



**Course Name:** Freshman Seminar

**Course Number:** FS\* E100

**Credits:** 3

**Catalog description:** Freshman Seminar introduces students to diverse academic content, emphasizing the acquisition and application of learning strategies in preparation for rigorous college study. The content is designed to prepare students to develop their own individual, academic and career success through self-evaluation, inquiry, application of specific strategies, discussions, and classroom exercises and assignments. These activities help students acquire and apply specific study strategies, stimulate critical thinking skills, practice oral and written expression, establish goals, practice effective self and time management, become contributing members of the HCC community, encourage meaningful relationships with professors and classmates, and choose behaviors leading to a successful academic experience. This course must be taken within the first 12 credit hours.

**Prerequisite:** None

**Co-requisite, or Parallel:** All students in General Studies and all students placing into ENG 092 and/or ENG 094 must take FS 100 concurrently.

## **General Education Competencies Satisfied:**

**HCC General Education Requirement Designated Competency Attribute Code(s):**

None

**Additional CSCU General Education Requirements for CSCU Transfer Degree Programs:**

None

**Embedded Competency(ies):**

None

**Discipline-Specific Attribute Code(s):**

None

## **Course objectives:**

**General Education Goals and Outcomes:** None



### **Course Specific Objectives:**

- State a problem clearly
- Analyze and organize facts and ideas
- Draw reasonable inferences from facts and ideas
- Write and speak clearly in Standard English
- Receive and comprehend written and oral information
- Develop and explain a main idea
- Collect and organize information about a topic
- Access information from libraries using printed and electronic sources
- Recognize both personal and public ethical issues
- Understand the consequences of a decision or a course of action

### **Course-specific outcomes:**

1. Apply the academic skills of critical thinking, reading and writing.
2. Demonstrate competency in formulating arguments, including a significant focus on inductive reasoning, explaining and analyzing relationships clearly, drawing reasonable inferences and conclusions that are logical, and providing support by evaluating credible sources of evidence necessary to justify conclusions.
3. Demonstrate informational literacy using current, relevant technologies to solve problems, complete projects, and make informed decisions.
4. Develop and explain individual, academic and career goals, identify barriers and formulate strategies to ensure success.
5. Demonstrate competency in applying academic success strategies, particularly in the areas of note-taking, test-taking, studying, reading and writing.
6. Apply self and time management techniques to deal with the demands of school, work, and personal life.
7. Engage in self-assessment. Students will more fully understand their own learning styles, types of intelligences, degrees of emotional intelligence, interests, abilities, values, and personal definitions of success in order to develop structured and consistent study habits.
8. Demonstrate an ability to work collaboratively with classmates through active and effective participation in group assignments and discussions.
9. Demonstrate academic integrity – learn and employ strategies to avoid plagiarism and academic dishonesty.
10. Demonstrate an understanding of the college policies and culture, including locating and using the resources of Housatonic Community College.



**Course Content:**

**Academic Expectations:**

General education learning outcomes

- Academic and career development
- Academic integrity – Avoiding plagiarism

Communication:

- Oral
- Written

Academic growth:

Personal conduct

- In and out of class

Campus resources

- Academic support
- Departmental support (understanding what/where these are on campus)

**Behavioral Outcomes:**

Self-assessment

Self-responsibility/management – Ownership of learning and personal accountability

Goal-setting

Time management

Interdependence – Networking

Learning styles



Addressing transition to college

Academic advising:

- Selecting a major
- Understanding the purpose of academic advising
- Mapping out a college career

Relationships - Student-student; student-professor

Conflict resolution

Group process

### **Critical Thinking**

Affective and cognitive strategies

Analyzing information to distinguish fact and opinion

Drawing inferences and making conclusions

Making informed decisions

Defining a problem

Creating and analyzing possible solutions



**Responding to Academic Reading and Writing**

Developing research skills

Evaluating writing

Making reading/writing connections

Presenting findings through written and oral communication

**Study Strategies/Improving Academic Performance:**

Memory

Reading

Writing

Listening/Attention

Note-taking

Test-taking

Understanding the textbook

Date Course Created: 11/2015

Date of Last Revision: 3/29/2017