

Course ID: NUB 102 (1 credit hour)

Instructor:

Office Hours:

Course Name: Niagara University Beginnings

Email

Phone:

Office Location:

Classroom:

NUB website: <http://sites.niagara.edu/other/nub/>

Course Description

Niagara University Beginnings is a seminar course required of all first-year students, introducing them to the academic culture of Niagara University. In this class, students learn about how their academic course of study is integrated with the Mission, the General Education Curriculum, and student life.

Method of Teaching

The course will be taught primarily through group discussion, so active and constructive participation is required of each student. While each class day has specific themes, students will be strongly encouraged to share their own experiences and bring up any general concerns about beginning college that they would like addressed.

Niagara University Mission

Niagara University educates its students and enriches their lives through programs in the liberal arts and through career preparation, informed by the Catholic and Vincentian traditions.

Enabling Goals for the University

1. As a university, Niagara prepares its students for positions of responsibility in the profession and in the broader society. Through teaching, research and service in programs of study at the baccalaureate and graduate levels, Niagara University seeks to develop within its students a passion for learning.
2. The university's commitment to the Catholic faith provides perspective in the search for truth and meaning. Catholic doctrine and its moral code inspire respect for the God-given dignity of every person and all faith traditions. Students experience the vision and reality of a gospel-based, values-centered education.
3. As a Vincentian University, Niagara draws inspiration from St. Vincent de Paul, who organized his contemporaries to respond compassionately to people's basic needs. Continuing this tradition,

Niagara seeks to inspire its students to serve all members of society, especially the poor and oppressed, in the local community and in the larger world.

4. Overall, through its curricular and extra-curricular programs, Niagara University seeks to develop the whole person, mind, body, heart, and soul, for the benefit of one’s personal and professional life.

General Education Goals

To help students to develop the educational foundation for graduate and professional school and careers in the 21st century; to assist graduates to have a lifelong commitment to learning; and to assure that all students develop the values and ethical foundation to be contributing members of the local and global community. To achieve these three goals, the General Education curriculum is designed to help students develop four skills. These skills are:

- 1. **Critical Thinking Skills:** The ability to ask questions, seek answers and develop logical arguments.
- 2. **Information Literacy Skills:** The know-how to access, evaluate and use information from a variety of sources to answer questions.
- 3. **Communication skills and the ability to work effectively with diverse groups:** The ability to communicate well and work with diverse groups of people in the local and global world.
- 4. **A Strong Ethical and Values Foundation:** Building on the knowledge of one’s own and other cultures, the ability to form and follow well-developed ethical and moral values including a passion for social justice and a willingness to follow the model of St. Vincent de Paul by serving all members of society, especially the poor and oppressed, in the local community and in the larger world.

Student Learning Objectives

Upon successful completion of this course, students should be able to:

Learning objective	Assessment	Gen Ed. skills
1. Understand the expectations of college-level work and how to be successful in their classes.	participation, critical thinking/writing assign., syllabus assignment, group project	1, 2
2. Establish meaningful connections with faculty, other students and campus life	participation, engagement assignment, group project, diversity discussion, engagement assignment	1, 3

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| 3. Understand rights and responsibilities as a member of the Niagara University community, while working effectively with diverse groups. | participation,
group project,
diversity discussion,
policies discussion | 3 |
| 4. Understand the Vincentian mission of the University and its connection to a liberal arts education. | participation,
discussion of mission,
sustainability discussion, group project,
critical thinking/writing assignment | 4 |

Outline of Course (The “a” block is the first 45 minutes of a week; the “b” block is the second.)

Brief Table of Graded Homework Assignments

Module	Assigned	Due
1a	HW: Syllabus Assignment	
1b	HW: event /engagement assignment distributed (graded)	
2a		HW: Syllabus Assignment
2b	HW: Assign Library Plagiarism Assignment Note: bring a smart device to class(es) next week for 3a	
3a	HW: Group Presentation Assignment distributed	HW: Library Plagiarism Assignment
3b	None	
4b	HW: Assign “Critical Thinking Assignment”	
5a	HW: assign viewing of, journal to Jackson Katz TedTalk for Module 5b https://www.youtube.com/watch?v=tXFTOJn_tTM&feature=youtu.be	HW: Group presentations
5b	None	HW: Group presentations
6a	None	None
6b	None	HW: critical thinking assignment HW: Jackson Katz: journal
7a/7b	Prepare for final exam	None
8a	None	HW: Event/engagement assignment
9a/9b	None	None

	Date and Topics:	Videos	Assignments Distributed or Due HW = Homework IC = In class
Week One: Week of Aug. 24	Module 1a: Icebreakers and why attending college, why students chose NU; Distribute and discuss NUB syllabus; Highlight Clubs Fair, discuss importance of clubs and events on campus	Fr. Maher welcome https://www.youtube.com/watch?v=XzWp_jR8aLY&feature=youtu.be Clubs https://www.youtube.com/watch?v=2yfOOMVslqA&feature=youtu.be	Syllabus & Handbooks Distributed. HW: Syllabus Assignment distributed.
	Module 1b: Discussion on liberal arts education; discuss value of Gen Ed classes; distribute and explain syllabus assignment, PMs discuss how their organization methods		HW: event /engagement assignment distributed. IC: Group/class discussion on Gen Ed curriculum
Week Two: Week of Aug. 31	Module 2a: Circle discussion of syllabus assignment; introduce topics of time/stress management, and wellness; gratitude journals introduced; planning for midterms week; if time troubleshoot any problems students are having		HW: Syllabus assignment due. IC: Freshmen 5
	Module 2b: NU Mission, Discussion of IMPACT	NU Mission/Alumni (6:02) https://www.youtube.com/watch?v=Kjvnj-GXuUM&feature=youtu.be IMPACT Videos: https://levesqueinstitute.niagara.edu/impact/videos/	HW: Assign Library Plagiarism Assignment Note: bring a smart device to class(es) next week
Week Three: Week of Sept. 7	Module 3a: Video on (and discussion of) effective presentations, discussion of media literacy, plagiarism	Plagiarism video https://www.youtube.com/watch?feature=player_embedded&v=Fw6NxvwP41U	IC: Assign presentation groups HW: plagiarism assignment certificate due IC: OPTIONAL Academic Integrity Case Study

		<p>Presentation video: https://www.youtube.com/watch?v=rkpfTSluC5A&feature=youtu.be</p>	<p>IC: Spotting Reliable Information assignment</p> <p>HW: Group Presentation Assignment distributed</p>
	<p>Module 3b: Unconscious biases; TED talk on unconscious biases, being an “upstander,” and discussion/journaling.</p>	<p>Ted Talk Unconscious biases https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them#t-443527</p> <p>AC360 Doll video: https://www.youtube.com/watch?v=DYCzIppTjiM&feature=youtu.be</p>	
<p>Week Four: Week of Sept. 14</p>	<p>Module 4a: Intro to diversity/inclusiveness; intersectionality activity conducted and debriefed; discussion of intersectionality.</p>	<p>OPTIONAL: Diversity at NU https://www.youtube.com/watch?v=tXFtOJn_tTM&feature=youtu.be</p>	<p>IC: Intersectionality Assignment</p>
	<p>Module 4b: Troubleshoot any problems students are experiencing; Go over the policies and classroom etiquette sections of the Handbook; review critical reading, thinking, writing sections of Handbook</p>	<p>Critical thinking video https://www.youtube.com/watch?v=HnJ1bqXUnIM</p>	<p>HW: Assign “Critical Thinking Assignment”</p>
<p>Week Five: Week of Sept. 21</p>	<p>Module 5a: Student presentations</p>		<p>Student presentations</p> <p>HW: assign viewing of, journal to Jackson Katz TedTalk for Module 6b https://www.youtube.com/watch?v=KTvSfeCRxe8</p>
	<p>Module 5b: continue presentations and time for topics in major or general discussion; check in on event assignment (reminder and discussion)</p>		
<p>Week Six: Week of Sept. 28</p>	<p>Module 6a: Discussion of active consent; Title IX definitions and procedures discussed. Rape myths quiz and healthy relationships discussed.</p>	<p>Consent/Tea Video</p>	<p>Walk around class to view completion of Katz</p>

		https://www.youtube.com/watch?v=fGoWLS4-kU&feature=youtu.be	journal for grading purposes IC: Upstander scenarios
	Module 6b: Discussion Jackson Katz video and journal, of microaggressions and bystander intervention/becoming an upstander.	(watched for homework) Jackson Katz TED Talk https://www.youtube.com/watch?v=KTvSfeCRxe8 Microaggressions https://www.youtube.com/watch?v=DWynJkN5HbQ&feature=youtu.be	HW DUE: Critical Thinking Assignment HW due: Jackson Katz journal
Week Seven: Week of Oct. 5	VENT WEEK: stress, time management, study skills Module 7a Review week 2 discussion of hell week; - review Handbook page; what are you (not)doing, why (not), what is impact?	TED Talk on stress https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend	
	Module 7b Video & discussion of sustainability 101; discussion of sustainability section of the Handbook; Civic engagement: Get out and Vote	Voting https://www.youtube.com/watch?v=avj7XUDCdEk&feature=youtu.be Sustainability: https://www.youtube.com/watch?v=a9I3Q6-ZSTI	Distribute water bottles
Week Eight Week of Oct. 12	Module 8a: Letter to Your Future Self, Critical thinking discussion, if time: talk about majors, Career Services, and related issues (Student perception surveys can be done here or in Week 10)	Video: What will your verse be? https://www.youtube.com/watch?v=-7OE6bDfM2M	IC: Letter to self
	Module 8b: Final exam		IC: Final Exam
Week 9: Week of October 19	Registration Advisement Session for classes not meeting on any Mondays. Student perception survey		IC: Student perception survey

Requirements of Course

Textbooks

Your customized NUB Handbook serves as the textbook to the course. These will be distributed on the first day of class. Please **bring it to each class meeting**, as the information in the Handbook sections forms the basis of many class discussions.

Other materials will be available on the NUB website <http://sites.niagara.edu/other/nub/>, and instructors may place material on Canvas as they see fit.

Grading Policies and Procedures

Grade breakdown

Participation & attendance:	25%
Assignments:	60% (total)
Final exam (10%) & Closing Reflection (5%):	15%
100-98 (A+); 93-97 (A); 90-92 (A-); 88-89 (B+); 83-87 (B); 80-82 (B-); 78-79 (C+); 73-77 (C); 70-72 (C-); 68-69 (D+); 63-67 (D); 60-62 (D-); below 60 (F)	

Successful completion of NUB is a requirement for graduation. Students who fail NUB in the fall will be required to take NUB again the following spring. Students who fail a second time will be required to work with the Office of Academic Support to complete the work for the course.

Participation: Discussion and activities in class are the most important aspects of the course, and your participation grade *must be earned* on a daily basis. Participation is based on the following: timely arrival to class, preparation for the day's lesson, having your NUB Handbook with you, conscientious participation in all discussions and activities, and *contributing to a positive classroom atmosphere* (late arrival to class, the refusal to participate, disrupting the class in any manner, not paying attention, being disrespectful, using a cell phone, sleeping, leaving class, etc., will all result in a lowered participation grade). Merely showing up for class does not give you full credit for this grade. The grade must be earned each day. See **attendance policy** below.

Typed Assignments: Typed assignments must be double-spaced, in 12-point font, and with normal margins. If more than one page, the papers must be attached with a staple or a paper clip.

All assignments will be graded according to: thoughtful *completion* of all aspects of the assignment; relevant content; written expression (if applicable); oral expression (if applicable) and timely submission. **The grade for any late assignment will be reduced by 10% for each class day it is late.**

Attendance Policy

Attendance is mandatory for this class, and is intrinsically included in the participation grade (25% of your final grade); simply put, a participation grade cannot be earned without attending class. **For students in sections meeting twice a week, one *unexcused* absence is allowed; for students in classes meeting once a week, NO *unexcused* absences are allowed, and the first unexcused absence will result in a 10% reduction in the final grade.** Two unexcused absences will result in the final grade being reduced by 10% if the second absence was for a 55 minute class or 20% if the second absence was for a once a week class. **Three or more unexcused absences – from either a once or twice a week class -- will result in failure for the class.**

*****Note: you will be excused from attending class if you are quarantined, but are still expected to engage with your instructor, peer mentor, and/or class. Please communicate with your specific professor to determine what you need to do.**

An absence is only considered excused if it is accompanied by a letter from the dean (for a family emergency), a letter from a doctor, the department of athletics, ROTC, or the theatre department. Excusing other absences under circumstances not covered by the above is up to the discretion of the instructor. In the event of any absence, it is the student's responsibility to get the class notes and any homework assignments for the next class, including any photocopies, from a fellow student.

Major Assignments

These are brief overviews of the graded assignments for NUB. Please consult the individual assignment sheets in your Handbooks for more detailed information.

Syllabus assignment – Students will collect syllabi from each of their classes and record all of the pertinent information from each syllabus in their NUB Handbook: for each of their classes, they should indicate when each assignment is due, and the weight/value of the assignment towards the final grade. Students will review their semester as a whole, begin to strategize about how they might plan effectively for it, and tell the class about the strategy they come up with. (10% of final grade)

Engagement Assignment: Students will participate in three different activities on campus. One activity will be graded using a “selfie” and one will have a short written review. (10% of final grade)

Plagiarism Assignment – Students will use the online resources from the Niagara University Library program to complete a plagiarism module. They will print the certificate they receive for having done it and then present their findings orally in class. (5% of final grade)

Group Presentation Assignment – Students will work in small groups to develop a short presentation on the University Mission to give in front of the class. The group project must be

effectively presented (with PowerPoint or some equivalent), and not just read to the class. (15% of final grade)

Critical Reading/Writing Assignment – Students will work individually to complete an assignment that involves critical reading and thinking skills, as well as exercising written communication skills. (15% of final grade)

Jackson Katz video and journal: Students will watch the assigned video and complete the related journal before the assigned date. (5% of final grade)

Final Exam: This will consist of an open NUB Handbook, multiple-choice, exam on the last day of class. (10% of final grade)

Closing Reflection: Students will write a letter to their future selves, synthesizing themes from the course. (5% of final grade)

Participation and attendance: See attendance policy. (25% of final grade)

CAMPUS POLICIES & RESOURCES

Academic Integrity

Academic honesty – being honest and truthful in academic settings, especially in the communication and presentation of ideas – is required to experience and fulfill the mission of Niagara University. Academic dishonesty – being untruthful, deceptive, or dishonest in academic settings in any way – subverts the university mission, harms faculty and students, damages the reputation of the university, and diminishes public confidence in higher education.

All members of the university community share the responsibility for creating conditions that support academic integrity. Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university's academic integrity policy.

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; complicity; and copyright violation. This policy applies to all courses, program requirements, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like.

Plagiarism and cheating are serious offenses and will be penalized with a “0” for that assignment. Violations will also be reported to the university.

Please refer to the undergraduate catalogue for Niagara University's policy on academic integrity or access the policy online, www.niagara.edu/academicintegrity.

Inclusivity, Diversity & Support for Students at Niagara University

Niagara University supports a learning environment that fosters inclusiveness where diversity is respected and valued. It is expected that students in this class will respect differences and develop an understanding of how other people's perspectives, behaviors, and worldviews may be different from their own.

Students are always encouraged to meet with faculty as early as possible in the semester to discuss their needs or concerns. Students may also seek additional assistance from a variety of resources available on campus such as academic support, counseling services, disability services, etc. For more information on these resources, please visit <http://mynu.niagara.edu/services>