

**UNIV 101: The Student in the University**  
**Honors Section H04**  
**MWF 10:50am-11:40am**  
**Honors B111**

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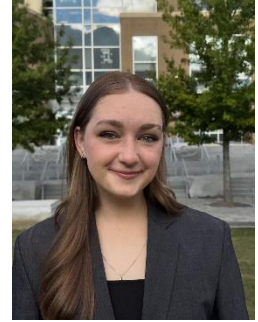
**INSTRUCTOR:**

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**PEER LEADER:**

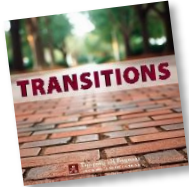
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**Student Hours:** We are happy to meet with you anytime we are mutually available. Please call, text, or e-mail to schedule a time.

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**Required Text:**



Hopkins, K. Friedman, D., & Fahey, C. (Eds.). (2024). *Transitions*. Columbia, SC: University of South Carolina.

*\*Available for no charge on U101 class Blackboard page*

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**COURSE DESCRIPTION**

University 101 is designed to help first-year students adjust to the university, develop a better understanding of the learning process, and acquire essential academic success skills. The course provides a general orientation to the functions and resources of the university and also provides a support group for students transitioning to college by examining problems common to the first-year experience. Attaining an appropriate balance between personal freedom and social responsibility underlies all University 101 activities.

Honors-specific sections of University 101 introduce students to the transformative experiences available to them within the SCHC, across campus, and beyond. These sections provide students with a comprehensive overview of the SCHC curriculum, such as the senior thesis and beyond the classroom requirement, and support them in planning for those experiences. Additionally, students will learn how to prepare for honors advising, think critically about their plans for college and career, and foster community within the Honors College and the broader university.

**COURSE GOALS AND LEARNING OUTCOMES**

*What is a learning outcome? In University 101, there are ten learning outcomes organized into three different course goals. Each outcome explains the specific topic(s) that you will learn in this course!*

*You can use the Course Calendar at the end of the syllabus to see exactly which lessons cover each course goal by matching the corresponding colors.*

### **Goal I) Foster Academic Success**

*As a result of this course, students will...*

- a) Adapt and apply appropriate academic strategies to their courses and learning experiences.
- b) Identify and apply strategies to effectively manage time and priorities.
- c) Identify relevant academic policies, processes, and resources related to their academic success and timely attainment of degree requirements.

### **Goal II) Discover and Connect with the University of South Carolina**

*As a result of this course, students will...*

- a) Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom.
- b) Develop positive relationships with peers, staff, and faculty.
- c) Describe the history, purpose, and traditions of the University of South Carolina.

### **Goal III) Promote Personal Development, Wellbeing, and Social Responsibility**

*As a result of this course, students will...*

- a) Clarify their values and identity and articulate how these shape their perspectives and relationships with people who are similar to and different from themselves.
  - b) Explore the tenets of the Carolinian Creed.
  - c) Examine and develop strategies that promote wellbeing and explain how wellness impacts their academic and personal success.
  - d) Initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability.
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## POINTS BREAKDOWN AND ASSIGNMENT EXPECTATIONS

Component	Weight
Participation	15%
Midterm Reflection	15%
Shark Tank Presentation	15%
Journal Entries (5)	15%
Academic Success Strategies Passport	10%
Final Project	20%
Other Assignments	10%
<b>TOTAL</b>	<b>100%</b>

### GRADING SCALE

90-100	A
87-89	B+
80-86	B
77-79	C+
70-76	C
67-69	D+
60-66	D
0-59	F

## DESCRIPTION OF ASSIGNMENTS

### Participation (15%)

It is important that you not only come to class each day but that you participate fully. Participation is more than just contributing to whole-class discussion; it includes active engagement in activities and small-group discussions, listening respectfully, coming to class on time and prepared, and positive involvement in the classroom community. There will be opportunities throughout the semester to discuss your participation grade with us.

### Midterm Reflection (15%)

At the midpoint of the semester, it is important to take some time to reflect on how your experience has been so far and what your goals are for the rest of the semester and beyond. You are responsible for interviewing an Honors College upperclassmen or alumni in your major or desired career path about their experience at USC, what they learned from their time with Honors, resources that benefited them through college, and organizations they participated in, and anything else you would like to know more about. Also use this time to network and ask for any advice to help you on your journey. You will then reflect on this experience in 3-5 pages, double spaced. Remember: these are general guidelines only, so please be creative!

Make sure to allow yourself enough time to contact this person, set up an interview time, and complete the assignment before its **due date on Sunday, 10/27 at 11:59pm**

### Shark Tank Presentation (15%)

To further explore the course outcome of information literacy, you will develop a research presentation that contributes to our learning in this course. This group project will be your opportunity to enhance and practice your research, writing, group work, and presentation skills. Your group will create a resource, product, or program that addresses a specific problem at USC and deliver a formal 8-10 minute presentation to a panel of sharks. **All presentations will take place on Monday, 11/1.**

### Journal Entries (15%)

Over the course of the semester, you will submit five (5) journal entries on Blackboard. These journals will be an opportunity for you to reflect on the content covered in class and your first semester at Carolina as a whole.

Journal #	Topic	Due
1	Describe two triumphs and two challenges you've had so far in college. What did you learn from them?	Thurs, 9/6 at 11:59pm
2	Look back on one academic and one social/cultural event you have attended on campus. Why did you choose to attend these events and what were you hoping to gain from them? What did you learn? Would you attend either event again?	Tues, 9/24 at 11:59pm
3	What are you doing to take care of yourself and manage stress? What are two things you want to implement to help your physical/mental health and wellbeing?	Sun, 10/6 at 11:59pm
4	Reflect on your experience in the Anne Frank Center. What about Anne's life is relevant to your life today? The topic of identity came up a lot on the tour. How did this experience teach you more about Anne's identity and your own? What is your biggest takeaway?	Thurs, 10/24 at 11:59pm
5	Now that your first semester is almost complete, what has surprised you most about college? What have been the most important lessons you've learned? What are you most looking forward to after this semester?	Thurs, 11/21 at 11:59pm

### Academic Success Strategies Passport (10%)

In order to help you foster habits and behaviors that will lead to academic success, you will be required to earn 50 points by choosing activities from the list. You do not need to do every activity on the list, but you do need to accumulate 50 points over the course of the semester. Evidence is due one week from when you attend the event or complete the task. **The final deadline to complete 50 points of activities is Wednesday, 11/11 at the start of class.**

### Final Project (20%)

The final project is meant to be a way for you to reflect on your first semester as a college student- what you learned, how you grew, the challenges you overcame, and the fun you had! There will be two parts to this assignment. The first is to create a short media presentation (video, slideshow, PowerPoint, etc) about your first semester that will be presented during your final exam period. The second is a letter you will write to one of next year's incoming freshmen. More information about these assignments will be provided later in the semester. **The deadline for both parts is the start of the final exam period on Friday, 12/13 at 12pm.**

### Other Homework (10%)

Periodically, other homework relevant to the topics being discussed in class will be assigned. Any additional assignments will be discussed in class. This will include your All About Me Sheet, Lifeline, 1-on-1 meeting with Ajay and Sarah, etc. Ample notice will be given for each assignment.

- **Lifeline Presentations:** This activity asks you to introduce yourself, your family, your interests, and your motivation for coming to USC. The goal of this presentation is to begin building connections with their classmates, but do not feel pressured to share more personal information than you are comfortable with. This presentation will be 3-5 minutes and can be in the form of a

PowerPoint slide, Canva collage, drawing, series of photographs, or any other format you feel reflects you. These will take place on **Friday, 8/23 and Monday, 8/26.**

- **Campus Resource Pitch:** For this activity, each student will be randomly assigned an office, resource, agency, policy, or opportunity on campus that they will research and give a 2 minute pitch about. Utilize *Transitions*, USC web pages, and any other resources available to prepare your pitch. We will have timeslots available for these presentations throughout the semester.

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## COURSE POLICIES

### Attendance Policy

University 101 is a course in which regular attendance and active participation are critical to your learning and the experience of your classmates. Research has shown that regular attendance is a strong predictor of your academic success. Therefore, you are expected to be in class, on time, each day. Per University policy, for each unexcused absence after two, 3% will be deducted from your final course grade. Absences for a number of University-approved situations, including, but not limited to illness or injury, participation in University-sponsored events, required military duty, or observance of a religious practice or holy day will be excused with appropriate documentation as described in the Undergraduate Bulletin. If you will not be in class due to one of the University-approved excusable situations, you must contact us as early as possible to discuss a plan for obtaining and submitting documentation to excuse the absence. If you are absent, you are responsible for learning the material covered in class and for completing assignments that were due or assigned in your absence.

This course participates in the university's Progress Report Initiative. At key points throughout the semester, the instructor may alert the Student Success Center and/or University Advising Center of students who may not be meeting criteria that's been established for both attendance as well as poor grades/assignment concerns. Students who receive an alert may get an e-mail, phone call or text message from their Academic Advisor and/or the Student Success Center, in which they're encouraged to connect with additional academic support resources.

### Syllabus Clause and Contract

This syllabus may be revised and adapted throughout the semester to better serve the needs of the class. The instructor may assign additional reading and assignments and alter the course calendar as necessary. Students will be notified of any changes to the syllabus via email.

### Academic Integrity and Responsibility

Every student has a role in maintaining the academic reputation of the University. The University's guidelines for academic integrity are listed in our Honor Code ([sc.edu/academicintegrity](https://sc.edu/academicintegrity)). Students are to refrain from plagiarism, cheating, falsifying work, and assisting other students in violating the Honor Code.

When a student is uncertain as to whether conduct would violate the Honor Code, it is the responsibility of the student to seek clarification from the instructor of record. To clarify your understanding of the Honor Code, refer to the Office of Student Conduct and Academic Integrity's website.

## **Expectations for Classroom Behavior**

To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, engage regularly in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

## **Course Accommodations**

The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Student Disability Resource Center in Close-Hipp 102, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible. \*All course materials are available in alternative format upon request\*

## **MENTAL HEALTH STATEMENT**

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee. For all available mental health resources, check out [Student Health Services Mental Health](#) and the quick reference list below.

- Wellness Coaching can help you improve in areas related to emotional and physical wellbeing (e.g., sleep, resiliency, balanced eating and more) – schedule an appointment at (803) 777-6518 or on [MyHealthSpace](#).
- Access virtual self-help modules via [Therapy Assistance Online \(TAO\)](#) – see [TAO registration instructions](#).
- Access articles and videos on health and wellness topics on the Wellness Hub, [thriveatcarolina.com](#), or by downloading the [CampusWell](#) app and searching for University of South Carolina.
- Counseling & Psychiatry offers individual and group counseling and psychiatric services – schedule an appointment at (803) 777-5223 or on [MyHealthSpace](#).
- Access the 24-hr Mental Health Support Line at (833) 664-2854.
- Access an anonymous [mental health screening program](#).

## COURSE SCHEDULE

DAY	CLASS TOPIC	ASSIGNMENTS/ RECOMMENDED READING	NOTES
<b>W 8/21</b>	Welcome to U101!		
<b>F 8/23</b>	Lifeline Presentations		
<b>M 8/26</b>	Lifeline Presentations		Last day to drop a course without a grade of a "W" – 8/26
<b>W 8/28</b>	Student Organization Fair		
<b>F 8/30</b>	Gameday and Campus Safety		
<b>M 9/2</b>	Labor Day – No Class		
<b>W 9/4</b>	Getting Involved		Laptop recommended
<b>F 9/6</b>	High School v College	Journal #1 Due Thurs, 9/6 at 11:59pm	
<b>M 9/9</b>	Academic Integrity	<i>Transitions</i> Ch. 5	
<b>W 9/11</b>	Preparing for Advising		Laptop required
<b>F 9/13</b>	Voting 101		Guest Speaker
<b>M 9/16</b>	Academic Success Skills	<i>Transitions</i> Ch. 28	
<b>W 9/18</b>	Time Management	Weekly Schedule Assignment Due	
<b>F 9/20</b>	How to Fail: A Resilience Building Workshop		Guest Speaker
<b>M 9/23</b>	History and Traditions		
<b>W 9/25</b>	Photo Scavenger Hunt	Journal #2 Due Tues, 9/24 at 11:59pm	
<b>F 9/27</b>	Student Life: Battle of the Sections		Meet in Russell House Basement
<b>M 9/30</b>	Information Literacy	<i>Transitions</i> Ch. 17	Laptop required
<b>W 10/2</b>	Effective Presentations		Laptop recommended
<b>F 10/4</b>	National Fellowships		Guest Speaker
<b>M 10/7</b>	Managing Stress	Journal #3 Due Sun, 10/6 at 11:59pm	
<b>W 10/9</b>	Well Being		
<b>F 10/11</b>	Healthy Relationships	<i>Transitions</i> Ch. 16	
<b>M 10/14</b>	TBD		
<b>W 10/16</b>	Off Campus Living		Laptop recommended
<b>F 10/18</b>	<b>NO CLASS – Fall Break</b>		
<b>M 10/21</b>	30 Values Inventory	<i>Transitions</i> Ch. 32	

<b>W 10/23</b>	Anne Frank Center Tour	Watch Anne Frank Center Video	Meet at the Anne Frank Center on 1731 College Street
<b>F 10/25</b>	Identity, Inclusion, and Belonging	Journal #4 due Thurs, 10/24 at 11:59pm	
<b>M 10/28</b>	Major and Minor Exploration	Midterm Assignment Due Sun, 10/27 at 11:59pm	Laptop required
<b>W 10/30</b>	Registration How To		Laptop required
<b>F 11/1</b>	Shark Tank Presentations		
<b>M 11/4</b>	Presentation Debrief and Explanation of Final Assignments		Election Day 11/5
<b>W 11/6</b>	Fall Wellness Activities		Last day to drop a course or withdraw without a grade of "WF" being recorded – 11/6
<b>F 11/8</b>	TBD		
<b>M 11/11</b>	Research	Academic Success Passport Due at Start of Class	
<b>W 11/13</b>	Study Abroad and Service Learning	<i>Transitions</i> Ch. 27	
<b>F 11/15</b>	Internships	<i>Transitions</i> Ch. 18	
<b>M 11/18</b>	Employability and Career Planning	<i>Transitions</i> Ch. 10	
<b>W 11/20</b>	Financial Wellness	<i>Transitions</i> Ch. 11	Laptop recommended
<b>F 11/22</b>	Final Presentation Workday	Journal #5 Due Thurs, 11/21 at 11:59pm	
<b>M 11/25</b>	<b>NO CLASS – Thanksgiving Break</b>		
<b>W 11/27</b>			
<b>F 11/29</b>			
<b>M 12/2</b>	Looking Ahead and Setting Goals		
<b>W 12/4</b>	Finals Week Preparation	Course Evaluation	
<b>F 12/6</b>	Wrap Up		Last Day of Class
<b>F 12/13</b>	<b>Final Exam Period 9:00am – Final Presentations and Written Assignment Due at Start of Exam Period</b>		