**COR 101: The Cortland Experience**

**Section , CRN , 1 Credit Hour  
SUNY Cortland, DEPARTMENT , TERM YEAR  
DAY – TIME -- LOCATION**

COR 101 is a required one credit seminar designed to facilitate the intellectual and social integration of first-time college students into the SUNY Cortland academic community. It is meant to develop and facilitate your knowledge and confidence as a student at SUNY Cortland, and to provide a framework for future success through your academic career at Cortland.

**Instructor: Student Facilitator:**NAME Student Facilitator nameOffice: LOCATION E-mail:   
Or virtually: (alternate locations) Office Hours:   
Office Hours: Office Hours location:  
BASED ON AVAILABILITY Phone: Optional  
E-Mail: [@cortland.edu](mailto:david.runge@cortland.edu)   
Phone: 607-753-XXXX

**Learning Outcomes**Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the transition to college by explaining one aspect of personal change/growth since high school and articulate two differences between high school and college.
2. Demonstrate an understanding of the SUNY Cortland community, policies and procedures by navigating the SUNY Cortland website to find specific information or resources.
3. Describe the importance of keeping a balanced and healthy lifestyle by identifying two campus resources available for health and wellness questions.
4. Utilize academic resources by naming their Primary Academic Advisor and identifying two campus resources available to answer academic questions.
5. Identify two campus resources, offices or programs related to topics of Diversity, Equity and Inclusion.

**Required Materials**  
-Purpose and Practice: Making the Most of Your First Year at SUNY Cortland – Blackboard  
-College Catalog – Academics Tab on Cortland’s homepage (https://catalog.cortland.edu/index.php?catoid=32)  
-SUNY Cortland Student Planner

**Course Requirements:**

**1. Participate in 5 community engagement events**Instructors may determine how they wish to mark participation on community or campus events. It is often good practice to clearly define in this location how they should take place, how proof of attendance can be submitted, and other requirements. Events should cover the following areas:

* Cultural -- Ex: Musical Concert, Art Exhibit, Multicultural Presentation, etc…
* Lecture/Program (sponsored by campus or academic department) -- Discussions, Seminars, or Workshops – as hosted by a college group, organization, or faculty/staff member
* Academic club meeting associated with student’s major (or club meeting of interest) -- See online listing of clubs and organizations for more details
* Athletic event – Ex: sports game, extracurricular activity, tryout, etc..
* A student or instructor choice event

**2. 6-12 pages of written work**

Instructors may choose how this work is assigned – longer written essays, shorter weekly assignments, projects, etc. The purpose of this is to provide students with a chance to practice writing at the collegiate level in a low-stakes environment. You should provide critical feedback and chances for them to improve their writing skills.

**3. Become proficient using myRedDragon and other campus technology tools.**

Students should be able to demonstrate success and proficiency in myRedDragon and other tools used on campus through electronic means. Instructors may demonstrate, have classes actively participate, or complete assignments that require use of technology.

**4. Attend class and participate with class discussion and activities.**

Class participation and attendance are important to success of a COR 101 class. A clearly defined attendance policy should be listed here, consistent with this being a 1 credit hour course that meets once a week. Make sure to clearly define any impacts on grades, as well as what is and is not an appropriate absence. If students miss any work, they should understand what their responsibilities or steps are.

**5. Completion of Other Coursework**  
Any other coursework as created and assigned by the instructor should be explained or noted as well.

**Grading**

Grade scales can be helpful and useful for an instructor to track scores. You can decide the weight and value of any assignment. Consider their value to the learning experience, level of difficulty, and time necessary to complete. An example of a 1000 point scale is below. You can adapt or modify this to your needs.

Engagement Events– 150 points Essays - 300 points   
Class Assignments - 300 points Attendance – 70 points

Instructor Meeting – 50 points Transition Partner Assignments – 130 points

A = 930-1000 pts A- = 900-929 pts B+ = 870-899 pts B = 830-869 pts B- = 800-829 pts C+ = 770-799 pts

C = 730-769 pts C- = 700-729 pts D+ = 670-699 pts D = 630-669 pts D- = 600-629 pts E = <600 pts

It can be a good practice to define a missing or late work policy. Be consistent with whatever policy you develop and follow through with that across your class. Consult the Coordinator of COR 101 or your own department chair as appropriate to align with appropriate policies. An example is below.  
  
Late classwork of all types lose 5% of their maximum value for each day late, up to a maximum of 50%. The last date to submit any work in this class is \_\_\_\_\_\_. Any assignments not turned in by this date will automatically be given a grade of 0.

**Syllabus Statements:**

Syllabus statements can be helpful to outline and identify institutional policies and procedures. Some of these are required by the institution, while others may be set by your department or school. Please refer to the COR 101 syllabus statements page for a listing of all required syllabus statements for the COR 101 program.

**Academic Integrity:** It is expected that students will maintain the highest academic and ethical standards. The college is an academic community that values integrity and takes seriously its responsibility for upholding academic honesty. Plagiarism and cheating, whether by neglect or by design, injure the learner and the community of learners; it is usually avoided by consistent and conscientious work habits. Violations will be handled according to the College policies published in the College Handbook, the College Catalog, and the Code of Student Conduct.

**Disability Statement:** As part of SUNY Cortland’s commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at [disability.resources@cortland.edu](mailto:disability.resources@cortland.edu) or call 607-753-2967. Accommodations are generally not provided retroactively, so timely contact with the Disability Resources office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

**Diversity Statement:** SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. AS a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

**Inclusive Learning Environment Statement:** SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263 (IEIO http://www2.cortland.edu/about/diversity)

**Title IX Statement:** Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit Cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018.) (Title IX www.2.cortland.edu/titleix

**Weekly Schedule –**

A weekly schedule can be set up as a table, written paragraphs, general outline, or other means. They are used to guide your class, and show students what they can expect each week. Below is an example – you can include more or less as is appropriate to your teaching style and class needs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Topic** | **In-Class** | **Homework & Notes** |
| DATE or WEEK OF | Welcome to Cortland! | Welcome to Cortland! We’ll meet the class today, go over the course syllabus, and review tips for succeeding online this semester. | **Complete Assignment #1 in BlackBoard** |
| DATE or WEEK OF | Exploring Campus | **Assignment #1 due**. Understanding the lay of the land on campus, and understanding how to use the technological tools of the trade. | **Complete Assignment #2 in BlackBoard** |
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