

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: FSS 160

Year: 2023-2024

Course Title: Freshman Seminar - Communication and Media

Credit Hours: 1

I. Course Description:

This course is designed to enhance the college experience for first-year matriculated students. The Freshman Seminar employs an interactive design and a variety of instructional modalities (e.g., discussion, lecture, research, multi-media) to enhance student development in three areas vital to student success: study skills, program development, and career/transfer awareness. Students may not apply credit for more than one Freshman Seminar and may not apply credit for both ACAD 150 and a Freshman Seminar toward their degree. Prerequisites: None. 1 Cr. (1 Lec.) Fall semester.

II. Additional Course Information:

- | |
|---|
| 1. This course is designed to be program-specific by presenting content (study skills, program development, and career/transfer awareness) most relevant to a specific degree program. FSS 160 is required in Digital Cinema A.S., Communication & Media Arts A.S., Broadcast Journalism- Radio A.A.S. and Broadcast Journalism – Television A.A.S. |
| 2. The skills obtained during this process are transferable to another program, should the student change their major. While designed for specific majors, it can also be used as be an unrestricted elective in any program. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- | |
|--|
| 1. Demonstrate effective learning strategies necessary for success in their college courses and program. |
| 2. Explain the requirements of their degree program and the support services available to help them reach their educational goals. |
| 3. Research and describe career/transfer alternatives in their program. |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs –N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes – N/A

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

General Education Competencies –N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ **CRITICAL THINKING & REASONING-** Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ **INFORMATION LITERACY -** Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ **SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):** **N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

| |
|--|
| 1. Introduction to Tompkins Cortland CC software applications and communication modalities |
| 2. Study skills areas |
| 3. Required and elective coursework in their program |
| 4. College policies that affect their academic goals and academic status |
| 5. The college's grading system |
| 6. the transfer process and/or the career field(s) related to their program |

VI. Methods of Assessment/Evaluation

| Method | % Course Grade |
|---------------------------------------|----------------|
| 1. Written assignments and/or quizzes | 80% |
| 2. Participation and attendance | 20% |

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

| |
|--|
| 1. Gardner, John N. & Barefoot, Betsy O. <i>Your College Experience</i> , 11 th Ed. Bedford @2014 |
| 2. <u>TC3 Catalog</u> , (online) |

VIII. Bibliography of Supplemental Materials

| |
|---|
| 1. Ellis, David. <i>Becoming a Master Student</i> . 15 th Ed. Cengage @2015 |
| 2. Gardner, John N. & Barefoot, Betsy O. <i>Your College Experience</i> . 11 th Ed. Bedford @2014 |
| 3. Kanar, Carol, C. <i>The Confident Student</i> . 8 th Ed. Cengage @2012 |
| 4. Stemmle, D. <i>Procrastination Solutions for College Students: The Underground Playbook for Overcoming Procrastination and Achieving Peak Performance</i> . College Success Academy, @2021 |

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

| |
|------------------------------------|
| Audiovisual: None specified |
| Electronic: None specified |
| Other: None specified |

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in

misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.