**FYEX 101 – First-Year Seminar – 1 credit**

**Section 00, Fall 2023, location & time**

**INSTRUCTOR:**

Name, email, office location, alternate contact info

**OFFICE HOURS:**

**PEER EDUCATOR (if applicable):**

Name, email

**Course Delivery Mode/Format:** (Online course? Seminar? Hybrid?)

[The instructor reserves the right to make changes to this syllabus. In the event that this action becomes necessary, students will be notified in a reasonable and timely fashion.]

1. **COURSE DESCRIPTION**

The purpose of the First-Year Seminar is to integrate students into the life and culture of Shepherd University and to prepare them with the foundations for academic success. The course addresses the Core Curriculum competencies of wellness, information literacy, and experiential learning.

1. **LEAP GOALS AND LEARNING OUTCOMES**

This course addresses LEAP (Liberal Education and America’s Promise) Goal No. 2: Intellectual and Practical Skills throughout the Curriculum.

**Learning Outcomes**:

* Learn strategies to help you survive and thrive during your first semester on campus and beyond;
* Understand yourself better as you transition into college life and develop critical thinking skills;
* Grow more comfortable interacting with and learning about people around you;
* Learn to identify, locate, evaluate and effectively and responsibly use and share information for a problem at hand;
* Learn to promote self-care (wellness) decisions that will improve your quality of life.

This course is a part of the First Tier (Initial Inquiry) of the Core Curriculum and addresses the following competencies:

* Critical Thinking
* Life-Long Learning
* Wellness
* Information Literacy
* Experiential Learning

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| **Course Objectives –** This course is designed for you: | **Learner Competencies –** After taking FYEX 101, you will be able to: |
| * to develop and enhance your academic skills
 | * + identify ways to improve academic skills such as time management, study & test taking skills, etc.
	+ explore various learning styles
	+ develop individual learning goals in the context of a liberal arts education and identify means for achieving these goals
	+ enhance competency in academic skills including: framing questions/posing problems, evaluating information, critical thinking, writing, oral communication, and collaboration
 |
| * to gain experiences in which you can relate to and value people of diverse cultural backgrounds
 | * recognize the benefits of diversity
 |
| * to understand how to balance the freedoms and responsibilities that are a part of University life
 | * + know the freedoms and responsibilities that are a part of life at a liberal arts university
 |
| * to understand your financial responsibilities
 | * + recognize the responsibilities of credit
 |
| * to understand the academic advising process
 | * + select a major or identify several areas of interest
	+ know how to register for classes and whom to go to for advisement
 |
| * to consider the options available when making decisions
 | * + synthesize information when decision making and problem solving
	+ understand the decision making process
 |
| * to explore campus and community issues, resources, culture and history
 | * + identify important offices and resources on campus and in the community
	+ identify important issues affecting students on campus and in the community
 |
| * to gain knowledge and understanding of and experience in community service
 | * + apply in volunteer environments the concepts of leadership and civic responsibility as discussed in course
 |
| * to help promote self-care (wellness) decisions that will improve the quality of life
 | * + identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives;
	+ access, analyze, and evaluate health information, products and services in order to become health-literate consumers
	+ demonstrate awareness of environmental and safety hazards.
 |
| * to be able to identify, locate, and evaluate information
 | * + effectively and responsibly use and share information for the problem at hand
 |

1. **COURSE REQUIREMENTS**

**Required Materials:**

* Common Reading, ***No Visible Bruises: What We Don’t Know About Domestic Violence Could Kill Us***, by Rachel Louise Snyder; ISBN-**9781635570984**. For additional resources and information visit: [www.shepherd.edu/commonreading](http://www.shepherd.edu/commonreading).
* Calendar: Each student is required to have some type of a calendar or planner so you can more effectively manage your time and schedule. This may be electronic in form. Calendars are also available in the Shepherd University Bookstore.

**Class Policies:**

* Attend class and be on time.
* Check your Shepherd email daily- you are responsible for all information delivered via your Shepherd email.
* Check your class Brightspace page daily- you are responsible for all information delivered via Brightspace.
* Be respectful of your peers in class and online. Be respectful to instructor and all guest speakers.

**Class Attendance:**

* You **MUST** attend your classes regularly and engage in the requirements for each class; otherwise, **your financial aid may be revoked** either partially or in full. This would result in an amount due by you to the University immediately. Please refer to <http://www.shepherd.edu/financialaid> for more details. In addition, class participation and attendance is an important part of your grade for this course.

**Inclement Weather:**

* Students are encouraged to sign up for “RAVE alerts” (<http://www.shepherd.edu/university/rave/>) in order to be informed of campus closures or emergencies. Also, students are encouraged to check the Shepherd website for additional information regarding closings due to inclement weather ([http://www.shepherd.edu](http://www.shepherd.edu/)).
* In the event that you are unable to make it to class due to inclement weather, you must contact the instructor via email *before* class regarding your absence and making up any missed assignments. Assignments may be submitted before class via Brightspace in the event that inclement weather prevents you from making it to campus.
* In the event that the instructor needs to cancel class due to inclement weather, an email regarding this will be sent at least one hour before class.
1. **ACADEMIC INTEGRITY**

**Academic Honesty and Integrity**:

* Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student Handbook** (Academic Integrity policy: Section VII: <http://www.shepherd.edu/student-handbook/undergraduate-academic-rights-and-responsibilities>)

* **Shepherd University Honor Code:**

“As a member of the Shepherd University community of scholars, I will uphold the fundamental values of Academic Integrity - Honesty, Trust, Respect, Fairness, and Responsibility.”

**Accessibility Services:**

Shepherd University strives to make learning experiences accessible to all students and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability, please contact Accessibility Services, Gardiner Hall G13, 304-876-5122, or accessibility@shepherd.edu to initiate a conversation about your options. Students must register with the Office of Accessibility Services and provide their accommodation letter to each of their instructors. Please know that accommodations are not retroactive. For more information, please visit [Accessibility Services](https://www.shepherd.edu/accessibility)

**Academic Support:**

* Peer tutoring (Fact-to-face or virtual) is free for all students and available for nearly all subjects. Sign up online to schedule a tutoring session: <http://www.shepherd.edu/academic-support/> Located in Scarborough Library 103, the Academic Support Center offers free tutoring and more! For more information: 304-876-5221
* Tutor.com is a free virtual tutoring service available 24/7 to all students via Brightspace.

**Class Discussion Topics/Assignments or Activities:** In addition to active, participatory experiences that enhance learning and critical thinking, students will complete a wellness activity and an information literacy activity. Additional discussion topics may be infused during class meetings such as:

Goal Setting/Why Am I Here? Time Management Study Skills Homesickness/Roommate Problems Test Anxiety Diversity

Learning Styles Coping With Stress Academic Integrity

Peer Pressure/Making Good Decisions Common Reading Life-long learning

[You may want to include a rubric to outline how assignments and attendance impact grade scale.]

**Course Timeline with Clear Assignments, Exam Schedule & Due Dates**

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7** - 1st half semester runs 7 weeks

**Week 8**

**Week 9**

**Week 10**

**Week 11**

**Week 12**

**Week 13**

**Week 14**

**Week 15**

Important Dates to Remember:

Monday, August 21, 2023 - Classes Begin

**August 21-25 Add/Drop and Late Registration via RAIL or at Ikenberry - Consult Advisor**

Friday, September 1, 2023

Last Day for Instructor-Approved Late Adds via RAIL, through 4pm.

Friday, September 22

Last Day to Withdraw from first-half semester class — See Advisor by Noon

**October 2-6 – Midterm Week**

Monday, October 9, 2023 - Second-half semester classes begin

Tuesday, October 10 - Mid-term Grades Available on RAIL (tentative)

**October 12-13, 2023 – Fall Break**

**Oct. 25 – Nov. 8 - Academic Advisement for Continuing Students for Spring 2024**

Friday, October 20

Last Day to Withdraw from a Full Semester Class — See Advisor by Noon

Monday, November 6, 2023

First Day of Spring 2024 RAIL Registration for Continuing Students; 9:00 am-4:00 pm

Friday, November 10, 2023

Last Day to Withdraw from second-half semester class — See Advisor by Noon

**November 19 - 26 - Thanksgiving Recess**

Friday, December 1, 2023

Last Day of Classes & Last Day for Complete Withdrawal from Semester

**December 4-8 – Finals Week**

Tuesday, December 12, 2023 - Grades will be available via RAIL (tentative)

Add/Drop occurs the first week of each semester. If you need to make changes to your schedule, do it between Aug. 21-25 to avoid paperwork and other restrictions. Consult your advisor or the Advising Assistance Center on the first floor of the Library for more information.

**Drop vs. Withdraw**

DROP

After the first week, students cannot drop without a petition to the A&C committee. A "drop" means the class disappears as though it was never taken or attempted. A student who drops a course should check with Financial Aid to be sure they have enough credits in the semester to match any financial aid received.

WITHDRAW

Students may withdraw from a full semester course, without petitioning, until Oct. 20, 2023. A "withdraw" does not compute into the student's GPA, but may count as credits attempted. A "W" appears on the transcript. Too many course withdraws can place a student in academic trouble. Students should check with Financial Aid to be sure they are okay regarding student loans, which may be affected by too many credits attempted and not successfully completed.