The Student and the University and Introduction to Computer Resources
http://www.history.umd.edu/Faculty/DSicilia/courses/UNIV/index.html

UNIV 101, Section 0110
Fall 2004

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Course description

The purpose of this course is to assist you in your successful transition to UMCP and to begin your extended orientation to campus living and learning. From this course, you will begin to understand yourself and others as part of the UMCP community.

Course Goals

- To assist students in their transition to the UMCP community.
- To introduce students to the academic environment at UMCP.
- To help students explore the world of higher education and clarify why they are in college and establish realistic goals for their collegiate experience.
- To assist students in their identification with UMCP while learning about whom they are and how they fit in the University environment.
- To help students learn the vast number of resources available to them at the University of Maryland (i.e. library, cultural activities, extracurricular, academic support services).
- To assist students in their skill development (i.e. career decision making, academic skill development, communication skills, etc.)
- To assist students in their understanding of developmental patterns that will face them in their undergraduate career.
- To develop an appreciation for the cultural diversity at the University of Maryland.

Course policies

Grading policy
Class participation: 25 percent
Service Learning: 5 percent
Short essays: 70 percent (14 x 5 percent)
Class participation: The participation portion of your course grade will be based mainly on your participation in class discussions. Constructive comments and questions will earn the most credit. Do not expect to perform well in the course without completing assigned readings in a timely fashion and attending and participating regularly in discussions. Discussions are one of the most important components of the course.

Sometimes questions will come up in class that cannot be answered on the spot. These will be assigned to students on a rotating basis. The student will find out the answer during the week and report it to the class during the next meeting. These assignments also will count toward the class participation grade.

Service Learning: Sometime during the semester each student will complete five hours of Service-Learning. To find out about this campus program, each student will make an appointment to meet with Dr. Barbara Jacoby or Chad Johnson. After you have completed your Service-Learning hours, and no later than the last class meeting on Dec. 9, write Essay 14 on the following topic: Evaluate your Service-Learning experience. What did you gain from it? How could it have been better? Did it help you develop professional skills as a historian?

Short essays: Each week a two-page (approximately 500-word) essay is due. Student will email their essays to the instructor at dsicilia@umd.edu no later than midnight Sunday evening following each class meeting. (For example, the first essay, assigned for the Sept. 2 meeting, is due midnight Sept. 5. Essays received after deadlines will not receive credit.

Title each essay with your name and the essay topic number (e.g. Jane Doe, Essay Topic 3). Essays will be evaluated on the basis of organization, logic, clarity, and correctness of content and prose. Your writing should be free of grammatical errors, misspellings, and typos.

Religious Observances. The University System of Maryland policy provides that students not be penalized because of observances of religious beliefs, but rather shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment missed due to individual participation in religious observances. Please inform the instructor at the beginning of the semester if you are going to miss any assignments due to religious observances.

Documented Disability Statement. If you have a documented disability and require special accommodations, please see one of the instructors.

Statement of Academic Integrity. All students are expected to adhere to the Code of Academic Integrity. All violations of the Code will be referred to the Student Honor Council.
Schedule of class meetings, discussion topics, and essay topics

Sept. 2  
Course overview and student introductions  
Campus safety  
The work of the History Department Chair (11:00-11:20)

Essay topic 1: Write an autobiography that emphasizes the three most important influences in your life.

Sept. 9  
Meet in Taliaferro room 2119 (Prof. Sicilia’s office)  
The work of the Dean of Arts & Humanities (9:45-10:00)  
The work of the History Professor

Essay topic 2: Interview a history professor other than Prof. Sicilia for fifteen minutes. Ask questions that will help you understand how and why that person became a professor, and the nature of her or his work. Write up your findings. (Note: Your success at identifying an appropriate interview subject, writing up useful questions, and arranging and conducting the interview in a timely fashion are important components of this assignment.)

date/time  
Meet at shuttle bus stop in from of Stamp Student Union  
TBA  
History in the museum setting  
Field trip to the United States Holocaust Memorial Museum

Essay topic 3: Discuss what you think are the two greatest strengths and the two greatest weaknesses in how the USHMM presents the history of the holocaust.

Sept. 23  
Service Learning and Study Skills, Part I (9:30-10:00)  
Barbara Jacoby and Chad Garland, Office of Community Service Learning  
First Look Fair (10:00-11:00)

Essay topic 4: Visit History Undergraduate Association event plus the First Look Fair tables of at least two other campus organizations (see http://stars.umd.edu/view_groups.asp) that you might be interested in joining. Discuss the factors that will go into your decision about whether or not to join these organizations (including HUA).

Sept. 30  
Meet in McKeldin Library room 2109  
The work of the reference librarian  
History Reference Librarians Yelena Luckert and Eric Lindquist.

Essay topic 5: In class you will select a historical question to research in the Government Documents Division of MCK. Describe exactly how –
step-by-step – you attempted to find the answer. What do you conclude from this experience?

Oct. 7  
**Meet in Computer Laboratory, CSS room _____**
*The historian and the world wide web*


Essay topic 6: What do you think are the two greatest benefits of the web for historical research, and the two greatest limitations or risks? What can you do to safeguard against those risks?

Oct. 14  
**Unassigned session.**

Oct. 21  
**Meet in the lobby of the National Archives, College Park**
*Introduction to the National Archives*

Essay topic 7: How does what you saw differ from what you imagined an archive to be? What three lessons do you draw from today’s field trip?

Oct. 28  
**Academic Integrity at the University of Maryland**
Presentation by the Office of Judicial Programs and Student Ethical Development

Essay topic 8: What are the most common ways Maryland students get into trouble regarding academic integrity? What are you going to do to avoid such problems? Why should you?

Nov. 4  
**Meet in Non-Print Media, Hornbake, 4th Floor, Room T.**
*Film as historical text*

Essay topic 9: What do you think are the two greatest benefits of using film to study history, and the two greatest limitations or risks? What can you do to safeguard against those risks?

Nov. 11  
**Time management and study skills**

Essay topic 10: Discuss the aspects of time management you have had the greatest difficulty with this semester, and how you plan to overcome them.

Nov. 18  
**Sex, drugs, and rock ‘n’ roll**
Presentation by a representative from the Health Center
Kendra Smoak <Smoak@health.umd.edu>

Discuss: Telhami, The Stakes, chs. ____.

Essay topic 11: TBA

Dec. 2

Diversity on campus
Class potluck brunch – each student will bring some food representative of her or his ethnic background, and discuss that with the class.

Discuss: Telhami, The Stakes, chs. ____.

Essay topic 12: TBA

Dec. 9

Meet at the Career Center, Hornbake.
Thinking strategically about career preparation: Study Abroad, Internships, and Beyond

Essay topic 13: What are your career goals at this point? How will you shape your college experience at UM in order to achieve them?

Note: If you have not yet turned in Essay 14 (see Service-Learning under Class Participation, today is the last day you can do so for credit.