

Revised FYS '21 Syllabus from the First-Year Seminars Faculty Advisory Committee (FYSFAC)
FYS 101 – First Year Seminar

Instructor [Enter your name or TBA] Phone [Enter phone number or TBA]
Office [Enter your office location here or TBA] E-mail [Enter email or TBA]
Office Hours [Enter your office hours here or TBA]

Course Description:

Students will explore the areas of Belonging, Interdependence, Health and Wellness, Development of Identity, Socialization, Prejudice, Discrimination, Bias, Stereotypes both within their FYS 101 section, in Syracuse University sponsored experiential activities, and in School/College level sponsored experiential activities.

Additional Course Description

First-Year Seminar is a one-credit, semester long course that engages all first-year and transfer students in guided conversations, experiential activities, and written assignments about transitioning to Syracuse University (SU) campus life, exploring their identities as they situate themselves in a new context, and understanding how they will relate to and interact with other students, faculty and staff in contributing to a welcoming, inclusive, and diverse campus community. In order to better comprehend the aforementioned concepts, students will engage, discuss, and reflect on historical and contemporary examples through a variety of media, including but not limited to academic articles, podcasts, Ted Talks, plays, and fieldtrips.

Prerequisite / Co-requisite: None

Audience: Incoming undergraduate students, including transfer and Discovery students.

Credits: 1

Course Fees and/or Costs: None

Learning Objectives:

Goal 1: Support students in making a successful transition to Syracuse University life

- Learning Objective 1a: Students will be able to successfully articulate educational goals (using available resources and co-curricular activities)
- Learning Objective 1b: Students will develop an individual academic, personal and social plan for completing their goals

*Goal 2: Develop awareness of the complex nature of identity and foster a sense of belonging and contributing to the SU community.

- Learning Objective 2a: Students will be able to describe and discuss components of their identity and how they relate to multiple communities
- Learning Objective 2b: Students will identify ways in which they can connect with, and be a part of, the Syracuse University community

*Goal 3: Develop an understanding of identity, inclusion, diversity, equity, and access that, in turn, can be integrated and applied to subsequent upper-level courses.

- Learning Objective 3a: Students will recognize the dynamic and contextual nature of identity
- Learning Objective 3b: Students will be able to engage with perspectives different from their own in a way that promotes inclusion, understanding, and empathy

*In order to attain these particular goals, the concepts of Prejudice, Discrimination, Stereotype, and Bias will receive additional focus.

Required Texts / Supplies:

Readings, podcasts, and videos will be made available through Blackboard and Library curated sites.

Course Requirements and Expectations:

This is a discussion-based and experiential course. All students are required to complete all assigned readings and podcasts, attend recommended shows/speakers/events, attend home school/college activities in weeks 4, 9, and 12, and attend each class. Additionally, students must answer questions posted on Blackboard about these readings or podcasts in preparation for class discussions.

Attendance and Participation (50% of total grade): You are expected to: attend all 12 discussion classes; come prepared to discuss all assignments and subject matter in an engaged, thoughtful, and intelligent manner; and attend activities in your home school/college in weeks 4, 9, and 12. Unless the absence is excused, missing more than one class and one activity will result in a failing grade for the course. Absences will be excused only for extenuating circumstances. These may include an illness that is documented by a doctor, a documented family or personal emergency, or an athletic obligation with an official SU athletic team. Absences through religious observances will also be excused as long as you have registered it on MySlice (see religious observance policy in this syllabus). <http://health.syr.edu/students/policies.html>.

Written Assignments (50% of total grade): Each student will be expected to complete eight sets of assignments. These will include response posts, answers to assigned questions that are posted on Blackboard regarding articles, podcasts, shows/plays/speakers, and journal reflections. Additionally, students will submit and present a multi-modal, goal-mapping assignment at the end of the course. Students are required to submit assignments by the due date, using the submission procedure specified for that assignment. If an assignment is submitted late without an extension, the student will receive 0% for that assignment.

| Component | Individual or Group Work | % Overall Grade |
|--------------------------------|---------------------------------|------------------------|
| A. Participation/Attendance | Individual Exam | 50% |
| B. Assignments (8 worth 12.5%) | Individual Exam | 50% |
| TOTAL | | 100% |

Grading Table

| Grades | Grade Points /Credit | Total Points |
|----------------------|----------------------|----------------|
| A | 4.000 | 93-100 |
| A- | 3.667 | 90.00-92.99 |
| B+ | 3.333 | 87.00-89.99 |
| B | 3.000 | 83.00-86.99 |
| B- | 2.667 | 80.00-82.99 |
| C+ | 2.333 | 77.00-79.99 |
| C | 2.000 | 73.00-76.99 |
| C- | 1.667 | 70.00-72.99 |
| D¹ | 1.000 | 57.00-69.99 |
| F | 0 | 56.99 or below |

* source: <http://www.syr.edu/registrar/students/grades/faq.html>

¹Grades of D and D- may not be assigned to graduate students.

University Attendance Policy

Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should use “ESPR” and “MSPR” in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in Orange SUccess. More information regarding Orange SUccess can be found at <http://orangesuccess.syr.edu/getting-started-2/>.

Students should also review the University’s religious observance policy and make the required arrangements at the beginning of each semester.

Course Specific Policies:

Electronic Devices: Unless in use for a class activity or approved in advance by the instructor, all laptops, tablets and smart phones must be stowed away at the beginning of

every class. It is unacceptable for these devices to disrupt or distract the conversation. Smart phones may be put on silent mode in case there is a notification from the Orange Alert system.

In-Class Discussions: This course will include in-depth discussion on sensitive topics, including issues related to diversity, identity, inclusion and exclusion, biases, and stereotypes and their potential for harm. Sharing of personal information is expected as part of these discussions, although students should only share what they are able to comfortably. It is therefore critical for the environment of this classroom to be safe, inclusive, respectful, and courteous. The following discussion guidelines are provided as expectations for how you will communicate with others in this class.

- Listen respectfully. Don't interrupt, engage in private conversations, or turn to technology while others are speaking. Use attentive, courteous body language.
- Be committed to learn from each other while acknowledging differences in backgrounds, skills, interests, and values.
- Do not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Be open and honest, but only share information about yourself that you are comfortable sharing
- Understand that there are different approaches to solving problems. If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.
- Make an effort to get to know other students. Introduce yourself to students sitting near you. Refer to classmates by name and make eye contact with other students.
- Take pair-work or small group work seriously. Remember that your peers' learning partly depends upon your engagement.

Syracuse University Policies: Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs [and those of fellow students](#). Some of the most important of these concern:

Diversity and Disability (ensuring that students are aware of their rights [and responsibilities](#) in a diverse, inclusive, accessible, bias-free campus community) can be found at: <https://www.syracuse.edu/life/accessibilitydiversity/>.

Religious Observances Notification and Policy (steps to follow to request accommodations [for the observance](#) of religious holidays) can be found at: http://supolicies.syr.edu/studs/religious_observance.htm

Orange SUccess (tools to access a variety of SU resources, including ways to communicate with advisors and faculty members) can be found at:

<http://orangesuccess.syr.edu/getting-started-2/>

Disability-Related Accommodations:

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process. <https://disabilityresources.syr.edu/>

Academic Integrity Policy:

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

Use of Student Work: Students' submitted work may be used for assessment purposes and for research on the effectiveness of this course. All identifying information will be removed. If you do not want your work to be included in this analysis, please email firstyear@syr.edu with the subject: Please do not use my assignments anonymously for assessment or research. You may do this at any time during this experience, even if you have already completed one or more assignments.

Course Schedule: Week/ lecture, topic for the week/lecture, and required reading are in the appropriate columns below.

| Date & Theme | Topic and Key Concepts | Pedagogical Strategies (See definitions at the end of document.) | Learning Goals & Outcomes |
|---|---|--|---|
| Week One: Setting the Context | 1. Creating a Learning Community <ul style="list-style-type: none"> • Facilitator introductions • Introductions of Self • Community Building • Ground rules and group norms • Cultural Humility/ Cross Cultural Skills 2. Self-Assessment I 3. Upcoming campus life events | Modeled instruction; Think-Pair-Share & Interview; Group activity; Facilitated discussion Announcements | 1. 2a, 2b 2. 2b, 3b 3. 1a |
| Week Two: Self-Awareness—Exploration of Identity | 1. Initial Check-in 2. Historical Component: Native Americans, Settler Colonialism, and Syracuse University Module [developed collaboratively by Professors Scott Stevens, Jeff Mangram, and other faculty] 3. Campus Community Awareness 4. Introduction to identity: <ul style="list-style-type: none"> • Multiple identities - avowed, ascribed, dominant, subordinate • “looking glass self” • Intersectionality Self-in relation to others. 5. Assign Letter to Self | Facilitated discussion Facilitated discussion Packet of materials, likely including readings, film, article ² Collaborative learning & facilitated discussion Reflective journaling | 1. 2b, 3b 2. 2b 3. 1a 4. 2a, 3a, 3b 5. 2a, 3a |

¹ Note that the historical case studies in the Historical Component will be further developed in the coming 13 months by faculty with expertise in these areas. Some are mentioned here; others are joining. If you are interested in contributing, please contact those listed here.

² Eckstrom, Mikal B., and Jacobs, Margaret D., 2015, Teaching American History as Settler Colonialism, In: Why You Can't Teach United States History without American Indians: Chapel Hill, NC UNC Press, p, 259-272.

| | | | |
|---|---|---|---|
| Week Three: Schema Theory--Self-in relation to others | 1. Initial Check-in 2. Historical Component 3. Schema theory: Individual and group 4. Intersectionality 5. On-Campus Activity | Facilitated discussion Facilitated discussion Facilitated discussion Facilitated discussion Campus field trip / video / speaker visit | 1. 2b, 3b 2. 2b 3. 2a, 3a, 3b 4. 2a, 3a 5. 1a, 1b |
| Week Four: Home College #1 | Attend home school/college activity (Introduction of school/college-specific resources encouraged) | | 1a, 1b |
| Week Five: Resources on Campus/ Socialization/ Cultural Humility | 1. Initial Check-in 2. Historical Component Examples here that tie the themes together in new ways - possibly even recent events on campus and the history of protest: 1970 and Now 3. Resiliency & Freedom to Fail 4. Socialization: <ul style="list-style-type: none"> • Cultural Humility • Cross Cultural-Communication • Bias 5. Introduction of wellness and support resources | Facilitated discussion Facilitated discussion / collaborative learning Facilitated discussion / collaborative learning Campus field trip / video / speaker visit | 1. 2b, 3b 2. 2b 3. 1a 4. 2a, 3a 5. 1b |
| Week Six: Shared Experience | Examples of Shared Experience Topic: <ul style="list-style-type: none"> • Antisemitism • Settler colonialism and Native Americans • Sexual & gender diversity | Artistic performance / Field Trip/ Lecture / reflective journaling / facilitated discussion | 2b, 3b |

| | | | |
|---|--|---|---|
| | <ul style="list-style-type: none"> • Dynamics of race and oppression • Ageism • International perspective | <p>Example: Theatrical Performance of “Fragile White Guy” (high reviews from the students in S’20)</p> <p>Example: Trip to Skä-noñh Great Law of Peace Center and Onondaga Lake</p> | |
| <p>Week Seven:</p> <p>Concepts of Diversity & Inclusion</p> | <p>1. Initial Check-in</p> <p>2. SU Historical Profile For example: The Syracuse 8, Redlining, I-81, and the Blocks near Campus--Then and Now (Jeff Mangram, Hub Brown, Chris Faricy, Jeff Gonda?, and other faculty would develop; would use materials from archives, MLK library, and Dr Sharon Brangman audio with Cathryn Newton)</p> <p>3. Concepts of Diversity and Inclusion:</p> <ul style="list-style-type: none"> • Prejudice • Discrimination • Bias • Stereotypes <p>4. Re-introduce-STOP BIAS & other prosocial bystander reporting resources</p> | <p>Facilitated discussion</p> <p>Facilitated discussion Multi-media materials: film, podcast, redline maps, and other options</p> <p>Direct instruction, facilitated discussion, collaborative learning</p> <p>Direct instruction</p> | <p>1. 2b, 3b</p> <p>2. 2b</p> <p>3. 2a, 2b, 3a, 3b</p> <p>4. 1b, 2b</p> |
| <p>Week Eight</p> <p>Concepts of Diversity and Inclusion</p> | <p>1. Initial Check-in</p> <p>2. SU Historical Component For example: History of Asians and Asian Americans on the Syracuse University campus; Anti-Asian discrimination, including laws; bias against</p> | <p>Facilitated discussion</p> <p>Multi-media materials to view/ listen to/ explore in advance Facilitated discussion</p> | <p>1. 2b, 3b</p> <p>2. 2b</p> <p>3. 2a, 2b, 3a, 3b</p> |

| | | | |
|---|---|---|--|
| | <p>Asians wearing masks; Denny's incident and legal case, with student protests (Yingyi Ma, Jeff Mangram, Norm Kutcher, and other faculty would develop)</p> <p>3. Concepts of Diversity and Inclusion:</p> <ul style="list-style-type: none"> • Prejudice • Discrimination • Bias • Stereotypes <p>4. Microaggression, Microinvalidation, etc.</p> | <p>Direct instruction, facilitated discussion, collaborative learning</p> <p>Facilitated discussion</p> | <p>4. 2b, 3b, 3a</p> |
| <p>Week Nine:</p> <p>Home College #2</p> | <p>Attend home school/college activity (Introduction to registration encouraged)</p> | | <p>1a, 1b</p> |
| <p>Week Ten</p> <p>Goals: Academic and Cross-Cultural</p> | <p>1. Initial Check-in</p> <p>2. Historical Component For example: Social justice related to sexuality and to gender - LGBTQ rights; Women's Rights History; recent court cases</p> <p>[Many faculty to contribute here]</p> <p>3. Concepts of Diversity and Inclusion:</p> <ul style="list-style-type: none"> • Prejudice • Discrimination • Bias • Stereotypes <p>4. Structures, Institutions, Power and Privilege</p> <p>5. Goals and Expectations:</p> <ul style="list-style-type: none"> • Academic Goals | <p>Facilitated discussion</p> <p>Multi-media materials available for faculty to select and assign in advance</p> <p>Facilitated discussion</p> <p>Direct instruction, facilitated discussion, collaborative learning</p> <p>Direct instruction, facilitated discussion</p> <p>Direct instruction, reflective journaling</p> | <p>1. 2b, 3b</p> <p>2. 2b</p> <p>3. 2a, 2b, 3a, 3b</p> <p>4. 3a, 3b</p> <p>5. 1a, 1b</p> |

| | | | |
|--|---|---|---|
| | <ul style="list-style-type: none"> • Cross-cultural goals • IDEA course list <p>6. Assign revised letter to self (to include academic & cross-cultural goals) and multi-modal goal-mapping project</p> | | 6. 1b, 2a, 3a |
| Week Eleven Cultural Humility | <p>1. Initial Check-in</p> <p>2. Historical Component For example: SU's Burton Blatt and inception of disability rights; current issues in disability rights, for instance in the recent pandemic</p> <p>[Diverse faculty from schools and colleges and Burton Blatt Institute</p> <p>3. Revisit Cultural Humility and Cross Cultural Skills</p> <p>4. Revisit Structures, Institutions, Power, and Privilege</p> | <p>Facilitated discussion</p> <p>Multimedia materials developed in partnership with research faculty in the Burton Blatt Institute and available for faculty to assign in advance</p> <p>Facilitated discussion</p> <p>Facilitated discussion</p> | <p>1. 2b, 3b</p> <p>2. 2b</p> <p>3. 2a, 2b</p> <p>4. 3a, 3b</p> |
| Week Twelve: Home College #3 | <p>Attend home school/college activity (community-building encouraged)</p> | | 1a, 1b |
| Week Thirteen Coming Together | <p>1. Initial Check-in</p> <p>2. Historical Component Histories that bring all these themes together: For example, LatinX Communities and La Casita in Syracuse—An Extensive History and Art Community</p> <p>3. Revisit Diversity, Equity, Inclusion</p> <ul style="list-style-type: none"> • Contemporary Context | <p>Facilitated discussion</p> <p>Facilitated discussion</p> <p>Facilitated discussion, Collaborative learning</p> <p>Collaborative learning</p> | <p>1. 2b, 3b</p> <p>2. 2b</p> <p>3. 2a, 2b, 3a, 3b</p> <p>4. 2b= 3b</p> |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • National Identities/Voices • Global Identities/Voices <p>4. Unifying Activity Self Assessment II</p> | | |
| <p>Week Fourteen</p> <p>Launch</p> | <p>1. Initial Check-in</p> <p>2. Historical Component For example: Religious communities and discrimination; history of Syracuse University and our region on these issues—both interreligious collaboration and religious discrimination</p> <p>3. Goal Mapping Project Presentations</p> | <p>Facilitated discussion</p> <p>Facilitated discussion</p> <p>Presentations to group & facilitated discussion</p> | <p>1. 2b, 3b</p> <p>2. 2b</p> <p>3. 1a, 1b, 3b</p> |

Definitions:

Facilitated discussion: The instructor and undergraduate co-facilitator engage students in conversations around issues using a variety of prompts (some of which may be pre-determined) in order for students to give their perspectives on the issue or topic at hand.

Direct Instruction: The instructor’s role now is to impart information to the students. Pedagogical strategies such as lecture or notetaking are employed here.

Collaborative learning: Students are asked to work in a collaborative manner to achieve a common goal. Interpersonal skills are at the center of this pedagogical strategy. The focus is more on process rather than product here. Examples, of cooperative learning are “jigsaw” activities or grouping students so that each person has a specific task to meet within the group.

Reflective journaling: Students are asked to contemplate and to write their thoughts and feelings down in a manner of their choosing. The focus here is not on style or grammar or narrative. Rather, the focus is on interior reflection that will potentially lead to personal insights.