



# MARYMOUNT UNIVERSITY

DISCOVER  
2017-18

## COURSE SYLLABUS

<b>Course Number</b> DSC 101-L	<b>Course Title</b> Stories of the Marymount Community		
<b>Fall Semester</b> 2017	<b>Spring Semester</b>	<b>Summer Semester</b>	<b>Credit Hours</b> 3
<b>Name of Instructor:</b> <b>PEER MENTOR:</b> Prakriti Deuja			
<b>Meeting Day, Time, and Room Number</b> M & R, 3:30 - 4:45 PM, Gailhac 2011			
<b>Final Exam Day, Time, and Room Number</b> TBD			
<b>Office Hours, Location, Phone</b> Butler G108, M & R 1:15 – 3:00 PM walk-ins or by appointment, T, W, & F by appointment only			
<b>E-mail and Web Site</b> <a href="mailto:kkoppy@gmail.com">kkoppy@gmail.com</a> , <a href="http://katekoppy.wordpress.com">katekoppy.wordpress.com</a>			
<b>Course Description:</b> DSC 101 is an academically rigorous foundational course for first year students. The course is designed to introduce new first year students to Marymount University and to learning in higher education. Through the course theme, you will engage in inquiry-based learning, which is a component of Marymount’s fundamental competencies for liberal arts. In addition to DSC 101, you will take 3 courses designated by your major as inquiry (INQ). In your INQ courses you will actively participate in investigating questions and problems, some of which have no one answer. DSC 101 will help you to begin to develop the skills and abilities to succeed in these courses as you proceed through your major, as well as to find success in college and lifelong learning. In addition, DSC 101 will help improve your understanding of the intellectual, emotional and social challenges of University life and apply this knowledge to yourself.			

### UNIVERSITY STATEMENTS

#### ACADEMIC INTEGRITY

By accepting this syllabus, you pledge to uphold the principles of Academic Integrity expressed by the Marymount University Community. You agree to observe these principles yourself and to defend them against abuse by others. Items submitted for this course may be submitted to TurnItIn.com for analysis.

## **STUDENT COPYRIGHT INFORMATION**

For the benefit of current and future students, work in this course may be used for educational critique, demonstrations, samples, presentations, and verification. Outside of these uses, work shall not be sold, copied, broadcast, or distributed for profit without student consent.

## **ACCOMMODATIONS AND ACCESSIBILITY CONCERNS**

Please address any special challenges or needs with the instructor at the beginning of the semester. Students seeking accommodations for a disability must complete the required steps for obtaining a Faculty Contact Sheet from the Office of Student Access Services (SAS). Students are then responsible for meeting with their instructors at the beginning of the semester to review and sign the Faculty Contact Sheet and develop a specific plan for providing the accommodations listed.

**Accommodations cannot be granted to students who fail to follow this process.** Appointments with the SAS director can be scheduled through the Starfish "Success Network" tab in Canvas. For more information, check the SAS website, e-mail [access@marymount.edu](mailto:access@marymount.edu), or call **703-284-1538** to reach the SAS director or an academic support coordinator.

## **EMERGENCY NOTIFICATION POLICY**

When students are absent due to a crisis situation or unexpected, serious illness and unable to contact their individual instructors directly, the Division of Student Affairs can send out an Emergency Notification. To initiate an Emergency Notification, students should contact the **Division of Student Affairs 703-284-1615** or [student.affairs@marymount.edu](mailto:student.affairs@marymount.edu). Emergency Notifications are **NOT** appropriate for non-emergency situations (e.g. car problems, planned absences, minor illnesses, or a past absence); are **NOT** a request or mandate to excuse an absence, which is at the sole discretion of the instructor; and are **NOT** a requirement for student absences. If a student contacts instructors about an emergency situation directly, it is not necessary to involve the Division of Student Affairs as arrangements are made to resolve the absence.

For non-emergency absences, students should inform their instructors directly.

## **ACCESS TO STUDENT WORK**

Copies of your work in this course including copies of any submitted papers and your portfolios may be kept on file for institutional research, assessment and accreditation purposes. All work used for these purposes will be submitted confidentially.

## **UNIVERSITY POLICY ON WEATHER AND EMERGENCY CLOSINGS**

Weather and Emergency closings are announced on Marymount's web site: [www.marymount.edu](http://www.marymount.edu), through **MUAlerts**, area radio stations, and TV stations. You may also call the **Weather and Emergency Hotline at (703) 526-6888** for current status. Unless otherwise advised by local media or by official bulletins listed above, students are expected to report for class as near normal time as possible on days when weather conditions are adverse. Decisions as to inclement closing or delayed opening are not generally made before 6:00 AM and by 3:00 PM for evening classes of the working day. Emergency closing could occur at any time making **MUAlerts** the most timely announcement mechanism. **Students are expected to attend class if the University is not officially closed.** If the University is closed, course content and assignments will still be covered as directed by the course instructor. Please

look for communication from course instructor (e.g., Canvas) for information on course work during periods in which the University is closed.

## **1. BROAD PURPOSE OF COURSE**

The stories we tell are powerful. They help us to know one another as individuals and to define communities among us. Inspired by the Anacostia Unmapped project ([www.anacostiaunmapped.com](http://www.anacostiaunmapped.com)), the students in this course will work together to create a series of audio posts about the Marymount Community. Over the course of the semester, tasks will include identifying and interviewing community members, drafting questions, editing and transcribing recordings, and managing the posting platform. We will also spend time discussing issues of participant consent, ethics of recording and publication, challenges of representing diversity without essentializing. Students do not need to have recording, editing, and posting skills in order to participate in this class, though prior experience in any of these areas is welcome.

## **2. COURSE OBJECTIVES:**

Through participation in a variety of inquiry-based activities, with the support of a peer mentor, instructor and classmates, students will show growth in academic and personal development and level of community engagement, to ease the transition from high school to college. Upon successful completion of this course students will be expected to:

### ***Inquiry Project Requirements***

1. Formulate a question, determine research strategy, and formulate a methodology to examine the research question.
2. Gather appropriate scholarly information that are relevant to the question.
3. Analyze, evaluate, and synthesize information from source(s) to support your inquiry project.
4. Draw independent conclusion(s) that integrates new information with previous knowledge.
5. Communicate findings by formally presenting the results of the inquiry project through a combination of written work, discussion, and/or a formal oral presentation.

### ***Personal Learning Outcomes***

1. Demonstrate personal development in adjusting to college life.
2. Display growth in academic and personal responsibility.
3. Identify University resources supporting academic and personal needs.
4. Experience community engagement outside the classroom with faculty and peers.
5. Assess career interests and skills and use the results to reflect on personal career goals.

## **3. TEACHING METHOD**

Lectures, multimedia, class discussions, presentations, projects, group activities. Courses designated as Inquiry (DSINQ) should demonstrate active learning methods.

#### 4. GRADING POLICY

##### ***Course Requirements***

Attendance	100 points
Quizzes	100 points
Resume	50 points
Career Assignment	50 points
Inquiry Project	200 points

A+ = 97-100*	B+ = 87-89.999	C+ = 77-79.999	D+ = 67-69.999	F = 0-59.999
A = 94-96.999	B = 84-86.999	C = 74-76.999	D = 64-66.999	
A- = 90-93.999	B- = 80-83.999	C- = 70-73.999	D- = 60-63.999	

\*Marymount does not allow A+ as a final grade.

**September 29th is the last day to withdraw from a class without academic record.  
November 3rd is the last day to withdraw from a class with a grade of W.**

##### Attendance

Your presence in the classroom is critical to your success and the success of the whole class. You lose three points in this category for every absence from class, regardless of the reason why. You lose one point for tardiness.

##### Quizzes:

Throughout the semester, quizzes will be given at in the first 5-10 minutes of class. These **quizzes can not be made up** if missed, even if the absence is excused, but the lowest quiz score will be dropped. These quizzes prepare the class for the day's discussion topics.

##### Resume:

You will create a resume appropriate to use in applying for campus jobs, internships, and scholarships.

##### Career Assignment:

You will complete the following two assignments to begin to think strategically about your future career and to assist in planning your time here at Marymount:

1. Focus 2 – 25 points - This is a self-exploration online tool that profiles your interests, skills, values, personality, educational preferences, and leisure preferences. It will help you begin to understand the kinds of careers and majors that are of most interest to you. To access Focus 2 visit <https://www.focuscareer2.com/Portal/Register.cfm?SID=345> and the Access Code is "saints".
2. Reflection on the Focus 2 – 25 points - After completing the online tool you will complete a set of questions on the worksheet designed to help you think about and apply your Focus 2 results.

### Inquiry Project/Paper:

You will work together with a group of classmates to produce a podcast episode featuring an interview with a member of the Marymount community. You will also write a reflection paper at the end of the semester. This project is broken into smaller sections:

- identification of interviewees
- brainstorm of questions
- conducting the interview
- audio editing
- transcription and text editing
- posting
- publicity
- responding to comments
- individual reflection paper

At the end of the semester, you will produce a 5-page paper that presents your participation in the group project and your own answers to the questions we raised as a class.

**6. REQUIRED TEXT** None.

**5. CLASS SCHEDULE** For each class session, students should be able to see what is being covered and assignments due. This is an example of how this information could be represented.

- M 8/28 Intro and Syllabus  
Peer mentor: Getting Organized, Handbooks, Independence  
Listening Together: "The Lion and the Map"
- R 8/31 Listen to one of 4 Anacostia Unmapped stories at home. Discussion in class.
- M 9/4 Labor Day Holiday: Class does not meet
- R 9/7 Peer Mentor: Library and CTL  
Brainstorm list of potential interviewees.
- M 9/11 Peer Mentor: Technology for Productivity  
Form groups and send interview invitations via e-mail.
- R 9/14 Generate interview questions, practice interviewing each other.
- M 9/18 Peer Mentor: Joining in and Stepping Up  
Reading: John Niles from *The Storytelling Animal*
- R 9/21 Recording technology and ethics
- M 9/25 Peer Mentor: Campus Safety
- R 9/28 Editing and transcribing, divide and conquer.
- M 10/2 Peer Mentor: Money, Scholarships  
Resume Workshop, part 1
- R 10/5 Presentation from FYE Advisers
- T 10/10 No classes on M 10/9 for Fall Break. Monday classes meet on T 10/10.  
Peer Mentor: Study Abroad  
Set up accounts/identities in Wordpress. Discuss order of publication of the episodes.
- R 10/12 Class does not meet in the classroom.  
Edit and/or transcribe your sound files in your groups.
- M 10/16 Peer Mentor: Relationships and the Counseling Center  
Podcast publicity workshop.
- R 10/19 Draft interview Report
- M 10/23 Peer Mentor: Registering for next semester  
Academic Advisers
- R 10/26 Peer Review of Interview Report, Draft due on paper in class
- M 10/30 Peer Mentor: Catholic Identity and Service Culture  
Resume workshop, part 2
- R 11/2 Listen to our own episodes.
- M 11/6 Peer Mentor: Time Management and Learning Styles
- R 11/9 Reading (TBD) and Discussion
- M 11/13 Peer Mentor: Critical Thinking Reading (TBD) and Discussion
- R 11/16 Peer Mentor: Emotional Awareness
- M 11/20 Peer Mentor: Family Relationships and Holidays
- R 11/23 Thanksgiving Break
- M 11/27 Peer Mentor: Study Skills and Exam Prep
- R 11/30 Peer Review of Reflection Paper
- M 12/4
- R 12/7 Peer Mentor: Looking Forward and Celebrating