Metropolitan State University
Course Syllabus, Fall Semester 2005 (FY06)
Metro 101- Your Academic Journey (formerly First Year Experience)

Dates: Tuesdays, 6 PM to 9PM
August 30, 2005 until November 15, 2005

Location: Midway Campus – Energy Park Drive between Snelling & Lexington St. Paul (room 10)

Instructor: Alice Magnuson, Academic Advisor First College
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Introduction
Your Academic Journey, formerly First Year Experience, is designed to introduce students to the nature of higher education and to Metropolitan State University. This class will use the text, *Becoming a Master Student, (11th edition)* and additional library and reading assignments to develop critical thinking skills. Students will become familiar with university policies and procedures including how to register, buy books, use the writing and math center, computer center, learn about library procedures and career services. The course will also use additional texts, newspaper and magazine articles, in class movies and videos. This course is for new freshmen students and for students who have been away from the college experience for a time. This course will prepare you for success at Metropolitan State University. Welcome!

Competence Statement
Knows concepts and approaches to higher education well enough to understand values, processes and resources at Metropolitan State University and can apply critical thinking skills in reading, writing, speaking, listening skills, in class presentations and classroom discussions.

Texts
Ellis, Dale *Becoming a Master Student 11th edition* (Boston: Houghton Mifflin, 2003) (hereafter called BMS)

Course Ground-rules
Attendance
Class attendance is required. If you have an emergency & must be absent you must notify me in advance, if possible, or as soon as possible after your absence to discuss how you will make up the class work you have missed. You are responsible for all course work whether you are in class or not. There are no exceptions. Further, if you miss two classes without contacting me, or three class meetings for any reason, you will receive a “no competence” for the course.

Evaluation
According to Metropolitan State University’s policy, you will receive a letter grade unless you requested a competence/no competence, pass/no pass narrative evaluation at registration (or before the second class meeting). Your evaluation will be based on written textbook entries and textbooks exercises (30%), written class papers (35%), and class attendance and participation (35%).
Class meetings/ Dates & Assignments & Class Activities

Week One – August 30, 2005

Activities/Topics
Introduction to course, course topics and course syllabus.
Introduction to each other, complete class survey hand out and plan to discuss in class.
Discuss Metropolitan State University rules, requirements and expectations.
Review Catalog & Class Schedule. Skim both in class and jot down three things you find useful in each and share with your small group and class. Skim entire BMS text. Highlight most interesting section.
Campus Tour

Next Class Assignments
• BMS book Read and complete all exercises in the Introduction and Chapter 1 First Steps and Chapter 8 Communicating - bring them to class.
• NOTE- Make sure you have completed Diagnostic Assessments in reading, writing and math. Information found on page 14 & 15 in the semester class schedule.
• Read a newspaper article about local or national education issues & concerns in the United States. Discover what issues concern parents & teachers at the national and/or local level. Identify one to write about in your paper.
• Write a two page paper from your news article and consider your own thoughts & reactions as you write about the issue you have identified in the article. Tell me what you are thinking.
  Be prepared to share your ideas with your classmates in class. Paper due week 2. This as paper 1 for the class.

Note -- all papers must be typed, double spaced, with your name on top left side of paper. Make two hard copies of your paper. Submit one copy keep one for your files.

Week Two – September 6, 2005

Activities/Topics
Re-introductions. Question and answer session.
Discuss BMS readings, the Introduction, Chapter 1 First Steps and Chapter 8 Communicating. Review exercises and readings from the chapter.
Work in small groups to read each other’s papers on education and discuss your findings.
Each group will review their findings and ideas and share orally with the class.
Submit & collect paper 1.

Next Class Assignments
• BMS read and complete exercises in Chapter 2 Planning, and Chapter 3 Memory.
• Read second newspaper article about education issues. Identify two new issues to write second two page response papers. Be prepared to share and discuss findings with class. Turn in paper 2.
• Complete Free write Assignment “My Educational Career” and bring to class week three to discuss and share with class.
Week Three – September 13, 2005

What About Writing? Your Voice on Paper!

Activities/Topics
**BMS discussion on – Chapter 2 Planning and Chapter 3 Memory**
What Metro State’s Writing Center Can Do for You - Guest Speaker from Metro State’s Writing Center. Handouts
Bring your writing tools to each class. Pen, pencil, paper, dictionary
Review in small groups and share with class paper two. **Submit and collect paper 2** and complete Educational Career Survey in class.

Next Class Assignments
- **BMS read and complete exercises in Chapter 4 Reading, Chapter 5 Notes.** Read third newspaper article about local school district concerns. Identify two more issues of concern.
- **Write 3rd paper to share, discuss and submit.**

Week Four – September 20, 2005-- Library Field Trip to St. Paul Main Campus downtown.

Activities/Topics
**Discussion from BMS- share written assignments from Chapters 4 reading and chapter 5 Notes**
Library cards and libraries. Do you have your library card? You need to get one from your local library.
Share and discuss in small groups and class your written paper. **Submit and turn in paper 3**

Next Class Assignments
- **BMS read and complete exercises in Chapter 6 Tests**
- **Jonathan Kozol Library Assignment.** Visit your local or campus library to check out a book by Kozol. I prefer, if available, that you read one of the following books; **Death at an Early Age, or Savage Inequalities,** or **Ordinary Resurrections: Children in the Years of Hope.**
- **Read your Kozol book in the next three weeks. Be prepared to discuss Chapter 1, 2 & 3 of your Kozol reading at next class. Write 3 page response to chapters 1, 2 and 3 to discuss next week. This can be part of your five to seven page Kozol paper. Explain why you think different school systems provide different levels of education to students as part of this Kozol paper. Begin thinking about race, class and gender in our society. Kozol paper due week 7 – October 11. (This is paper 4)**

Week Five – September 27, 2005

Activities/Topics
**Kozol discussion – chapters 1, 2 & 3.** Work on Kozol paper outline.
View in class Tom Brokaw video on “America’s Schools”. **Are you surprised about what you see?**
Class discussion on education in the United States. Incorporate your news articles with Kozol & Brokaw in class discussion.
**BMS discussion on Tests Chapter 6**

Next Class Assignments
- **BMS read and complete exercises in Chapter 7 Thinking**
- **Write three page paper response to Brokaw video and compare it to your Kozol reading. Paper due week 6.**
Week Six –October 4, 2005

Activities/Topics

Small Group Discussions from Tom Brokaw video, Kozol book and your papers about education and school funding in the United States and in the Milwaukee School System. What themes do you see emerging?

BMS discussion on Chapter 7 Thinking.

Tom Brokaw paper due

Next Class Assignments
• BMS read and complete exercises in Chapter 9 Diversity
• Write three questions to use to and interview three women in your life. Women who have had an impact on your own educational journey... Examples are your, mother, grandmother, sister, aunt, spouse, or daughter.
• Think about how they influenced you in your educational journey? What did they do, or not do to influence you? What was their own journey? Were they permitted to get an education? Yes, No? Why/why not?

Week Seven – October 11, 2005

Activities/Topics

Kozol paper due. Paper 4

BMS Chapter 9 Diversity

Class and small group discussions about your interviews. What did you learn about the women you interviewed? Write three page paper in class to discuss in class about what you learned from the women you interviewed.

Write a four page paper about the affect/effect of gender and class on the educational experiences of the women you interviewed. Due October 18.

Next Class Assignments
• Women’s Interview paper due October 18. This is paper 5

Week Eight October 18, 2005

Activities/ topics

Movie – Educating Rita

Think about your own education journey and the journey of the women you interviewed while watching “Rita” Look at the issue of gender, race and class on these journeys. Women’s Interview paper 5 due.

Reflect on the 3 questions you used for your interviews of the three women and use them as a guide while you watch “Rita”. This information is helpful for your 10 page final paper & presentation.

Next Class Assignments
Small group discussion on Educating Rita and your women’s interview paper.
Watch the movie The Willmar Eight in class.
**Week Nine October 25, 2005**

**Activities/Topics**

Small Group and Class Discussion about the women you interviewed and Educating Rita. Consider & reflect on your interview paper of three women in your life. Were their experiences similar to “Rita’s”?

Watch film The Willmar Eight

Think about the women you’ve interviewed and “Rita” as you watch. Why are women treated differently?

**Next Class Assignments week 13**

- BMS read and complete exercises in Chapter 10 Technology and BMS Chapter 11 Health due week 11.
- Begin writing your 10 page final paper using readings, movies, videos & discussions to date
- Prepare three questions on race and class to consider while watching Freedom Song

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**Week Ten November 1, 2005**

**Activities/Topics**

Movie - Freedom Song

Reflect on your three prepared questions as you watch.

**Make an appointment to see me about your final presentation**

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**Week Eleven November 8, 2005**

**Activities/ Topics**

Small group discussion on Freedom Song

Small Group Discussions Gender, Class and Race

How are your papers coming? Questions? See me.

BMS Chapters 10 and 11.

**Next Class Assignments**

- BMS read and complete all exercises in BMS book and Chapter 12 What Next?
- Write five more pages to complete your final ten page paper due next class. Remember to make 2 copies. I get one you keep second to use for your final presentation.
- Prepare individual ten-minute presentation from your final paper about the affects of race, class and gender on education in the United States. Utilize your critical thinking, speaking and writing skills.
- Decide what ethnic food you’ll bring for the celebration.
**Week Twelve November 15, 2005**

**Activities/ Topics**

Final Paper Due (I collect one copy you keep 2nd for use in your presentation)

Group **Discussion BMS Chapter 12 What Next?**

Review Assignments from BMS

Review other readings and writing assignments

Register for fall semester

**Do ten minute Final Oral Class Presentations** from your final papers about the affects/effects of race, class and gender on education in the United States. Utilize your critical thinking, public speaking, and writing skills in the presentation.

Celebrate! Enjoy your favorite ethnic food you brought to share.


*Note: This syllabus is subject to change!*