

**LA 105 Higher Education: A New Experience**  
**Fall 2007**

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**COURSE DESCRIPTION:** This class helps students transition from high school to university life. The ultimate aim is to enhance each student's ability to succeed in mind, body, and spirit. Along the way co-instructors work with the class in building a community that encourages, challenges, and supports one another toward each person's goals.

- TEXTS:** 1) R. Ferguson, LA 105 Course Packet  
2) Student Conduct Code (available on-line)  
3) Academic Catalog (available on-line)  
4) Charles Lipson, Doing Honest Work in College

**OBJECTIVES:** In this course, students:

- 1) develop a **support group** through group building, a service project, and getting to know their instructors;
- 2) gain a better understanding of **Christian higher education** while developing critical thinking skills;
- 3) become acquainted with **campus resources** and key individuals who will support their academic, social, and spiritual endeavors;
- 4) learn Concordia's expectations for behavior as presented in the **Student Conduct Code**;

- 5) improve their ability to **manage time**;
- 6) learn Concordia's on-line **registration** process;
- 7) enhance their **academic skills** such as note taking, studying, research, writing, and academic honesty;
- 8) engage in **self-discovery** related to personality, values, vocation, health, and service;
- 9) sharpen their **interpersonal skills** involving conflict management, gender differences, and student-professor relationships; and
- 10) embrace Concordia's **sense of community** by applying Boyer's six community traits (purposeful, open, just, disciplined, caring, and celebrative) in a small group project.

**ACADEMIC HONESTY:** Concordia University recognizes honesty and integrity as necessary to the academic purpose and function of the institution. CUW, therefore, expects a high standard of individual honor in all academic endeavors from each student. Academic dishonesty includes cheating on exams and plagiarism of another's ideas in a paper. Students found guilty of academic dishonesty are subject to disciplinary action ranging from failure of the assignment to failure of the course, depending upon the frequency and severity of the offense.

**DISABILITY NOTICE:** If you are a student with a documented disability and require accommodations to obtain equal access to this course, please contact Nicole Gahagan, Director of the Learning Resource Center in LU 200B, ext. #4535.

**WEBCT:** You may access the following items on WebCT: 1) the syllabus, 2) Common Readings on campus safety, 3) Engagement with Learning self-assessment, 4) helpful registration information, and 5) miscellaneous student success items as the semester unfolds.

## EVALUATION:

Attitude and Participation.....	20 pts	
Boyer Group Project .....	20	
Vocational Exploration Paper .....	20	
E-mail Journals.....	20	A 183-200
Midterm Exam.....	20	A- 179-182
Lipson Quiz.....	10	B+ 175-178
Self-Reflection Essay, part I .....	10	B 163-174
Self-Reflection Essay, part II (Final Exam)....	20	B- 159-162
Semester Success Plan.....	10	C+ 155-158
Common Readings Abstract.....	10	C 143-154
Advisor Interview .....	10	C- 139-142
Time Management Assessment.....	10	
Note-Taking Assessment .....	10	
Service Project Reflection .....	<u>10</u>	
	200 total	

Perfect Attendance ..... + 1/3 letter grade  
Co-Curricular Activities .....- 1/3 letter grade if not fulfilled

## SPECIAL FEATURES

Attendance: We will give you THREE free absences, excused or not. For each absence beyond three, FIVE points will be deducted from your attitude and participation score. Only a school sponsored event does not count as an absence. If you achieve perfect attendance, your grade for the course will be increased by 1/3 of a letter.

Late Papers: will be graded down one full letter per class period late.

Co-curriculars: This is a non-graded expectation. You can fulfill this requirement by joining one student organization or by attending THREE DIFFERENT co-curricular activities: sports, music, drama, or student organizations. Bring proof of attendance (e.g., a ticket stub or program) to class. Your over-all grade will be reduced by 1/3 of a letter if this expectation is not met.

## SPECIAL ASSIGNMENTS (not detailed in your course packet)

*E-Mail Journals:* Periodically throughout the course your peer leader will e-mail you a question to which you will THOUGHTFULLY respond (in at least one full paragraph). Questions will usually be sent to you on a Friday, and you will have one week to respond.

*Advisor Interview:* Make an appointment with your academic advisor. Spend approximately ten minutes getting to know this person in his/her office. Take notes. You set the agenda, but possible topics include: personal background, professional background, responsibilities at Concordia, likes and dislikes about teaching, philosophy of education, and advice for succeeding in college. Type a one-page summary of your experience: What did you learn? What did you feel?

*Self-Reflection Essays:* Early in the semester you will be asked to write about yourself in a one-page essay in which you answer these questions: 1) Who are you? 2) Where are you going? 3) How will you get there? At the end of the semester you will answer the same three questions in a two-page essay that will also serve as your Final Exam.

*Semester Success Plan:* Read all of your course syllabi for this semester and strategize for how you will succeed in each class. Devote one paragraph per class. We will use LA 105 as an example to help you with this assignment.

*Common Readings Abstract:* This year LA 105 is focusing on campus safety. Read the web-posted readings and write a one-page summary of the key points that you find especially helpful and/or relevant for Concordia. **This assignment must be checked by a writing consultant in the LRC.**

*Service Project Reflection:* After completion of our service project write a one-page essay in which you reflect on the experience. What did you learn about the organization and/or people whom we served? What feelings and/or attitudes did you experience in this process? Are you now more or less likely to do a service project in the future? Why?

## COURSE AGENDA

- Aug. 27: Welcome to LA 105! Dec. 7: **Boyer presentations**  
29: Classmate Interviews 12: **Self-Reflection Essay #2**  
31: Group Building; **Self-Reflection Essay #1**
- Sept. 3: Labor Day: NO CLASS  
5: Engagement with Learning; **Advisor Interview**  
7: Engagement with Learning; **Semester Success Plan; EJ #1**  
10: President Ferry (Bluff)  
12: Service Project Planning  
14: NOON--Brett Sokolow (Auditorium)  
17: Campus Safety; **Common Readings Abstract**  
19: Campus Resources  
21: Campus Resources; **EJ #2**  
24: Student Conduct Code  
26: Time Management  
28: Time Management
- Oct. 1: Critical Thinking: Worldviews  
3: Registration  
5: Registration; **EJ #3**  
8: Managing Stress; **Time Management Assessment**  
10: Lipson: A Case Study in Study Skills  
12: Lipson: A Case Study in Study Skills  
15: Lipson: A Case Study in Study Skills; **Note Taking Assessment**  
17: **Lipson Quiz**; Case Study Reflection  
19: **Midterm Exam; EJ #4**  
22: Servant Leadership: A Case Study in Research  
24: Servant Leadership: A Case Study in Research  
26: Fall Break—NO CLASS  
29: Servant Leadership: A Case Study in Research  
31: Servant Leadership: A Case Study in Research
- Nov. 2: Vocational Exploration: A Job vs. A Vocation; **EJ #5**  
5: Vocational Exploration: Values Exploration  
7: Vocational Exploration: Career Services  
9: Vocational Exploration: Student Forum (in auditorium)  
12: Managing Relationships: Students and Teachers  
14: Managing Relationships: Conflict  
16: Introduction to Boyer project; **EJ #6**  
19: Boyer work time  
21: Boyer work time; **Vocational Exploration Paper**  
23: Thanksgiving—NO CLASS  
26: Boyer work time  
28: Boyer work time  
30: Boyer work time; **Service Project Reflection; EJ #7**
- Dec. 3: **Boyer presentations**  
5: **Boyer presentations**