# Course Number - Name

## UB Seminar - 3 credits

Instructor Name:

Office:

Office Hours: TBD

Email:

## **Course Description:**

Should conform to the official description for the course. If a UB Seminar description needs revision, then a new course description may be submitted to UB Curriculum Office. Course descriptions for UB Seminars should reflect the spirit of the program by focusing on a “Big Idea” or problem. Titles and descriptions should also sound exciting to potential students. Faculty are encouraged to think creatively about how to “pitch” their course to first-year students. What you include here is what will be advertised to students when they are selecting their top UB Seminar choices.

### **Student Learning Outcomes:**

Assignments should be linked to each of the student learning outcomes being assessed. A single assignment may be used to assess more than one learning outcome, and an outcome may be assessed by more than one assignment.

Having completed a UB Seminar, students will be able to:

| **Learning Outcomes** | **Student Achievement of this Learning Outcome**  **will be Assessed by:** |
| --- | --- |
| 1. Think critically using multiple modes of inquiry. |  |
| 1. Analyze disciplinary content to identify contexts, learn fresh perspectives, and debate and discuss problems in the field. |  |
| 1. Understand and apply the methods of close reading, note taking, analysis, and synthesis. |  |
| 1. Recognize and debate ethical issues and academic integrity in a variety of settings. |  |
| 1. Demonstrate proficiency in oral discourse and written communication. |  |
| 1. Develop essential research and study skills such as time management. |  |
| 1. Understand the academic expectations pertaining to student at the University at Buffalo and to higher learning at a research university. |  |

## **Course Materials:**

Books, readings, equipment

* Availability of course materials or resources can be specified (e.g., items on reserve through the library; use of [UBlearns Brightspace](https://ublearns.buffalo.edu/) site)

## **Course Requirements:**

The number of papers, tests, and any other requirements, such as homework, attendance, class participation, laboratory assignments, or clinical performance, that will count toward the final grade. Availability of and procedures for alternatives to assignments or exams the student did not complete due to absences should be specified. **All requirements should relate to the course description and the student learning outcomes.**

## **Academic Content:**

What the student will be held accountable for, including required readings, lectures, films, field trips, etc. **Deadlines for assignments should be specified.** Most semesters are 15 weeks.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics** | **Assignments** | **Associated Learning Outcome Number** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |
| **9** |  |  |  |
| **10** |  |  |  |
| **11** |  |  |  |
| **12** |  |  |  |
| **13** |  |  |  |
| **14** |  |  |  |
| **15** |  |  |  |

## **Potential Course Activities**

* Written reflections and journals
* Directed Readings- focused upon the research university, public education, and the individual students; college life; and oral communication
* Oral presentations
* Observation/participation in University events
* Workshops
* E-portfolio assignments

## **Grading Policy:**

How results from various requirements will be combined into a final grade: relative weightings, make-up policy for tests, etc.

### Grading Policies must include:

* Specification of the level of work that must be completed in order to obtain specific letter grades (A-F) or a passing grade if the course is graded on a Pass/Fail basis; and
* Reference to the university undergraduate Incomplete Policy or graduate Incomplete Policy and any additional instructor requirements and comments regarding incomplete grades. See the [Incomplete Policy](https://catalog.buffalo.edu/policies/explanation.html).
* Learning assessments will be graded based on rubric criteria and weighted according to the following break-down.

| **Weighting** | **Assessment / Assignment** |
| --- | --- |
| xx% |  |
| xx% |  |
| xx% |  |
| 100% |  |

## Final Grades:

| Grade | Quality Points | Percentage (EXAMPLE) |
| --- | --- | --- |
| A | 4.0 | 93.0% -100.00% |
| A- | 3.67 | 90.0% - 92.9% |
| B+ | 3.33 | 87.0% - 89.9% |
| B | 3.00 | 83.0% - 86.9% |
| B- | 2.67 | 80.0% - 82.9% |
| C+ | 2.33 | 77.0% - 79.9% |
| C | 2.00 | 73.0% - 76.9% |
| C- | 1.67 | 70.0% - 72.9% |
| D+ | 1.33 | 67.0% - 69.9% |
| D | 1.00 | 60.0% - 66.9% |
| F | 0 | 59.9 or below |

## **Academic Integrity:**

Students must be familiar with and abide by the University’s policies and procedures on the [Academic Integrity website](https://www.buffalo.edu/academic-integrity/policies.html).

## **Accessibility Resources:**

Accessibility Resources coordinates reasonable accommodations for equitable access to UB for students with disabilities. Visit 60 Capen Hall, North Campus, call (716) 645-2608, or email at stu-accessibility@buffalo.edu. Additional information is located at the [Accessibility Resources website](https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html).

## **Available Resources on Sexual Assault:**

UB is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. You may call [UB’s Office of Equity, Diversity and Inclusion](https://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment/sexual-assault--domestic-violence--dating-violence-and-stalking/confidentiality-and-reporting-protocol.html) at (716) 645-2266 for more information or [visit their website](https://www.buffalo.edu/equity.html).

Counseling Services:

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other concerns. You learn can more about these programs and services by contacting:

* Counseling Services:
  + 120 Richmond Quad (North Campus), phone 716-645-2720
  + 202 Michael Hall (South Campus), phone: 716-829-5800
* Health Services: Michael Hall (South Campus), phone: 716- 829-3316
* Health Promotion: 114 Student Union (North Campus), phone: 716- 645-2837

## **Repeat Policy:**

### Any student who fails, resigns or withdraws from the UB Seminar will be required to repeat it during (or prior to) the next fall/spring term of attendance. For example, a student who fails a 199 in the fall of 2023 would repeat any 199 in the spring of 2024. Winter 2024 registration would also satisfy this policy. Students who earn a passing grade in the UB Seminar (199 or 198) may not repeat.

## **UB Portfolio**

## If you are completing this course as part of your UB Curriculum requirements, please select an ‘artifact’ from this course that is representative of your learning and save it in a safe location with a clear title. Your final UB Curriculum requirement, UBC 399: UB Curriculum Capstone, will require you to submit these ‘artifacts’ as you process and reflect on your achievement and growth through the UB Curriculum. Artifacts include homework assignments, exams, research papers, projects, lab reports, presentations, and other coursework. For more information, see the UB Curriculum Capstone website: <https://www.buffalo.edu/ubcurriculum/capstone.html>.

## **Course Fees:**

List here if applicable

## Optional Components

### **Attendance Policy**

* May include reference to:
* Attendance issues related to religious observances
* University sanctioned events
* Athletic commitments
* Family/Work obligations/emergencies
* Course Cancellation/ Emergency Planning
* Reference the university website for cancellations/delays due to weather or other unforeseen events at the [UB Alert](http://emergency.buffalo.edu/) page.

### **Instructor and Course Support Staff Information**

* Relevant professional information and/or teaching philosophy.
* Roles and responsibilities of course support staff (i.e., TAs/GAs).

### **Classroom Decorum**

Discussion of classroom expectations, for example tardiness, and/or use of cell phones and laptops.

## **University Support Services**

Students are often unaware of university support services. For example, the Center for Excellence in Writing provides support for written work, and several tutoring centers on campus provide academic success support and resources.