FYS 101 First Year Seminar: Thriving in College

Reinhardt University, Fall 2023

Monday/Wednesday/Friday 11:00-11:50

Location: Dobbs 122

Instructor: Amy C. Cottrill, Ph.D.

Office: Tarpley 102

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Visiting Hours: I will be in my office on Monday from 1:00-3:00; Tuesday and Thursday from

9:00-11:00. Please come by my office to discuss course material, ask questions, or talk about your college experience so far. I am also available by appointment. If these hours do not fit your schedule, please do not hesitate to make an appointment that works for you. Just e-mail me or stop by!

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**Invitation**

Welcome to Reinhardt University! I am glad you have chosen to be here and I am excited about what is in store for this class this semester.

Reinhardt University prepares students to live lives of engagement and contribute to their communities in productive and meaningful ways. What does such a life look like to you? What exactly does it mean to live a meaningful life of purpose? How does one craft such a life? How and in what ways does one engage the community, examine diverse views, or live with integrity? How do the learning experiences and choices in college relate to crafting and living a life of significance? These questions—about the meaning, purpose, and aims of schooling and life—are age old questions, confronted by each generation, each person, and each community. This course takes up these questions as a way of exploring the implications of joining a community of learners at Reinhardt University who prioritize living a life of purpose.

In order to prepare you to be successful at Reinhardt University, we want to introduce you to important areas of our campus life and provide you with tools and resources to make the most of your time here. We also want to introduce you to the joy of academic learning and encourage you in a journey of curiosity and discovery.

Welcome to Reinhardt. We want you to succeed. Let’s get started.

**Learning Outcomes**

*At the end of this course, students will be introduced to skills that will foster:*

* engagement in deep learning
* application and growth of academic determination
* positivity and confidence in the student’s present and future life
* a sense of belonging and connection
* involvement in the life of the university
* a commitment to make a difference in the community

**The Classroom Community at Reinhardt University**

In this section of the syllabus, I describe the fundamental assumptions of the learning community that is the RU classroom, including my philosophy of teaching, statements of equity and inclusion, resources for success, as well as fundamental community commitments to honesty and integrity in the learning process. Reinhardt University is committed to your learning and we want to create opportunities for your development throughout your time here.

Statement of Inclusion & Equity

RU supports an inclusive learning environment where diverse perspectives are recognized and respected. Reinhardt challenges students to engage in their community and the greater world, to examine diverse perspectives, and to live with integrity. Our intent is for all students to feel that they belong here and can succeed.

## Accommodation Statement and Academic Support

Reinhardt University is committed to providing all students equal access to learning opportunities. Academic Support Office is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with ASO, who have a letter requesting accommodation, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g., psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact ASO for a confidential discussion at 770.720.5567. Click [HERE](https://www.reinhardt.edu/academic-resources/academic-support-office/aso-programs-services/) to access the ASO website.

The Center for Student Success

The Center for Student Success (CSS) is located on the lower floor of Lawson, Room 35.

CSS offers free peer and faculty tutoring for all subjects. Click [HERE](https://www.reinhardt.edu/academic-resources/center-for-student-success/) to access the CSS Website.

Sexual and Gender-Based Misconduct

Reinhardt University is committed to the creation and maintenance of a safe learning environment for students and the campus community. The University forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The University encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. See the Reinhardt’s Title IX website at <https://www.reinhardt.edu/student-life/student-services-resources/Title-IX-Coordinator> for more information, including an online report form.

Honor Code and Academic Misconduct:

Transformative learning occurs in a context of trust and respect, established not only between the teacher and the learner, but also between all the learners in a class. Academic misconduct is not only behavior that has serious ramifications institutionally, but also violates the spirit of trust that is the foundation for a positive learning experience for every individual in the course. In addition, it erodes one’s personal sense of integrity. In all areas of life, Reinhardt University students take responsibility for all areas of their lives, including academic integrity. All academic work must be your own. All students should adhere to the highest standards of academic integrity and the[Reinhardt Honor Code.](https://www.reinhardt.edu/student-life/student-services-resources/code-of-conduct/)  Please see the following article for further discussion for the connection between mental health and ethical integrity: Victoria Williamson, Dominic Murphy, Neil Greenberg, Sharon Stevelink, "Moral Injury: Violating Your Ethical Code Can Damage Mental Health" <https://theconversation.com/moral-injury-violating-your-ethical-code-can-damage-mental-health-new-research-115654>.

If you are unclear about what academic dishonesty is, please ask! Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) is not difficult to avoid. All you have to do is give credit to the book, article, website, blog, social media account, etc., that has influenced your thinking. Never type or cut and paste other people’s words and put them in your document unless you use quotation marks and indicate where the source came from. And, if you are referring to someone else’s ideas or putting someone else’s ideas in different language, give them credit, just as you would like to receive credit for your own ideas. You can give credit to others’ ideas in a footnote or with a parenthetical citation.

The consequences for academic misconduct are unpleasant. It is also important that they exist and are followed so that we maintain our integrity as individuals and as a community and learn from our mistakes. Please refer to the [University Catalog](https://www.reinhardt.edu/wp-content/uploads/2022/12/Official-2022-23-Undergrad-Catalog.pdf) and the [Student Handbook.](https://www.reinhardt.edu/wp-content/uploads/2022/08/2022-2023-Reinhardt-University-Student-Handbook-Revised-8.1.2022.pdf) Most importantly, reach out to your professor if you are confused about what constitutes academic misconduct.

Teaching Philosophy

I love what happens in the classroom. I love to facilitate a classroom experience that is empowering and generative for all students. And I earnestly want you to succeed. I see my role as a facilitator of your learning. I will work hard to provide you with resources, feedback, and support. I also have high expectations of you—I firmly believe you are capable of doing this work and doing it well. I expect that you will improve and strengthen your critical thinking skills, writing, oral communication, and ability to work through dicey (and interesting) issues with the class. I invite you to engage with this material and with your classmates in ways that embody the spirit of the liberal arts, which include listening attentively, allowing curiosity to guide you, practicing self-reflection, and facilitating a democratic and inclusive environment.

**Overview of the Course**

Assigned Texts:

Nora Krug, *Belonging: A German Reckons with History and Home*

\*\*All other readings will be linked in the syllabus or posted on Moodle.

Course Schedule

Note: Assignments and readings should be completed on the day they are listed in the syllabus. If changes are necessary for the success of the course, I will notify you in advance. Please check your e-mail regularly. If questions arise, please do not hesitate to contact me.

Week 1

Aug. 14 (Mon.) Welcome and Introduction

Aug. 16 (Wed.) Establishing Classroom Agreements

Aug. 18 (Fri.) Involvement Fair

Please meet me at the Involvement Fair! Remember to use your RU id card; this is the way attendance is taken.

*Reinhardt is a place that is interested in educating the whole student; we want you to learn information, but we also want you to be engaged citizens, compassionate and responsible individuals, and contribute to communities to which you belong. We want you to have a strong understanding of who you are, where you come from, and where you are headed, and how you want to make a contribution. Interspersed with introduction of the university and the skills of being a college student, I have assigned brief articles, films, podcasts, and other readings that will provide opportunity to discuss these issues.*

Week 2

Aug. 21 (Mon) Where are you from?

In class: Watch *Home*, Apple TV

Please take notes in class.

Aug. 23 (Wed.) Finish *Home* and discuss in class.

Aug. 25 (Fri.) Individual Meetings with Dr. Cottrill in Tarpley 102.

During this week, please come by and visit with Dr. Cottrill. Sign-up Sheet will be provided in class.

**Due**: First Journal Assignment (Please drop off with Dr. Cottrill when

you visit.)

Please use your composition notebook to write (by hand) responses to the following questions:

* + - * What is most important to you?
      * What are your skills (interpersonal, athletic, artistic, academic?)
      * What are the milestones in your life thus far that have led you here?
      * What are you willing to struggle for?
      * What excites you about the future?
      * What is most important to you in your relationships with others?
      * What is most important to you as a student?
      * What would you like others (friends, family, colleagues) to learn from their time with you?

Week 3

Aug. 28 (Mon.) CRASE Training

Please meet in the Library Community Room

Aug. 30 (Wed.) CRASE Training

Please meet in the Library Community Room

Sept. 1 (Fri.) Where are you now?

Please meet at the Funk Heritage Center on the RU campus.

Week 4

Sept. 4 (Mon.) Labor Day; No Classes

Sept. 6 (Wed.) Guest Speaker Mr. Odell Bizzell

Please meet in the Library Community Room

Sept. 8 (Fri.) Discussion of visit to Funk Heritage Center

What difference does it make to be on this particular campus in this

particular place?

Week 5

Sept. 11 (Mon.) The Unity Project

Please meet at the location of the Unity Project (*to be determined*)

Sept. 13 (Wed.) The Art of Listening: Listening Well to Other People’s Lives (and Your Own!)

Read: Parker Palmer, “Deep Speaks to Deep: Learning to Speak and

Listen,” in *A Hidden Wholeness: The Journey Toward an Undivided Life* (Canvas)

Sept. 15 (Fri.) The Art of Listening

In-Class Exercise

Note: Nora Krug’s book brings together issues of place, self-understanding, and home. Please think about the connection between listening and reading as you explore this book.

Week 6

Sept. 18 (Mon.) Nora Krug, *Belonging*, first 20 or so pages.

(Inexplicably, this book does not have page numbers. Just read

approximately 20 pages.)

Sept. 20 (Wed.) Nora Krug, *Belonging*, next section of about 30 pages.

Sept. 22 (Fri.) Bystander Prevention Workshop with Ty Trader

Please meet in Library Community Room

Week 7

Sept. 25 (Mon.) Nora Krug, *Belonging*, next section of about 30 pages.

Sept. 27 (Wed.) Nora Krug, *Belonging*, next section of about 30 pages.

Sept. 29 (Fri.) Nora Krug, *Belonging*, next section of about 30 pages.

**Due**: On your own time, please complete the Alcohol EDU, SAPU, and Hazing Prevention

Week 8

Oct. 2 (Mon.) Nora Krug Nora, *Belonging*, next section of about 30 pages.

**Due**: Journal Entry #2

The prompt for this entry will be given closer to the due date.

Oct. 4-6 (Wed.) Fall Break

Week 9

Oct. 9 (Mon.) Preparing for Registration

What is General Education?

Why is it important?

What is the role of an academic advisor?

Oct. 11 (Wed.) **Due**: Journal Entry #3 (Part A)

Please examine the requirements for at least three different majors at RU in the university catalog. Why are these majors interesting to you? Look at the course descriptions. Think about yourself in that major. What do you think you would be like in 4 years if you chose one of these majors?

Oct. 13 (Fri.) Read: William Cronon, “Only Connect,” available on Canvas

**Due**: Journal Entry #3 (Part B)

I would like you to complete an RU Bucket List in this journal entry. Please write 10 things that you want to do, be or accomplish during the next 4 years. Then write at least one action you are going to take to help you accomplish the items on your list. Include at least 10 items. Possible items could include experiences, courses, personal challenges, risks to take, internships. In other words, what are 10 things that you have identified this semester that you would like to experience or accomplish by the time you graduate?

Week 10

Oct. 16 (Mon.) Discussion of Class Service Project

<https://www.theguardian.com/lifeandstyle/2020/jan/20/how-to-be-a-good-listener-my-mission-to-learn-the-most-important-skill-of-all>

**Due**: Focus II Inventory

Oct. 18 (Wed.) Proposal: Who will you interview?

Preparing Interview Questions

Oct. 20 (Fri.) In class: The Art of Mindfulness

Week 11

Oct. 23 (Mon.) Please plan to conduct your interview this week. I will be available in my office during class time if you have questions.

Oct. 25 (Wed.) Please plan to conduct your interview this week. I will be available in my

office during class time if you have questions.

Oct. 27 (Fri.) **Due**: Journal Entry #4

Please come to class prepared to discuss your interview. In your journal,

please discuss the most memorable and important aspects. What did you hear? Use this journal entry to prepare for your video reflection about our service project.

Week 12

Oct. 30 (Mon.) Guest Speaker: Dale Alexander

Please meet in the Library Community Room

Nov. 1 (Wed.) **Due**: RU Works Handshake Assignment

In class: Reflection on Dale Alexander’s presentation

Nov. 3 (Fri.). **Due**: Video Reflection about Service-Learning Project

Week 13

Nov. 6 (Mon.) Library Visit!

Meet me in the library to discover (or rediscover) resources.

Nov. 8 (Wed.) Making Mistakes

In class: Kathryn Schulz, “On Being Wrong,”

<https://www.ted.com/talks/kathryn_schulz_on_being_wrong?language=en>  In class: Herbie Hancock on making mistakes:

<https://www.youtube.com/watch?v=C-GrRIgdmW8>

Nov. 10 (Fri.) What is a “Growth Mindset?”

Read: <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>

Read: <https://online.hbs.edu/blog/post/growth-mindset-vs-fixed-mindset>

Week 14

Nov. 13 (Mon.) Read for Class: Martin Luther King, “Letter from a Birmingham Jail”

<https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>

Nov. 15 (Wed.) Continuing with Martin Luther King, “Letter from a Birmingham Jail.”

Please re-read the letter in light of our first discussion. What do you see differently or anew?

Nov. 17 (Fri.) Wild Card Day

**Due**: My Interview Practice

Week 15

Nov. 20 (Mon.) Class cancelled. Dr. Cottrill will be at a conference.

**Due**: Please complete the Course Completion Survey

Nov. 22 (Wed.) Thanksgiving Break

Nov. 24 (Fri.) Thanksgiving Break

Nov. 27 (Mon.) Final Exam from 8:00 a.m. until 11:00 a.m.

During our exam period, we will present our final projects. Details will be provided.

**Due**: E-Portfolio

**Course Policies and Other Learning Resources**

Attendance

Attendance should be a special priority for all students and I take attendance every day of class. Excessive absences diminish your learning experience. Please schedule appointments and other obligations around the class schedule. I know there are college-related reasons to miss class and I support your involvement in those college-related activities. Excessive absences that are not explained will damage the final grade, however.

Please note: I will record you as either present or absent on Canvas. That attendance record will not translate directly to a grade, however. I will take into account your excused absences in the final grade. It is important for all of us to know when you are present in class, however, so that your progress in the class is contextualized.

My main concern is that you communicate with me should something come up that would require you to be out of class for several meetings, or if there is anything that is going on that will impact your attendance and your successful completion of the course. My interest is in helping you have a successful semester. Through communication, there are usually ways I can offer support or resources to help you be present and successful. So please communicate with me.

Participation

One goal in this class is to establish a learning community, in which each person takes responsibility for their participation as well as the progress of the class as a whole. I do believe that classes are more enjoyable for everyone when we can talk to one another in thoughtful, considered ways. I do not understand participation to be completely verbal, however. There are many ways to be a positive presence in this class, one that contributes to an environment in which learning occurs. For instance, the ability to listen carefully and help to clarify the ideas of one’s peers is also part of discussion. A major element of this grade has to do with the student’s willing, respectful, and engaged presence as a member of the class (positive participation). Behavior that detracts from the class, such as sleeping, whispering, texting, looking at phones or answering phone calls, packing up books before class is over, etc., or negative participation, will negatively influencethe final grade.

Personal Technology in the Classroom

We are all attached to our phones and technology is an asset to our education.

But I want to try a different form of engagement in this class. I ask that you put away your phones

and laptops during class. In practice, what does this mean?

* I much prefer that you print assigned articles and take notes by hand. Normally, students

who do this retain information and participate in class more readily. If you must use your

laptop, please be aware of your potential to be distracted by it and monitor your attention in

class.

* Please do not have your phone on your desk or in a place that is visible to you. If it is

difficult for you to separate from your phone, you can deposit your phone with me at the

start of the class. If there are emergency situations that require you to be available by phone

during class hours, please consult with me before class.

Technical Issues and Support

Students needing technical support for Canvas, Microsoft 365, Reinhardt email, or any other technology issues should contact Reinhardt IT at 770-720-5555 or [IT@reinhardt.edu](mailto:IT@reinhardt.edu). Students should submit work via Microsoft Word documents unless instructed otherwise. *In the event of Canvas problems, student work should be submitted via email.*

Course Requirements/Assignments/Evaluation

Becoming a Contributing Member of the University = 200 points

* Class Attendance and Participation – 100 points
* Attending the following @ 25 points each – 100 points
  + Athletics Event
  + Performing Arts Event (Music/Theater)
  + Involvement Fair
  + Student Activities Event

Prevention Programming = 150 points

* Everfi Prevention Course Completion
  + Alcohol – 50 points
  + SAPU – 50 points
  + Hazing Prevention – 50 points

Service to the Community = 150 points

* + Service-Learning hours – 100 points
  + Reflection – 50 points

Vocational Discernment and Career Preparation = 250 points

* + Spring Schedule – 50 points
  + Focus II Inventory Completion- 50 points
  + My Interview Practice Completion – 50 points
  + Purple Briefcase Account Activation – 50 points
  + ePortfolio Completion – 50 points

First Semester Reflections = 250 points

* + Journal – 100 points
  + Final Project (Creative Presentation) – 100 points
  + Course Completion Survey= 50 points

Grade Scale

A = 900-1,000 points

B = 800-899 points

C = 700-799 points

D = 650-690 points

F = <650 points

* Students who do not pass FYS are required to complete the course again and earn a passing grade in order to graduate.

Student Survey

Note: This survey is for the instructor’s use only. Please be assured that all information is completely confidential. The student should feel free to withhold any information that he or she does not feel comfortable sharing, however.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major (if known):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What pronouns do you prefer?

Do you have any learning challenges, concerns, or academic accommodations of which you would like the instructor to be aware? If you answered “yes,” do you have a plan and/or assistance in dealing with your particular challenges? (If you would like to consult with the instructor about developing a learning strategy that might assist you in successful completion of the course, please make an appointment.)

Identify your strengths and challenges as a student. What are the particular academic skills you would like to develop over the course of this class?

Is there anything else you would like the instructor to know about you as a student?

Do you have any particular areas of interest regarding the topic of this class?