff and students, and it establishes a framework to showcase the positive attributes and accomplishments of Eastern Illinois University.

b. This course is offered as a credit-bearing elective to first year students. It is offered in the fall because new students need to be exposed quickly to the rigorous demands of college to realize their tremendous potential and to take advantage of the opportunities that college provides. University Foundations ensures that students are exposed to the intellectual challenges, creative activities and fundamental skills that will prepare them for successful college careers and fulfilling personal and professional lives.
c. This course replaces the Freshman Year Seminar course.

d. University Foundations is an elective.

6. COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course because its offerings are unique to Eastern Illinois University.

7. Date Approved by Freshman Seminar Advisory Committee: February 18, 2000

8. Date Approved by College Curriculum Committee: N/A

9. Date Approved by CAA: March 9, 2000