

## BCC 100 BA First - Year Seminar Fall 2015

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Classroom : MAC 103

**Course Description:** First-Year Seminar (BCC 100) is a required course for all first-year Berry students. The course provides an introduction to the academic, intellectual, social and personal demands of college as well as an introduction to the history, mission and resources of Berry College. Through readings, lectures, discussions and group activities, students explore their strengths, aptitudes, values and goals and develop a personal plan for their Berry education. Students will reflect on individual goals within the context of higher education while developing time management and planning skills and learning a variety of study strategies.

**Purpose of the Course:** In keeping with Berry College's commitment to educating the whole person, this course is designed to aid students in their successful academic and personal entry into the college experience.

**Course Goals** This course will provide students with:

- An understanding of the learning strategies necessary for academic success
- An understanding of a liberal-arts education and Berry's academic policies
- An opportunity to develop inter- and intra-personal skills as they adjust to the personal, social, intellectual and academic demands of college life.
- A familiarity of the resources available to them within the Berry community
- An introduction to the history and mission of college
- An understanding of their responsibilities within the Berry community

### **Student Learning Outcomes and Assessments**

Students will be able to:

- Demonstrate familiarity with a variety of learning strategies by completing assignments
- Work and communicate respectfully with others to solve problems and complete assigned tasks
- Interpret and apply information regarding their own strengths, interests, values and skills by completing StrengthsQuest assignments, drafting a mission statement and completing PLAN4WARD
- Define a sense of personal direction that is demonstrated by developing a working set of goals and aspirations and an educational plan that incorporates appropriate experiences
- Demonstrate an understanding Berry's historic mission to educate the whole person by developing a clear personal mission statement and an educational plan that balances experiences of the "head, heart and hands."

**Textbooks:** the following is required for the course:

God's Hotel: A Doctor, a Hospital, and a Pilgrimage to the Heart of Medicine.

Victoria Sweet (2013)

### **Course Requirements**

1. **Class Attendance and Participation:** Preparation, prompt attendance at all class meetings, and active participation in class discussions are required. Students are expected to read the assignments for the day in advance, prepare to discuss the assignments, attend every session, bring the readings and assignments to class, and participate in class discussion. The class participation grade will be based on attendance and the contributions you make to class discussion. Any unexcused absence will factor into the participation grade. A student who has been absent continuously for one week will be reported to the Registrar.
2. **Written Reflections:** You will be asked to write four short reflections on assigned topics throughout the course. These assignments are intended to encourage introspection about your educational experiences here at Berry College. ***Written reflections should be 2 double-spaced pages.***
3. **Personal Development Planning Project:**
  - **StrengthsQuest Assessment and Report:** The Clifton StrengthsFinder assessment is a self-diagnostic tool to help you identify personal strengths so that you may develop them and draw upon them as you set and pursue goals while at Berry and beyond. Each student will complete the StrengthsFinder assessment and write a report responding to their results.
  - **Mission Statement:** Each student will write a personal mission statement that will help you to clarify your goals and behavior and provide purpose and intention for your actions.
  - **PLAN4WARD:** You will compile an educational plan of courses, work experiences and extracurricular involvement for your four years at Berry. The plan will reflect the self-assessment and career exploration you have done, as well as research into academic, work, and extracurricular opportunities at Berry. You will review the plan with me. The plan that you create this semester will certainly be revised as you continue through Berry.

**Grades:** The course grade will be based on the total points accumulated from the journals, the library skills, the completion of the Plan4Ward, as well as attendance and participation in the BCC 100 course.

<b>Assignment</b>	<b>Points</b>
Attendance/Participation	15 points
Journals	40 points
Plan4Ward	25 points
Secret Topics	20 points
<b>TOTAL</b>	<b>100 points</b>

Total points with the following possible points per assignment will determine final grades.

<b>Final Grade</b>	<b>Total Points</b>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	Below 59

**Additional Accommodations:** Students with disabilities who believe that they may need accommodations in this course are encouraged to contact the Academic Support Center in Krannert Room 329 (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

**Instructional Methods**

A variety of instructional methods will be used including the assignment of readings, class discussion, short lectures, and self-reflection through writing assignments. Classes will usually begin with 10-15 minutes of questions about any problems students have encountered.

**Academic Integrity:** Please consult the Viking Code on pages 13 and 14 for the policy on Academic Integrity. Each student is expected to adhere to the policies outlined in the college's academic handbook. Cheating or plagiarism of any kind will not be tolerated.

**Communication:** Your Berry College email is the college's official means of communicating with you. Announcements for this class will be sent to your Berry College email address. It is your responsibility to activate your account and to check it regularly.

### Schedule of Topics and Reading Assignments

The assignments listed in **bold** are **due that day** and are **firm**. The assignment due dates also listed next to the assignment. Special **mandatory** events are listed under each week.

<b>Week of</b>	<b>Events</b>	<b>Topic</b>	<b>Assignment Due in class</b>
Aug 24	Opening Convocation (August 25, College Chapel, 11am) First – Year Service Day (August 29, Krannert Ballroom, 8am)	Expectations and First Impressions	<b>Secret Topic</b>
Aug 31		Academic Support	<b>Secret Topic</b>
Sept 7	“Can I Kiss You?” (September 10, Krannert Ballroom, 7:30pm)	CIKY Follow up  Plan4Ward (bring laptop)	
Sept 14	Freshman Focus on Careers (September 17, Krannert Ballroom, 5:30pm)	Mission Statements  Discuss Academic and Personal Goals	<b>Plan4ward Part I</b>
Sept 21	Majors Fair (September 24, Krannert Ballroom, 11am)	Campus resources	<b>Journal 1</b>
Sept 28	Victoria Sweet, Lecture (September 29, Cage Center, 7:30pm)  Mountain Day (October 3, 8am)	Berry History	<b>Secret Topic</b>
Oct 5		Intro StrengthsQuest	<b>Secret Topic</b>
Oct 12		Discuss StrengthQuest	
Oct 19		Plan4Ward (bring laptop)	<b>Journal 2</b>
Oct 26		Midterm Grades and Pre-Registration	<b>Plan4Ward Part II</b>
Nov 2		Visit Career Center	
Nov 9		College Academics	<b>Journal 3</b>
Nov 16		International Programs	<b>Plan4Ward Complete</b>
Nov 23		<b>No Class – Thanksgiving Break</b>	
Nov 30		Berry So Far	<b>Journal 4 Due</b>

## Portfolio Assignments

The assignments are due by the start of class on the day indicated in the schedule. I would prefer that they were emailed to me, however I will accept them in class as well. If you decide to email them to me, please title the file and email subject with your last name followed by the writing assignment number.

### ***\*Assignment 1: Your Mission Statement (due: Sept 25<sup>th</sup>)***

Drafting a mission statement forces an institution to examine itself, in order to clarify its goals and what it stands for. A thoughtfully composed mission statement that honestly reflects the principles, goals, and practices of an institution gives purpose and meaning to the daily work of everyone associated with the institution.

Likewise, a personal mission statement can help you clarify goals and behavior and provide purpose and intention for your actions. Use the prompts below to generate ideas before composing your mission statement. Be sure to submit your responses to these questions along with your final statement.

- Define yourself. What adjectives best describe you? How do you want others to see you? What kind of person do you strive to be?
- Define your values. To what ideals are you committed? What do you think is the most important in life?
- State your long term goals. What do you hope to achieve over the next four years and beyond. Include all areas of your life: educational, familial, social, professional, spiritual.
- State how you will fulfill your mission. Re-examine your goals and values. What will you do to fulfill your goals while staying true to your principles?

Review your notes for the four questions above and draft a statement no longer than one paragraph. Your mission statement should be easy to understand and remember and should describe what you want to do, who you want to be, and what you will do to meet these goals. Think of this statement as a work in progress. Review it from time to time and revise it to reflect new insights, experiences, and aspirations.

### ***\*Assignment 2: Share your Strengths (due: Oct 23<sup>rd</sup>)***

Email your full theme report to three people who know you well. Ask them these questions:

- Do you see these themes in me? Do you think they are an accurate description of me?
- Can you give me any examples of times when you have observed some of these themes in me?

Write a brief (3-4 paragraphs) reflection on your signature themes. Identify your five themes. Which ones do you and your respondents see most clearly in you? Which do you feel are most accurate? Cite examples of times when you or others saw these themes at play in your life. Were you surprised by any of your themes? Are there any that you feel are not accurate? What kind of response did you receive from those who know you well? Were you surprised by anything those people told you about yourself? What implications do you see at this point for applying your signature themes in your life?

**Assignment 3: Career Reflection** (due: Nov 13<sup>th</sup>)

Many students come into college with a set plan for their lives. This can be a great motivational tool, but can also prevent them from fully exploring their potential. What are your current career plans? What draws you to this particular career? What are the classes that you would need to take here at Berry to be able to pursue that career?

Then look at a secondary option and answer the same questions. What draws you to this particular career? What are the classes that you would need to take here at Berry to be able to pursue that career?

Finally, compare your options. How would lifestyle differ between the two careers? Which one most closely matches the type of lifestyle you are interested in having? Reflect on how you can still pursue your current career aspirations and also explore other interests outside of this field while at Berry.

**Assignment 4: Berry So Far** (due: Dec 4<sup>th</sup>)

Reflect on your experience at Berry so far. You may want to refer back to earlier writings in your portfolio for comparison. How have these first seven weeks fulfilled or failed to fulfill your expectations? What has been the most rewarding part of college so far? What has been the most difficult? If you could go back to the beginning of the semester, what would you do differently? What do you see as your main challenges for the rest of the semester? Think a little further ahead. Where do you see yourself four years from now? How will college have changed you? What do you hope to have gained, learned and done? Where might you be living? What might you be doing? How will you remember your years at Berry?