RAM 101: First Year Experience
Fall 2016
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Course Description

This course is designed to assist new students in transitioning from high school to college. In this class, you will become familiar with college resources available to you at Farmingdale State College and will learn strategies for academic success.

Topics Covered

- “College 101” - The Job Description of a successful college student and the differences between High School and College
- FSC academic resources (on-line and physical) and academic opportunities – OASIS, Degree Works, Support Services, Study Abroad, Career Center, Scholarships, etc.
- Adjustment & Transition: “Do I belong in college?”
- Role Models – Using role models to impact your own college success
- Key strategies for academic success: time management, effective study skills, test preparation, stress management, note taking, etc.
- “Digital Roadmap to Graduation and Beyond” – Individual Development Plan
- Community-building: Creating identity, mutual respect, and support amongst students, staff and faculty mentors

Course Goals

At the completion of this course, you should be able to:

- Complete the transition from high school, gaining a clear understanding of what it takes to succeed in college
- Take personal responsibility for academic performance
- Access college resources
- Develop effective study skills
- Design your own initial individual development plan using the RAM program “Digital Roadmap to Graduation and Beyond”
- Establish friendships, a support group, and self-confidence

Resources

Required Texts

- Off to College: A Guide for College Bound Students, 2016 Edition Published by Off to College/Dees Communications, Copyright 2016
- Academic Advisement Handbook 2016/2017
**Required Web Resources**
- Digital Roadmap
- Assigned TED Talks (specified below)
- “College Success,” Saylor Academy, 2012

**Course Breakdown by Week/Date**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Assignment</th>
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| 1    | Topic: Intro to course & Campus Resources  
Homework:  
  a) **Roadmap/Writing Assignment**: Reflect on your expectations about coming to college. Include your goals, aspirations, fears, and concerns.  
  b) **Reading**: “Chattanooga area graduating seniors address anxiety, personal responsibility in survey,” Chattanooga Times Free Press |
| 2    | Topic: Difference Between High School and College  
Homework:  
  a) **Roadmap/Writing Assignment**: Reflect on what it means to be successful in college  
  b) Complete the NC State learning styles quiz, print out your results and bring them to the next class  
  c) **Video**: Choose one of these five TED Talks on Test Anxiety and watch it in preparation for next week’s class:  
    Andy Puddicombe, “All It Takes Is Ten Mindful Minutes”  
    Maurice Ashley, “Working Backwards to Solve Problems”  
    Joshua Fore, “Five Feats of Memory Anyone Can Do”  
    Kelly McGonigal, “How to Make Stress Your Friend”  
    Arthur Benjamin, “A Performance of ‘Mathemagic’” |
| 3    | Topic: Study Styles and Tips  
Homework:  
  a) **Roadmap/Writing Assignment**: Write a reflection on which study/learning style(s) you used, how it helped you draft your notes and retain the information better. If you difficulty, explain what challenges you faced.  
  b) Take a picture/scan an image of the notes you took this week in one of your classes. |
| 4    | Topic: Note Taking and Reading Skills  
Homework:  
  a) **Video**: 15 to Finish  
  b) **Reading**: Course Catalog/Green Handbook |
| 5    | Topic: Taking Responsibility for your Academics – Meet in Greenley 105  
Homework:  
  a) Email your RAM counselor with a list of classes you’d like to register for the spring semester (at least 15 credits) - Due: Monday Oct. 10  
  b) **Reading**: “College Success,” Saylor Foundation Chapter 9 Pg.328-373 |
| 6 | Topic: Effective Communication  
Homework:  
  a) Send a professional email to your RAM Counselor from your Farmingdale email account telling them about the most interesting thing you learned in your classes this week. |
| 7 | Topic: Using the Campus Library, Intro to Research and other Support Services  
Homework:  
  a) **Roadmap/Writing Reflection** - What does it mean to be a researcher?  
  b) **Reading**: Off to College pgs. 22-23  
  c) Reminder: Bring all your course syllabi to class with you next week!! |
| 8 | Topic: Time Management  
Homework:  
  a) **Video**: Angela Lee Duckworth, “The Key to Success? Grit”  
  b) **Roadmap/Writing Assignment**: Write a reflection about your grit story |
| 9 | Topic: Having a Grit and Growth Mindset and Goal Setting  
Homework:  
  a) Post Grit video on Blackboard  
  b) Myers Briggs Assessment – Take the test and bring your results to class  
  c) **Reading**: Off to College, p. 54-59 |
| 10 | Topic: Academic Purpose, Passion and Career and Goals  
Homework:  
  a) **Roadmap/Writing Assignment**: Complete Goals portion of Roadmap  
  b) **Reading**: “College Success,” Saylor Foundation Chapter 3 pg. 114-144 |
| 11 | Topic: Critical Thinking, Debating and Expressing Opinions  
Homework:  
  a) **Reading**: “Hone the Top 5 Soft Skills Every College Student Needs,” US News & World Report |
| 12 | Topic: Being a Responsible College Student  
Homework:  
  a) **Reading**: “The Blown Opportunity,” Inside Higher Ed  
  b) **Roadmap/Writing Assignment**: Reflect on your own sense of balance. In what areas do you feel unbalanced and what can you do to improve? |
| 13 | Topic: Role Models  
Homework: **Reminder** – The Digital Roadmap is worth 25% of your grade. All First Semester fields must be completed in order to receive full credit for this part of your grade. |

**Grading Rubric**  
Class attendance 25%  
Participation 25%  
Weekly Reading and Reflection Assignments 25%  
Digital Roadmap Individual Development Plan 25%  

**Student responsibilities, classroom policies and expectations**  
Students are expected to arrive on time to class, ready to learn and participate in class discussions. Since the FYE course relies heavily upon active learning, student engagement and interaction in class is not only encouraged, but expected. Disturbances of any kind will not be tolerated. This includes, but is not limited to, talking while the instructor or another student is talking and **all** cell phone interruptions.
Students unable to meet these expectations may be asked to leave. Reading assignments are to be completed before coming to class and will serve as the basis for in-class content and discussions. Students are expected to maintain respectful standards of communication amongst themselves and with the instructor at all times when in the classroom and expressing opinions related to course content.

Course Requirements
Students are responsible for all assigned readings and videos, all material presented in class, in-class participation and attendance. Students are also expected to develop and maintain their Digital Roadmap, working closely with their Academic Counselors, which will make up a significant portion of the final grade for the class. All class assignments should be handed in on time and lateness will be penalized. Note that the syllabus is subject to change. Students should check their FSC email accounts frequently for notices or communication regarding RAM 101 and the RAM program. It is recommended that students check their Farmingdale email at least once every day.

Policies

Attendance Policy

*Class attendance*—Students are expected to attend every class and arrive on time and prepared. If something urgent comes up that will affect your ability to attend a class, it is expected that you make every effort to contact the instructor ahead of time and make up any missed work. Absolutely no more than two absences will be excused throughout the duration of the course.

*Seminar Attendance*—Students in the RAM Program are expected to attend at least two seminars per semester. Attendance of additional seminars can be used as extra credit in instances of missed classes or work, on a case-by-case basis.

Blackboard

Course material will be made accessible on Blackboard. Additionally, although this is not an online course, students should check Blackboard regularly for communication and announcements from the instructor.

Late Assignments

No late assignments will be accepted. If prior approval has been granted, late assignments will receive only partial credit.

Netiquette

Part of the RAM encourages the use of technology to further the learning experience. Please remember that even when online, you are still in an academic setting. Refrain from using inflammatory and hurtful language and maintain the same standards of respect for your professors and classmates that you would in a traditional classroom setting.

Academic Honesty

Plagiarism is a serious academic and ethical violation that can result in serious disciplinary consequences. FSC’s policy on academic honesty reads: “Plagiarism is using someone else's thoughts or words and passing them off as your own original ideas. Academic classwork and writing constantly refers to the ideas and research of others who have contributed to your field of study. You will need to mention these established sources when you write your own papers, but you also need to distinguish between the ideas
of others, and your own. Most plagiarism is unintentional, and results from students who are confused about how to refer to others’ work. In general, you need to document your sources when:

1. You use material quoted directly from another's work.
2. You summarize or paraphrase material from another's work.
3. You use an idea from a known and identifiable source.
4. You use any fact or date that is NOT common knowledge and was found in another's work.”

For details about what constitutes plagiarism, and FSC’s procedures for handling violations. http://www.farmingdale.edu/library/plagiarism.shtml

Students with Disabilities
If you believe you need accommodations for a disability, please contact Services for Students with Disabilities (SSD). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at FSC University. Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SSD is responsible for coordinating disability related accommodations and will provide students with documented disabilities accommodation letters, as appropriate. Since accommodations may require early planning and are not retroactive, please contact SSD as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course. For more information on services provided by the university and for submission of documentation, visit http://www.farmingdale.edu/campuslife/studentsupportservices/supportservicesstudentsdisabilities/

Religious Absences
If you are unable to attend class on certain days due to religious beliefs, please consult with your instructor well in advance of the absence so that appropriate accommodation can be made.

*Course content may vary from the outline to meet the needs of this particular group.