

# ***How to Incorporate the 101 Textbook:*** **Your First Year at Stony Brook 2012-2013**

## **Step 1: Read the Textbook**

- If you don't open the textbook, how can you expect the students to? They will know!

## **Step 2: Set the Expectation**

- It is important to use the textbook during the first class. This will set the expectation that you will be using it and that the student's need to go out and purchase the book.
- Give them an assignment for the second class using the textbook.

## **Step 3: Reinforce the Expectation**

- Try and use the text book as often as possible (this guide will help you do that)
- Refer to specific chapters and pages as often as possible

## **Chapter Guide**

### **Chapter 1 — Stony Brook**

- A list of traditional Stony Brook Events such as Campus Lifetime, Homecoming and Strawberry Festival is found beginning on **page 5**, and a list of Fall and Spring events follows on **page 7-9**. Remember students don't know about these things, it's a great idea to point them out.
- Stony Brook's Alma Mater is printed on **page 10**.
- You could have them read through this chapter, then discuss what traditional event they are most looking forward to. This could be done during the first week of class. If not everyone has a book yet, have them work in groups.

### **Chapter 2 — Undergraduate Colleges**

- Chapter 2 is great resource when it comes to providing information on the Undergraduate Colleges. This chapter tells about each college and includes websites for each college page.
- During the first or second week of class, it may be useful to go over your college team information.
- First Year Reading is located on **page 21**.
- On **page 22**, there is explanation of the Creative Expressions Assignment.

### **Chapter 3 — Respect and Civility**

- This chapter provides information about promoting civil discourse and civility within the campus community.
- A discussion on cyberethics and cyberbullying is found on **pages 33-35**.

### **Chapter 4 — Diversity**

- This chapter provides a lot of vocabulary and Stony Brook specific percentages.
- It may prove useful to discuss this topic with your class near the end of the semester when your students are comfortable with one another. It can be fun to incorporate an activity with this lesson to lighten the topic.

### **Chapter 5 — Communication**

- This chapter describes skills and methods for communication, both in person and electronically.

- The chapter discusses different strategies for communicating with the university, faculty, employers, and other students. Make sure to uphold these strategies when communicating with students as well!
- An explanation of FERPA laws is found on **page 53**.

### **Chapter 6 — Academic Success**

- This chapter acts as a “workbook” resource for students. They are asked to answer questions about their definition of academic success. Next they are asked to answer questions about goal setting. The chapter continues with more pages of short-answer questions about Note Taking and Study Skills.
- This chapter explains to students the importance of reading their syllabi, talking to their instructors and professors, managing their time properly, and test-taking skills.
- The Academic Standing Policy and the GPA Calculator can be found on **page 68**.
- Academic Success Resources and Checklist is found on **pages 69–71**.

### **Chapter 7 — Academic Integrity**

- This chapter can be used with the Academic Integrity Lesson Outline(s) found on the 101 instructor website. It’s a lesson that combines information with a Jeopardy Game.
- Case Studies are available on **pages 80–81**.
- There is a “Making Decisions about Academic Behavior” Activity **on page 82**.

### **Chapter 8 — Becoming Involved on Campus**

- This is a great resource for students to learn how to become a leader and get involved on Campus.
- This chapter includes information on how to prepare to be a strong student leader and discusses personal and professional development.

### **Chapter 9 — Academic Planning and Career Exploration**

- This chapter provides valuable information on career development, academic planning and can be used as a great self assessment tool.
- “Making Career Decisions” is found on **page 89**.
- Self-Interest Assessment Activity can be found on **page 93**.
- Strengths Assessment Activity can be found on **page 96**.
- **Page 99** assesses the student’s values: “What’s important to me”?
- **Page 101** uses all three assessment tools for a career development evaluation activity.
- **Page 102** teaches the student how to conduct their own career research based on their assessments and evaluation.

### **Chapter 10 — Academic Advising**

- UGC Advisors will come to your class to discuss this information in greater detail before Spring Registration. You should have your students read this chapter to prepare for the Academic Planning and Advising Sessions.
- Advisor and Advisee Expectations are reviewed in the beginning of this chapter.
- Advising Resources on campus are listed beginning on **page 108**.
- Important Academic Policies and Procedures are listed from **pages 110–112**.
- SBU Degree Requirements are explained beginning on **page 112**.
- \* It is very helpful for students to complete the *Registration Worksheet* on **page 114**, before your UGC Advisors lead the Academic Advising Session for your class.
- Spring Course Registration information is found on **page 119**.

## **Chapter 11 — Wellness**

- This chapter discusses physical wellness, lists Wellness Events on campus, Intramurals, Sport Clubs on campus, and Outdoor Programming through Campus Recreation.
- Activity Log can be found on *page 132*.
- Food Journal can be found on *page 133*.

## **Chapter 12 — Prevention and Outreach**

- It may be a good idea to have students read this chapter before the CPO Session.
- *Pages 141–142* have useful information for students who have trouble sleeping. It's common for college students to have sleep issues.
- *Pages 143–144* provide useful stress management information.
- *Pages 144–146* include information on sexual health and safer sex.

## **Chapter 13 — Technology and Library Resources**

- Beginning on *page 148*, there is important information about SOLAR, NETID, Blackboard and their Stony Brook Email Accounts.
- *Page 150* provides information about the computer labs on campus.
- The Library Resources and Services section begins on *page 153*.
- Beginning on *page 156*, students can find location information for specific library services.

## **Appendix — contains the following:**

- A guide to campus resources and campus safety beginning on *page 161*
- SBU Acronyms and phrases beginning on *page 170*
- Fall 2012 academic calendar on *page 177*
- Campus map on *page 179*