SUNY-ESF Freshmen Learning Community

This mission of the Learning Community Program at SUNY ESF is to promote, enhance, and support students' academic, personal, and professional growth and success through the development of a residential Learning Community experience. As such, the faculty and staff of the Learning Community have developed a calendar of important dates and a list of the Skills that we expect our students to master and use in each of our courses. Outlined below are the skills that we believe are important academically and professionally and a description of how they will manifest in each of the Learning Community components.

Exam and Important Dates Calendar

	September	**October**	**November**	**December**
Biology	Exam #1 9/21	Exam #2 10/14	Exam #3 11/2	Exam #4 12/7
Chemistry	Exam #1 9/30	Exam #2 10/21	Exam #3 11/18	Project Due 12/5
Drop Deadline		26-Oct		

Learning Community Classroom Theme for Fall 2011:

1. Global warming and a changing planet – in conjunction with this year's freshmen Summer Book read, "Eaarth" by Bill McKibben.

Learning Community Related Process Skills

Observation and description

Writing: Students will develop skills of observation and learn to write with precise and accurate detail.
Chemistry: Students will detail the experimental outcomes in the chemistry laboratory
Biology: Students will practice the craft of technical writing by completion of lab reports and other essential projects.

Recording information

Writing: Students will use writing to thoughtfully record information
Chemistry: Students will learn to record objective and descriptive experimental notes

Biology: Students will learn to take accurate and precise field, lab, and lecture notes.
Student Life: Students will efficiently record the growth and learning experienced through various student life related activities such as service projects and the LC freshmen Retreat.

Raising meaningful questions:

Writing: Students will brainstorm topics and engage in academic inquiry.
Chemistry: Students will brainstorm topics and engage in academic inquiry
Biology: Students will hone their skills in displaying their comprehension, integration and synthesis of lecture/lab material and concepts.
Student Life: Students will learn to raise meaningful questions in a respectful way at required floor programs, residence hall meetings, workshops and community service events.

Analysis and interpretation

Writing: Students will analyze texts. They will analyze the purpose and audience for their own writing projects.
Chemistry: Students will analyze obtained experimental data and make chemical interpretations based upon those analyses.
Biology: Students will demonstrate the skills of gathering, analyzing and interpreting field and laboratory data.
Student Life: Students will understand and showcase the impact their behavior has on the community (ex: residence hall interactions, LC Retreat) via community meetings and through interactions with their resident advisor and LC faculty.

Organization:

Writing: Students will organize ideas into a coherent essay.
Chemistry: Students will use a laboratory notes to synthesize meaningful laboratory reports.
Biology: Students will formulate appropriate responses in an organized manner to convey their understanding of key concepts from lecture and lab related activities.
Student Life: Students will understand the importance of organizing their thoughts and managing their time effectively through participation in academic support workshops.

Synthesis

Writing: Students will synthesize ideas from multiple sources and write a thesis statement.
Chemistry: Students will write a hypothesis.
Biology: Through laboratory and lecture assignments, students will form hypotheses and support their analysis.

Student Life: Students will learn from the diverse thoughts and experiences of their peers in various settings such as the residence hall environment, to help expand and fine tune their own individual beliefs and ideologies.

Critical thinking

Writing: Students will develop critical and close reading practices.
Chemistry: Students will develop their chemical intuition so that they can intellectually question the media interpretation of chemistry specifically and science generally.
Biology: Students will learn to critically evaluate their own and others' research data and interpretation.
Student Life: Students will learn to think critically while examining the ideas of others that are presented during floor programs and community service projects.

Collaboration

Writing: Students will work together in the writing process while reviewing and editing peer essays and reflections.
Chemistry: Students will work in teams in and out of class to study, create understanding and to refine ideas.
Biology: Students will work collaboratively to design and implement experiments.
Student Life: Students will learn how to negotiate with their peers to share common living spaces; skills that will be stressed during the LC Retreat and Mentoring Program, along with activities from the residence life experience.

Writing as Learning

Writing: Students will see writing as a way of learning, rather than simply a vehicle for communication disciplinary knowledge.
Chemistry: With the use of lab reports, students will value the use of writing to demonstrate learned skills and concepts.
Biology: Through completion of laboratory reports, students will understand the usage of writing as a way to showcase their knowledge and understand of biology related concepts.
Student Life: Students will use writing as a vessel to communicate their reflections relative to service learning/community outreach experiences.

Oral presentation skills

Writing: Students will plan, develop, and deliver an oral presentation.
Chemistry: Students will write laboratory reports via the aggregation of organization, interpretation, and analysis skills.
Biology: Students will create and implement a presentation on the form and function of critical organ systems and information found from laboratory and lecture related activities.

Methods:

Writing: Students will learn techniques like brainstorming and free-writing to improve their writing process. They will learn editing and proofreading techniques.
Chemistry: Students will develop experimental laboratory procedures.
Biology: Students will develop proficiency in numerous field and laboratory biology techniques.

Study habits and study skills:

Writing: Students will learn to work with multiple drafts. They will learn to edit, revise, and proofread.
Chemistry: Students will learn how to study through working problems and refining definitions. Laboratory experiments will be intentionally created to reinforce classroom instruction.
Biology: Students will learn to re-write lecture notes, tables and outlines, reading text prior to lecture, completing end of chapter questions, and using textbook and internet websites to support the classroom instruction.
Student Life: By means of the academic support workshops, students will be introduced and gain an understanding of, appropriate and effective skills relative to time management, proper note taking and study tips, preparing for final exams, and managing anxiety and stress to mold a healthy and successful academic student lifestyle.

Academic Support Workshops
Fall 2011

Date & Time	Topic:	Location
9/13 from 5-6pm	Time Management & Procrastination	110 Moon
9/29 from 6-7pm	Improving Study & Note Taking Skills	110 Moon
10/13 from 6-7pm	Time Management & Procrastination	110 Moon
10/20 from 5-6pm	Textbook Reading Strategies	110 Moon
11/2 from 5-6pm	Anatomy of an All-Nighter	110 Moon
11/7 from 5-6pm	Exploring the Moon Library	110 Moon
12/1 from 5-6pm	Save Your Semester	110 Moon

*Please note that some of these workshops will be available in Centennial Hall – see your RA for details…