

SYLLABUS

HIS 100T-01 FRESHMAN TRANSITIONS

J. Duane Bolin

Fall, 2014

Office: Faculty Hall 6B-17

Office Phone: 809-6578

Office Hours: MW 9:30-11:00

M 2:30-3:30

T 11:00-2:00

TH 11:00-12:00

Class Time and Place:

T 2:00-2:50

Faculty Hall 200

E-Mail Address:

jbolin@murraystate.edu



“We make a living by what we get, but we make a life by what we give.” *Winston Churchill*

I. Course Title: Freshman Transitions

II. Course Number: HIS 099

III. Prerequisite(s): none

IV. Credit Hours: 1 Hour

V. Catalog Description: This course is designed to assist students in their transition to Murray State University. Content includes orientation to the specific area or major(s) and minor(s) within the academic program; university procedures, policies, and resources; strategies for personal and academic success, and extracurricular opportunities. Only one Transitions course will count toward graduation. Graded pass/fail.

VI. Purpose: This course is required for History majors and for History/Social Studies Certification (Grades 8-12) majors seeking a Bachelor of Arts degree. The purpose of the course is to assist students in the transition from high school to the university, and to familiarize students with the History program at Murray State University. Please consider the following quotations:

**“How can I live without my past? How can I move without my things?
*Ma Jode in The Grapes of Wrath***

**“History, despite its wrenching pain,
Cannot be unlived, and if faced
With courage, need not be lived again
*Maya Angelou***

“The general ability of American citizens to reason historically—that is, to use experience effectively—is of the greatest importance to our present and future well being. Our survival in this era, or any other, depends on our ability to reason from experience. On that ability, more than anything else, hangs our continued economic growth, our constitutional longevity, and our personal adjustments to change.”

Ernest R. May

VII. Required Textbooks: None

VIII. Course Objectives:

- 1. To assist students in making the transition to college, and specifically to Murray State University.**
- 2. To familiarize students with the value of the liberal arts, and the purpose of higher education.**
- 3. To introduce students to the History program at Murray State University.**
- 4. To consider the questions: What is History? Why study History? How does one study History?**
- 5. To encourage exploration or relationships between courses, careers, and personal goals.**
- 6. To facilitate the development of skills that will make students more successful learners.**
- 7. To familiarize students with a wide variety of opportunities and services available at the university (including KIIS and other Study Abroad programs, tutoring services, and career services).**
- 8. To strengthen knowledge of academic policies and procedures at Murray State University.**
- 9. To encourage healthy lifestyles, and to develop time management and study skills.**
- 10. To consider History as a “Calling.”**

IX. Grading and Testing Procedures:

Students will be graded in this course on a pass/fail basis. The following criteria will determine whether a student will pass the course:

- 1. Attendance (four unexcused absences will result in a failing course grade)**
- 2. Participation in class discussions and activities**
- 3. Completion of all class assignments and examinations when class assignments and examinations are due**

X. Academic Honesty Policy:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work

submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).**
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.**
- 3) Lowering the grade or failing the student(s) in the course.**

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges

that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

<http://www.murraystate.edu/HeaderMenu/Administration/Provost/AcademicCouncil>

XI. Attendance Policy:

Class attendance is required. Each student should attend each class session. Roll will be taken. Four absences will result in a failing course grade.

XII. Important Advice for Student Success:

Come to class prepared to think and learn. Questions and discussion will be encouraged during each class session. You can learn from your classmates, and they can learn from you. Students must respect others in the class.

XIII. Non-Discrimination Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).



CLASS OUTLINE

<u>Class Date</u>	<u>Topic</u>	<u>*Assignments Due</u>
August	19 Introduction/The Syllabus	
	26 Work, Vocation, and Calling	*Letter Due!
September	2 What is History and Why Study It?	
	9 How Do I Study History?	*Definition Due!
	16 Getting a Global Perspective (Study Abroad Opportunities) (Steven Guns)	*Deadline for Alcohol Edu and Haven Part 2 Oct. 6
	23 Paper Chase in Cyberspace: Using Waterfield Library (Becky Richardson)	*Why Study History Statement Due!
	30 The Riches of Pogue Library (Becky Richardson)	
October	7 Racer Life Revolution (Allyson Taylor, Counseling Services)	*Brief Bibliography Due!
	14 Health Matters (Student Health Services) (Judy Lyle)	*Transitions Residential College Assignment Due!
	21 Undergraduate Research and Scholarly Activity (Jody Cofer)	
	28 The Future of the Past “Planning Ahead with Career Services” (Katie Mantooth)	
November	4 The Varieties of Historical Experience (Part One) (Department of History Panel)	
	11 The Varieties of Historical Experience (Part Two) (Teaching High School History and Social Studies)	
	18 <u>Final Class Session</u>	