Your Faculty

Behavioral & Social Sciences

FYE 100H.01 • Fall 2021 • 4 credits
- **Independent Learning – D2L –** due Thursday before class
- **In-Person – Main 168 –** Tuesday & Thursday 12:30-1:45 pm

What is this course?

First Year Experience (FYE) will prepare you to be successful and engaged learners at West Chester University. Learning about the Liberal Arts tradition, General Education, research, success strategies, and the Behavioral and Social Sciences will help you build a strong foundation for academic success. You will explore campus life, understand university policies, and much more.

Required Materials:

Becoming a Learner, Matthew L. Sanders, ISBN 978-1-5339-0406-5. Purchase this text through the WCU bookstore or online at VitalSource. Additional required material will be available on D2L.

How does this class work?

FYE 100 has two main components.

- **Independent Learning on D2L** will introduce ideas through videos, readings, exercises, and more. You will complete activities *before Thursday's class each week*.
- **In-Person/F2F Learning in Main 168** will apply concepts in meetings with your professors and classmates each week.

Section Professors:

section 011: Dr. Shannon Mrkich
section 012: Dr. Lia O'Brien
section 013: Prof. Constance Case
section 014: Prof. Drew Anderson

[Prof Drew Anderson](#)
Earth and Space Sciences
227 Merion
Office Hours:
In person W: 4-6pm, R: 5-7pm
Virtual email to schedule

[Prof Constance Case](#)
Costume Design • EOBull 129
Office Hours:
In person or Zoom/Virtual
M:10:30-12pm, T:1:30-3pm,
W:1-2:30pm, R:1:30-3pm, by appt
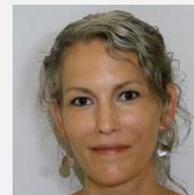
[Dr. Shannon Mrkich](#)
English • Main 510
Office Hours:
Virtual MW:10:30am-12pm
In-person TR:10:30-11:30am
→ [Schedule Appointment](#)

[Dr. Lia O'Brien](#)
Psychology • Wayne 515
Office Hours: [Zoom Room](#)
Virtual in Office TR 11am-12pm
Virtual F:10am-1pm •
→ [Schedule Appointment](#)

Outcomes, Goals, and Objectives

General Education Goals

1. Communicate effectively
2. Think critically and analytically
4. Demonstrate the ability to think across and about disciplinary boundaries
5. Respond thoughtfully to diversity
7. Make informed decisions and ethical choices

FYE Student Learning Outcomes	Social & Behavioral Science Outcomes
overview of the Liberal Arts tradition in higher education	explain how & why other disciplines and the Liberal Arts are important to social sciences; apply knowledge of human activity in cultural and social context
overview of the structure of General Education at WCU	demonstrate effective written and spoken communication in-class and out-of-class
introduction to the e-portfolio and its use across the undergraduate degree	apply digital skills to future education, profession, and life
overview and discussions about university policies, ethics, and student life	examine and evaluate University policies and specific ethical issues within social sciences
overview of research in the Science of Learning	apply research methods common to social sciences and the science of learning, including APA documentation for academic discourse
Experiential learning project	incorporate primary sources and qualitative and quantitative research methods to examine the patterns and processes of human activities

Evaluation & Grading

You will earn a letter grade based on the official WCU grading scale:

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent
A-	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	
B-	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	

Grade	Quality Points	Percentage Equivalents	Interpretation
C-	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	
D-	0.67	60-62	
F	0	< 60%	Failure
Z	0	<60%	Failure
NG			No Grade

Assignment, Grades, & Outcomes

Assignment	Percent	Points	Associated Outcomes

WEEKLY STUDENT TASKS

In-Person Attendance — 10% — 100

GE 7

Your attendance is required in FYE. Come to class! Often you will complete in-class, live activities. Check our D2L page and the course schedule for in-person class days and times. WCU does not have "excused" absences unless sanctioned by the University. See Excused Absences Policy below for details.

Absences	Points	Grade
0-2	100-90	A
3-4	89-80	B
5-6	79-65	C
7 or more	64 or less	F

Participation (Independent Learning & Self-Evaluation) — 20% — 200

GE 1, 2, 3, 5

FYE depends on active participation! We expect you to complete independent learning work prior to Thursday's classes and to participate in all group discussion. Ask questions! We want everyone to contribute and to support peers and professors. Participation will be assessed via D2L independent learning activities, as well as by polling, discussion boards, quizzes, in-class writing, group work, and more.

Participation	Points	Grade
Active	200	A
Above Avg.	170	B
Average	150	C
Minimal	130	D
None	0	F

FYE Weekly Reflection Journal — 10% — 100

GE 1, 2, 4, 5, 7

You will complete a response in your FYE Reflection Journal every week. You will activate your knowledge and apply, comment on, or question what you learned during the week.

ACTIVITIES — 15% — 150

GE 1, 2, 4, 5, 7

Introduction Video, Time Management, Diversity, Ethics/Policy, FOCUS2, Science of Learning activities ask you to apply your independent learning to your life and education. Quantitative and Qualitative activities will apply methodological research to BaSS Disciplines.

FOUR YEAR PLAN — 12.5% — 125

GE 1, 2, 4

You will reflect on academic, co-curricular, and personal goals, and investigate the path you are on.
Minor assignment: Co-Curricular Plan/Involvement Fair: Your co-curricular plan at WCU.
Major assignment: Academic Plan: Goal setting and academic planning for personal and academic success.

STATEMENT OF PURPOSE VIDEO — 12.5% — 125

GE 1, 2, 4, 7

You will create a video that summarizes the work you developed over the semester and explores where and who you hope to be in the future.
Minor assignment: SoP Story Board outlined your Statement of Purpose video.
Major assignment: SoP Video summarizes your FYE work and explores who you will be in the future.

MY LEARNING JOURNEY: Multi-Media Presentation/ePortoflio — 20% — 200

GE 1, 2

Minor assignment: 2 Planning Guides: Claims and evidence for first two learning units
Major assignment: Multi-Media Presentation summarizing your work in FYE
Minor assignment: ePortfolio: Digital collection of your FYE work for General Education ePortfolo

Bonus

You will have opportunities to earn bonus points in FYE

Total — 100% — 1000

Course Information

Email: Use your wcupa.edu email account for all WCU business. When you email your professor, make sure to include your name, your FYE section (e.g., sec 011).

Structure: About 50% of FYE 100H each week is in-person class on **Tuesdays and Thursdays,** and about 50% of FYE will be independent learning, completed through independent learning activities via D2L. See Course Schedule and D2L for specific class details.

Our course requires use of Desire to Learn (D2L), WCU's learning management system, and WCU e-mail accounts. You will send and receive email, upload and download files, and use word processing software. We will provide some instruction/support on technical skills; for more help contact the Help Desk, 610-436-3350 and/or WCU's ServiceNow.

ADA: If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), see policy statement below. Every effort has been made to construct FYE to be accessible to all learners, using principles of universal design and accessible learning. Do not hesitate to ask your professors about accommodations or accessibility for the course.

Activities: In addition to in-person discussions, you will complete D2L and written activities, to apply course concepts. When activities are graded, you can expect feedback in approximately one week. Your work will be evaluated on the following criteria:

Quality of Ideas: Demonstrate that you have completed classwork, extended ideas based on experience, and can made connections ideas.

Quality of Responses: Responses to others add to the discussion, support of fellow students, explain why you dis/agree, and/or make new connections.

WCU's COVID-19 Classroom Protection Requirements
We, as a community of educators and learners, should work together to create a culture that protects our most precious resource: each other. As such, it is the expectation of all members of the University community to continue to do their part to protect the health and safety of others. In our classrooms where the university's primary function is carried out, the following protocols are being implemented:

- Unless otherwise directed by the faculty member, students must wear a cloth or disposable face mask that covers both the nose and mouth the entire time they are in class.
  o Face shields and gaitors do _**not**_ meet the university's mask requirement.
- Eating and drinking in the classroom are only permitted if they are medically necessary.
  o Please work with the Office of Services for Students with Disabilities to notify the university and your professors of this necessity.

We want you to succeed in this class, but we will have to ask you to leave if you do not follow these guidelines, so please – make the most of this opportunity and help keep our campus safe.

Digital Support

WCU Help Desk
610-436-3350
ServiceNow

D2L (available 24/7)
1-877-730-6235

Equipment Requirements

- Internet enabled device (laptop, tablet)
- recent version of Firefox or Chrome
- the ability to open Microsoft Word 2007 (or later), PDF docs
- *(download Office for free as a WCU student)*
- access to the Internet via cable/broadband

Logging In

D2L: You should log in to D2L several times a week.

eMail: Check email daily. *Use your wcupa.edu email account*. Your professors will respond to emails, generally, within 24 hours M-F and within 48 hours on the weekend. We expect that you will follow the same guidelines.

Course Policies (including DE)

Communication All communication between you and your professors and you and your classmates (in person & digitally) should be respectful and adhere to standards of appropriate academic discourse, including University email and D2L. Civility is an expectation of all students and is outlined in the [Student Code of Conduct](#) & [Technology Civility](#). Students must use their WCU email address when communicating with faculty/staff about University-related topics.

Office Hours: Each of your professors will hold office hours. Please see professors' contact information above and on D2L for times, appointment links, and rooms.

Professionalism

Class: We expect you to attend and be on time for all classes, to not leave early, and to be respectful of your professors and classmates. If you miss class-related information*, it is your responsibility* to contact other students about the work. In-class activities cannot be made up or rescheduled for tardiness or absence.

Assignments: We expect your assignments will have proper grammar, spelling, sentence structure, content, and capitalization.

Self-motivation/self-discipline: We expect you to participate actively the classroom, complete independent learning activities, login to email and D2L frequently, contribute with relevant information, and submit assignments on time.

Planning and organization: You need disciplined work habits, effective time management skills, and the ability to work collaboratively. You should expect to devote 2-4 hours out-of-class time *per week* for this 4-credit class.

Technology

Required Technology: We will use D2L extensively. If you are new to D2L, see the [D2L support website](#). We depend on wcupa.edu webmail. We may also use Zoom occasionally: [Zoom on WCU's website](#). If you have other questions about using D2L, WCU email, or Zoom, contact [WCU Help Desk](#) 610-436-3350 and/or [ServiceNow](#).

Laptops, Tablets, & Phones: You will use your Internet-enabled device at times. Use Firefox. Silence notifications, emails, ringers, etc. Please remain on task. *If you are not using other devices (e.g., phone) directly in class, silence and store them out of sight.*

Assignments

"Major" Assignments: You will find descriptions of and rubrics for all graded, "Major" assignments on D2L. "Major" Assignments are due Sunday by 11:59 pm; see Course Outline below & D2L.

In-class-activities: As stated in "Participation," point-bearing activities happen in D2L Independent Learning and in class. All activities during class time are due at the end of the class period and cannot be made up, unless otherwise noted.

Course Calendar: You will find the FYE course outline, including due dates, at the end of this syllabus. A detailed week-to-week schedule of class activities and assignment, as well a schedule of instruction, is available on D2L.

File Format: Files must be in Microsoft Word, Excel, PowerPoint, or PDF format. Do Not submit Apple's Pages files; they cannot be read by D2L and will not be accepted. You are responsible for ensuring your files can be opened and read. You can download [Office for free as a WCU student](#).

End of the Semester: No regular semester assignments will be accepted after the *last day of classes*. No extra credit will be offered to individuals. Please keep track of your grades on D2L throughout the semester.

WCU Common Policies

Inclusive Learning Environment and Anti-Racist Statement

Diversity, equity, and inclusion are central to West Chester University's mission as reflected in our Mission Statement, Values Statement, Vision Statement and Strategic Plan: Pathways to Student Success. We disavow racism and all actions that silence, threaten, or degrade historically marginalized groups in the U.S. We acknowledge that all members of this learning community may experience harm stemming from forms of oppression including but not limited to classism, ableism, heterosexism, sexism, Islamophobia, anti-Semitism, and xenophobia, and recognize that these forms of oppression are compounded by racism.

Our core commitment as an institution of higher education shapes our expectation for behavior within this learning community, which represents diverse individual beliefs, backgrounds, and experiences. Courteous and respectful behavior, interactions, and responses are expected from all members of the University. We must work together to make this a safe and productive learning environment for everyone. Part of this work is recognizing how race and other aspects of who we are shape our beliefs and our experiences as individuals. It is not enough to condemn acts of racism. For real, sustainable change, we must stand together as a diverse coalition against racism and oppression of any form, anywhere, at any time.

Resources for education and action are available through WCU's Office for Diversity, Equity, and Inclusion (ODEI), DEI committees within departments or colleges, the student ombudsperson, and centers on campus committed to doing this work (e.g., Dowdy Multicultural Center, Center for Women and Gender Equity, and the Center for Trans and Queer Advocacy).

Guidance on how to report incidents of discrimination and harassment is available at the University's Office of Diversity, Equity and Inclusion.

WCU Resources:

You can use library databases and other electronic sources at the WCU Library website or the How Do I . . .? page, whether you are on- or off-campus.

Just in case . . .

In case of extreme illness or emergency requiring prolonged absence *(3 or more days)*, you are responsible for contacting Student Affairs, **610-436-3301** and your professor. See the Excused Absence Policy below.

Academic & Personal Integrity

It is the responsibility of each student to adhere to the University's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website at www.wcupa.edu.

Students with Disabilities

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at https://www.wcupa.edu/universityCollege/ossd/. In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations should contact them at 610-436-2433.

Excused Absences Policy

Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

Reporting Incidence of Sexual Violence

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at Office of Diversity, Equity, and Inclusion.

Emergency Preparedness

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit WCUAlert. To report an emergency, call the Department of Public Safety at 610-436-3311.

Electronic Mail Policy

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

COURSE OUTLINE

Schedule may change due to course pace or unforeseeable circumstances, at the discretion of your professors.

See our Weekly D2L course pages for assignments, activities, readings, and due dates.

	Week	Topic	Tuesday	Thursday	Major Assignment Due Sunday @ 11:59pm
Unit A: Academic Success	Week 1 08/30-09/05	Introductions	What is FYE? Main 168	Main 168	Introduction Video + Peer Response
	Week 2 09/06-09/12	Science of Learning (part 1)	Scavenger Hunt: Main 168	Main 168	*(record Time Mgmt data)*
	Week 3 09/13-09/19	Liberal Arts	*[no Tues class]*	Main 168	Time Management Activity
	Week 4 09/20-09/26	General Education	Power of Speech: Main 168	Main 168	**Reflection Journal Check**; **LA/GE Planning Grid**
Unit B: Diversity, Ethics, & Advising	Week 5 09/27-10/03	Diversity & Equity	*[no Tues class]*	Main 168	DEI Activity & Involvement Fair / Co-curricular Plan
	Week 6 10/04-10/10	Ethics & Policies	Rock the Vote: Main 168	Main 168	Ethics/Policy Activity
	Week 7 10/11-10/17	Advising / Science of Learning 2	FOCUS 2: Main 168	Main 168	FOCUS2 Activity
	Week 8 10/18-10/24	**Fall Break** /Advising	*[no Tues class]*	Main 168	**Reflection Journal Check**; **Diversity/Success Planning Grid**
Unit C: BaSS Disciplines	Week 9 10/25-10/31	BaSS Disciplines Quantitative Methods	Academic Plan Workshop: Main 168	Main 168	Academic Plan
	Week 10 11/01-11/07	BaSS Disciplines Quantitative Methods	*[no Tues class]*	Main 168	Quantitative Activity
	Week 11 11/08-11/14	BaSS Disciplines Qualitative Methods	SoP Workshop: Main 168	Main 168	SoP Story Board
	Week 12 11/15-11/21	BaSS Disciplines Qualitative Methods	*[no Tues class]*	Main 168	**Reflection Journal Check**; Qualitative Activity
Unit D: Learning Journey	Week 13 11/22-11/28	Thanksgiving 🦃 Week	*[no Tues class]*	*[no class]*	
	Week 14 11/29-12/05	Science of Learning 3	SoP Workshop: Main 168	Main 168	Statement of Purpose Video Final
	Week 15 12/06-12/12	My Learning Journey	*[no Tues class]*	Main 168	My Learning Journey Multi-media Pres / ePortfolio
	Exam Week	Wrap Up			

* Independent Learning activities on D2L are due before Thursday class.
* Major assignments are due on Sundays @ 11:59pm to D2L.
* Please see D2L.

FYE 100B-02

First-Year Experience: Setting Yourself Up for Success at WCU

Your Instructors

SECTION 21
Prof. Michelle Blake
English
mblake@wcupa.edu

SECTION 22
Dr. Simon Ruchti
Philosophy
sruchti@wcupa.edu

SECTION 23
Dr.Chuan Li
Mathematics
cli@wcupa.edu

SECTION 24
Dr. Adam Rainear
Communication
arainear@wcupa.edu

SECTION 25
Professor Drew Anderson
Earth & Space Science
danderson@wcupa.edu

What Is FYE?

FYE, designed for all first-year college students, is a 4-credit, general education course that will show you how to set yourself up to succeed as a Ram. All FYE courses will cover the following topics, which are meant to help you make the most of your investment in college:

• General Education and the Liberal Arts

• The Science of Learning and other Success Strategies

• University Policies and Campus Life

• Introduction to the ePortfolio

• Experiential Learning Project/ My Learning Journey

 In our section, designed for exploratory students, we will also look at college majors, to help you find the right major for you.

Required Materials

Becoming a Learner by Matthew Sanders, ISBN 978-1-5339-0406 -5—available at WCU Bookstore or online (amazon, chegg, etc.)

MS Office 365: download free as a student
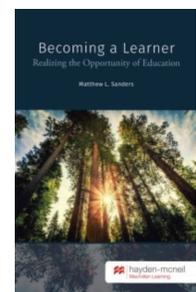
Technology Matters

Required Technology

- Internet-enabled device (e.g., laptop, tablet—phones not recommended)

- Recent version of Firefox or Chrome **(no Safari, please)**

- MS Office products (Word, PowerPoint, Sway, etc.)—to get, download Office for free as a WCU student **(no google docs, please)**

- Regular access to Internet

- A WCU email address, checked daily at least

Technical Assistance

One of the lessons of the course is the *importance of using resources.*

If you're having tech issues, here's who can help:

- WCU Help Desk at 610-436-3350

- D2L 24/7 support at 1-877-730-6235

Technology-in-Class Policy

Another important lesson of FYE is that *multi-tasking does not work.*

Although we will generally be using phones/tablets/laptops during class, please keep all electronic devices that we're not using off *and* stowed away until we are ready to use them.

Note: having your phone set to vibrate is not enough. Turn it off and put it away, please.

Course Structure

All FYE sections have a lecture component (100 minutes) and a breakout component (100 minutes). Each of those 100-minute blocks into 50-minute synchronous meetings (zoom for lecture and f2f for breakout) and 50-minute asynchronous D2L activities.

LECTURE
- **synchronous zoom onTuesdays 9-9:50 am:** Each Tuesday, we will meet as one large group—all 150 students and 4 instructors—via the zoom link on D2L
- **Asynchronous D2L activities:** We'll also ask you to independently read/watch/do the activities listed on D2L.

BREAKOUT SESSIONS
- **Synchronous face-to-face classes on Thursdays 11-11:50 am:** Each Thursday, we will meet in Anderson Hall by section:

- ✦ Section 021—Prof. Blake, Anderson Hall 302
- ✦ Section 022—Dr. Ruchti, Anderson Hall 303
- ✦ Section 023—Dr. Li, Anderson Hall 304
- ✦ Section 014—Dr. Rainear, Anderson Hall 305

- **Asynchronous D2L activities:** In addition to the content we'll cover in the classroom breakouts, we'll ask you to read/watch/do the activities on D2L by the time of our next lecture on Tuesday of the following week.

You are expected to attend both lecture and breakout session every week. Attendance will be taken at all sessions.

Office Hours

Office hours are times when your instructor will be available to help you with anything related to your course. Please use the "Schedule Here" links on D2L to sign up for a slot, **or if those times do not work for you, email your instructor to make an appointment**. We look forward to chatting with you!

- ✦ **Prof. Blake** (Main Hall 510): T/W 10-12, Th 10-11, and by appointment (virtual or f2f)

- ✦ **Dr. Li** (University Ave 115): M 2-3 and 4-5, W 2-3, R 10-10:50, F 1-2, and by appointment

- ✦ **Dr. Rainear** (Wayne Hall 231): M 1-2, T-Virtual 11-1, R 9:45-10:45 and 1-2

- ✦ **Dr. Ruchti** (Anderson Hall 234): T/Th 10-11, W 10-1, and by appointment

- ✦ **Dr. Anderson** (Merion Science Center 227): W 4-6 pm; R 5-7 pm; and on Zoom by appointment

Achieving the FYE Student Learning Outcomes

The Student Learning Outcomes (SLOs) for FYE, and for our section in particular, are as follows:

SLO	Assignments, activities
Articulate educational, personal, and professional benefits of the Liberal Arts tradition in higher education.	attendance, minor assignments, Four-year Plan, Statement of Purpose Video, My Learning Journey
Identify and explain the requirements and purpose of WCU's General Education program.	attendance, minor assignments, Four-year Plan, Statement of Purpose Video, My Learning Journey
Examine theories and application of the Science of Learning.	attendance, minor assignments, Four-year Plan, My Learning Journey
Use the e-Portfolio system effectively and be ready to apply it within your intended undergraduate degree program.	Four-year Plan, Statement of Purpose Video, My Learning Journey, ePortfolio
Describe and discuss University policies, the Honor Code, ethics, and other aspects of Student Life in higher education.	attendance, minor assignments, My Learning Journey
Engage in an experiential-learning project and reflect on your FYE experiences.	attendance, minor assignments, Four-year Plan, Statement of Purpose Video, My Learning Journey
Apply multiple strategies to help you achieve academic success.	attendance, minor assignments, Four-year Plan, Statement of Purpose Video, My Learning Journey
Explore and identify majors of interest and know the requirements to declare that major.	minor assignments, Four-year Plan, Statement of Purpose Video, My Learning Journey
Navigate the WCU academic curriculum and locate campus resources.	minor assignments, Four-year Plan, Statement of Purpose Video, My Learning Journey

Assignments

MAJOR ASSIGNMENTS: 50%

✦ Four-year Plan, Statement of Purpose Video, My Learning Journey Presentation

✦ Assignments submitted after the due date will receive a late penalty of 5 points for each week late.

MINOR ASSIGNMENTS: 20%

✦ Co-curricular Plan, FOCUS 2 Reflection, SWOT Analysis; Design Your Own University; Scavenger Hunt; Time Budget; Discovering Well-being Module; Rough Draft of MLJ Essay and Presentation; three Unit Reflections; ePortfolio

✦ These assignments will be graded by your instructor.

✦ Assignments submitted after the due date will receive a late penalty of 1 point per day late (these are generally worth 10 points each).

ONLINE LEARNING ACTIVITIES: 10%

✦ These are weekly, automatically-graded quizzes and activities on lecture, breakout, and/or online content. They will be activated and closed during class time. If you are paying attention, these will be fairly easy; to maximize your engagement with the content, we strongly recommend that you take notes, which you are allowed to reference during the quizzes.

✦ *These cannot be made up*, so be sure to attend all lecture and breakout sessions to maximize your chances of getting a good course grade.

ATTENDANCE: 20%

✦ See "Attendance" under Course Policies for more information.

COURSE POLICIES

Personal Integrity and Respect for Others

ACADEMIC AND PERSONAL INTEGRITY: You are responsible for adhering to the University's standards for academic integrity. Academic misconduct includes any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include, but are not limited to, cheating on assignments or exams; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as your own without giving proper credit to the source; selling, purchasing, or exchanging of papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course.

For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, please refer to the Undergraduate Catalog, the Ram's Eye View, and the WCU Academic Integrity policy.

DIVERSITY FAIR LANGUAGE: The writing for this course must make reasonable accommodations for all kinds of diversity. Mainly, this means that language must not assume the gender, race, ethnicity, disability status, sexual orientation, etc. of persons for whom this status is unknown. (Don't assume… a pretty good practice for all of life!)

CIVILITY: When interacting with each other in person, discussion forums, and email, you are expected to communicate in a respectful manner, and to shape your interactions for your colleagues in the class so that they meet the professional and social expectations of the university. Civility is an expectation in the University's Student Code of Conduct.

Please also refer to the section on technology civility located in the following website**: Tech Civility 101**.

Class Matters

ATTENDANCE: We have a VERY strict attendance policy for several important reasons:
- ✦ Because regular attendance in college classes correlates more strongly with good grades than your IQ, your SAT scores, or your high school GPA. (We can show you the research!)
- ✦ Because much of the learning in this course happens in the classroom.
- ✦ Because many points will be earned in the classroom and cannot be made up if you miss class (e.g., attendance and participation grade, weekly quizzes, online learning activities, group work, etc.).

"80% of success is showing up"
– Woody Allen

In other words, our attendance policy exists because WE WANT YOU TO SUCCEED IN THIS CLASS, and we know that when you attend class regularly, you'll get much more out of the class, be less stressed about your work, and maybe even enjoy it!

That being said, we also understand that life happens: you may get sick, get a flat tire on the way to school, or have jury duty. For reasons like these, you will have **three "free" misses**. **Do not "use" your misses, though; leave them for those unexpected times when you must miss class.** We expect you to come to every class you are able to attend; we hope eventually that you'll want to as you become a learner and not just a student.

To help motivate you, **every class that you miss beyond the first three will result in a 10-point grade drop from your attendance grade**. But remember that there are other point penalties that will occur when you miss a class, so missing class has a strong negative impact on your grade (see bullets above).

Other important notes:

✦ **To be present in class, you must be both physically and mentally present.** Sleeping, resting, visiting with friends, texting, checking Instagram, wearing headphones (even one ear), etc. means you are not present, i.e., *means you will be marked absent*.

✦ **We do not need doctor's notes, etc**. since we do not have excused absences. The point is not *why* you missed a class, but *that* you missed a class.

✦ **Extraordinary circumstances** (ER visits, death in immediate family, University-sanctioned events, extended illness) **will be generously considered on a case-by-case basis**, so please speak to your professor if you find yourself in a situation like these. Remember, we want you to succeed and WE WILL WORK WITH YOU SO THAT YOU CAN, but you need to take the first step to reach out.

✦ When in the zoom lecture, your attendance will be noted by your presence in the zoom room, but also by your involvement in the chat, by your voice speaking up every now and then, by your answering questions we pose, etc. **Be sure to make your presence known in some way in each lecture** (at the very least, by responding in the chat).

The University Grading Scale

A (93-100) Outstanding
A- (90-92)
_____
B+ (87-89)
B (83-86) Good
B- (80-82)
_____
C+ (77-79)
C (73-76) Average
C- (70-72)
_____
D+ (67-69)
D (63-66) Poor
D- (60-62)
_____
F (0-59) Unsatisfactory
_____
Please see the Undergraduate Catalog for descriptions of other grades like NG, W, and Z.

EMAIL: All faculty, staff, and students are expected to activate and maintain regular access to University e-mail accounts. **Check your email daily, at least.**

Also, please maintain a certain level of decorum (appropriateness) when emailing any of your professors. Some conventions of professional emails include these:
• a concise and clear subject line (e.g., "Question about Wednesday's HW")
• a salutation (e.g., "Hello, Dr. Rainear")
• some context for your question—remember that your instructors likely have well over a hundred students in 3-5 classes, so let them know which class you're emailing about, for instance
• a concise and direct message
• a polite and professional tone (e.g., avoid "hey what's the homework")
• a closing that includes your name and class, especially in the first weeks of the semester when we are still learning your names.

TIPS FOR SUCCEEDING:
✦ Attend class. (We can't say it enough!)
✦ Log onto our D2L site at least 3 times a week to ensure you're keeping up with due dates.
✦ Keep a planner or calendar for all your classes and extracurricular activities.
✦ Establish routines—for sleeping, doing homework, exercising, etc.—to help you manage your busy lives. Build in time to relax.

✦ Use the **WCU Student Support Center** for help with anything from which resources are available to how to handle a crisis to how to connect to a Student Success Coach for one-on-one support.

Need help but not sure where to go? Contact the WCU Student Support Center!

Resources

EMERGENCY PREPAREDNESS: All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

STUDENTS WITH DISABILITIES: If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations should contact them at 610-436-2433.

THE WRITING CENTER: The WCU Writing Center is on the first floor of Francis Harvey Green Library and is an incredible resource for any of your writing projects. Visit the Writing Center's website to view their hours, and make an appointment online.

REPORTING INCIDENTS OF SEXUAL VIOLENCE: West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under

18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: https://www.wcupa.edu/_admin/diversityEquityInclusion/sexualMisconduct/default.aspx.

THE COUNSELING CENTER: If you find yourself in need of some mental health support for whatever reason, the University's Counseling Center has excellent short-term counseling services as well as a clinical case manager to assist with off-campus services.

PROPOSED SCHEDULE

Note: Schedule is subject to change. Check D2L for the latest due dates and schedule information.

Week	Dates	Module	Assignments Due
	UNIT 1	**LIBERAL ARTS AND GEN ED**	
1	8/30 to 9/4	Welcome to FYE!	—
2	9/5 to 9/11	The Liberal Arts Tradition	Co-curricular Plan
3	9/12 to 9/18	General Education at WCU	Design Your Own University
4	9/19 to 9/25	Disciplines and Majors	Unit 1 Reflection
	UNIT 2	**SUCCESS STRATEGIES AND RESOURCES**	
5	9/26 to 10/2	Academic Advising	SWOT and FOCUS 2
6	10/3 to 10/9	The Science of Learning	—
7	10/10 to 10/16	Strategies for Success	Time Budget and Analysis
8	10/17 to 10/23	University Resources, Policies	Unit 2 Reflection; Four-year Plan
	UNIT 3	**DIVERSITY AND INTERDISCIPLINARITY**	
9	10/24 to 10/30	Diversity	—
10	10/31 to 11/6	Interdisciplinary Studies	Discovering Well-being Module
11	11/7 to 11/13	Critical Thinking, Ethics, and Learning	Unit 3 Reflection; SoP Video
	UNIT 4	**MY LEARNING JOURNEY**	
12	11/14 to 11/20	Reflection and the ePortfolio	Draft MLJ Essay
13	11/21 to 11/27	My Learning Journey	Draft MLJ Presentation
14	11/28 to 12/4	THANKSGIVING BREAK	—
15	12/5 to 12/11	Course Wrap-up	MLJ Presentation—Final
16	12/12 to 12/18	Finals Week	ePortfolio

"The real voyage of discovery consists not in seeking new lands, but seeing with new eyes." —Marcel Proust

First Year Experience – College of Business
FYE 100C, Fall 2021
4 Credits

CONTACT and COURSE INFORMATION

Large Lecture, Section 03 Monday 1:00-1:50 pm	Professors
Breakout Section 031 Wednesday 1:00-1:50 pm In-Person, ANDERSON HALL 302	Dr. Valerie Wang, Marketing vwang@wcupa.edu Zoom/Phone Office Hours: Monday/Wednesday 12:00-1:00pm; Tuesday 8:00-11:00am OR by appointment
Breakout Section 032 Wednesday 1:00-1:50 pm In-Person, ANDERSON HALL 303	Prof. Ilknur Sancak-Marusa, English isancak-marusa@wcupa.edu Office Hours (in MNH 100): Monday & Wednesday 9:00-11:00am OR by appointment
Breakout Section 033 Wednesday 1:00-1:50 pm In-Person, ANDERSON HALL 304	Dr. Yong Wang, Marketing ywang2@wcupa.edu Zoom/Phone Office Hours: Monday & Friday 9:30-11:30am OR by appointment
Breakout Section 034 Wednesday 1:00-1:50 pm In-Person, ANDERSON HALL 305	Dr. Melissa Selverian, Marketing & Communications mselverian@wcupa.edu Zoom Office Hours: Tuesday-Thursday 12:00-1:30pm OR by appointment

REQUIRED MATERIALS
Becoming a Learner, written by Matthew L. Sanders, is required for this course. Student registration will be discussed the first week of class. Additional required readings, along with instructions, are available on the course D2L webpage. Students are responsible for accessing the content of all readings. Click here for further information regarding the course textbook.

COURSE DESCRIPTION
This First-Year Experience (FYE) course intends to create a strong foundation for academic success and to explore career opportunities and disciplines in the business industry. Students will explore campus life by developing a network of peers, faculty, staff, and administrators. The course examines the physical, emotional, and social considerations for successful transition to college. Competencies essential for meta-disciplinary, collaborative practice are highlighted, including knowledge of business profession roles and responsibilities, communication, and teamwork.

COURSE INTRODUCTION
FYE 100 has two main components:
- Asynchronous, independent online learning is used when we introduce "big" ideas through videos, readings, and individual exercises. You will complete assigned activities on your own each week, and you have a deadline for each assignment.
- Synchronous class is used when we apply concepts each week in a live meeting with your professors and classmates either in-person or via Zoom. In most of the time, students will attend meetings in a breakout session format with a small group. Your assigned breakout professor information can be found on D2L.

We expect you to complete independent online learning activities on time and participate actively in synchronous meetings every week.

STUDENT LEARNING OUTCOMES
First Year Experience Student Learning Outcomes
Students who successfully complete this FYE course will be able to:
1. Identify and discuss university degree requirements including general education curriculum.
2. Formulate a four-year plan for fulfilling general education and degree requirements and identify how these courses apply to personal and professional goals.
3. Discuss how different disciplines make arguments, define facts, and create new kinds of knowledge, understanding, perceptions, and feelings.
4. Construct an e-Portfolio, including a 3-5-minute "Statement of Purpose" video, four-year plan, and describe the e-Portfolio's intended use.
5. Identify common poor learning strategies and evidence-supported learning strategies and learn how students engage in, or avoid, to develop best study practices.
6. Use educational measures to identify and explore strengths and weaknesses and develop a plan for personal and professional growth.
7. Locate, explain, and argue university ethical concerns and the pros and cons of university policies, and discuss changes.
8. Identify deficiencies in university policies as non-existent or ineffective and propose steps for solving those problems.

COVID-19 CLASSROOM PROTECTION REQUIREMENTS

We, as a community of educators and learners, should work together to create a culture that protects our most precious resource: each other. As such, it is the expectation of all members of the University community to continue to do their part to protect the health and safety of others. In our classrooms where the university's primary function is carried out, the following protocols are being implemented:
- Unless otherwise directed by the faculty member, students must wear a cloth or disposable face mask that covers both the nose and mouth the entire time they are in class.
  - Face shields and gaiters do *not* meet the university's mask requirement.
- Eating and drinking in the classroom are only permitted if they are medically necessary.
  - Please work with the Office of Services for Students with Disabilities to notify the university and your professors of this necessity.

We want you to succeed in this class, but we will have to ask you to leave if you do not follow these guidelines, so please – make the most of this opportunity and help keep our campus safe.

TECHNOLOGY

This course requires the use of Desire to Learn (D2L), WCU's learning management system, WCU e-mail accounts, and Zoom video meetings. You will send and receive email, upload and download files, and use word processing software. We will provide some instruction/support on technical skills. If you need technical assistance, contact the Help Desk, 610-436-3350.

LEARNER SKILLS

To become a successful learner, students should consider the following:
- **Self-motivation and self-discipline:** We expect students to actively participate inside and outside the classroom. This means that we expect you to attend class, login to email and D2L frequently, read and respond by adding relevant and valuable information, and submit assignments on time.
- **Planning and organization:** Students need disciplined work habits, effective time management skills, and the ability to work both alone and collaboratively. You are expected to devote in-class and out-of-class time for this four-credit class. The general recommendation is 2 hours per course credit hour for each week.
- **Communication skills:** In this class, communication takes place through spoken and written English. Students need strong English reading and writing skills in order to express their thoughts as they participate in discussions and other classroom assignments.
- **Technology skills:** In this course, we will be using D2L. If you are new to D2L, please read the support manual explaining the various tools and functions. We also require the use of University email. If you have questions about using D2L or your University email account, contact WCU Help Desk at 610-436-3350.
- **Civility:** Students will interact with each other either face to face or via Zoom, discussion forums on D2L, and email. You are expected to communicate in a respectful manner. Civility is outlined as an

expectation of all students in the [Student Code of Conduct](). Please also refer to the section on [Technology Civility]().

Required hardware and software
- Hardware requirements include an Internet capable device (e.g., PC, Mac, tablet).
- Software requirements include the most current version of Explorer/Safari/Firefox/Chrome.
- Word Processing requirements include opening Microsoft Word 2007 (or later) documents.
- Students must be able to readily access the Internet via cable or broadband.

Announcements/Activity Feed
- You are responsible for reading all announcements/activity feeds posted on D2L. Check at each login.
- Announcements/Activity feeds are automatically shown on entry to our D2L online classroom.
- Some are permanent and always visible, and others are only visible during the day they are posted. To see previously posted nonpermanent announcements/activity feeds, select one of the tabs (last seven days, last month, etc.) and use the scroll bar on the right of the screen.

EVALUATION & GRADING

Assessment	% Grade
Attendance & Participation	10%
Class Assignments/Activities/Readings, Quizzes and Homework	40%
ePortfolio: • Statement of purpose (video) • 4-year plan	25% 25%

ATTENDANCE
Your attendance is a requirement in the class, and you will not earn credit if you complete only part of independent activities or attend only part of the class. You should complete independent learning activities to demonstrate attendance. You should also complete in-class, live activities for in-person class attendance. WCU does not have "excused" absences unless sanctioned by the University. See Excused Absences Policy.

PARTICIPATION
Class activities depend on students' active participation. We expect you to complete independent online learning assignments prior to attending class and/or participating in online and small group discussions. We want everyone to contribute to class discussions as well as to support peers and professors. Participation grades will be assessed every week via independent work and/or in-class activities, such as in-class polling, discussion boards, quizzes, in-class writing, group work, and more.

DUE DATES
Due dates are all listed in the Course Calendar and on D2L. These are the only due dates that will be recognized by students and professor. D2L shows both due dates, which indicate when an assignment is due, and end dates, which indicate when an activity or folder will close. D2L also shows a time stamp for submissions.

CLASS STRUCTURE
Our class week begins on Monday, with the Large Lecture (including asynchronous activities) part of FYE class. All Breakout classes are held on Wednesdays (in-person or synchronous), where we will connect in small groups and continue the material covered in the Large Lecture.

ASSIGNMENTS
- Weekly assignments are listed on D2L, with deadlines found in the Course Calendar.
- **Weekly Assignments are due on Sunday by 11:59pm to the appropriate D2L Assignment Folder**, unless otherwise specified in the weekly module. See Course Outline for specific dates. Smaller Assignments might be due before each Breakout class.
- Synchronous class activities (in-person or via Zoom), which take place during the Large Lecture or Breakout class time, cannot be made up.
- Written Assignments will be inspected by **Turnitin** to insure academic originality and integrity.
- Assignments are expected to be professionally presented. Grades are subject to proper grammar, spelling, sentence structure, content, neatness, and presentation style.
- **Files must be in Microsoft Word (.doc/docx.), Excel, or PowerPoint. Apple's Pages documents cannot be read by D2L. Users must ensure that their files must be formatted in the listed software.**

A letter grade will be assigned based on the official WCU grading scale:

Grade	Quality Points	Percentage Equivalents	Interpretation	Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent	C	2.00	73-76	
A-	3.67	90-92		C-	1.67	70-72	
B+	3.33	87-89	Superior	D+	1.33	67-69	Below Average
B	3.00	83-86		D	1.00	63-66	
B-	2.67	80-82		D-	0.67	60-62	
C+	2.33	77-79	Average	F	0	< 60%	Failure

Refer to the *Undergraduate Catalog* for description of NG (No Grade), W, Z, and other grades.

ACADEMIC & PERSONAL INTEGRITY
It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the Ram's Eye View, and the University website at www.wcupa.edu.

STUDENTS WITH DISABILITIES
If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at https://www.wcupa.edu/universityCollege/ossd/. In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations should contact them at 610-436-2433.

EXCUSED ABSENCES POLICY
Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

REPORTING INCIDENTS OF SEXUAL VIOLENCE
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INCLUSIVE LEARNING ENVIRONMENT AND ANTI-RACIST STATEMENT
Diversity, equity, and inclusion are central to West Chester University's mission as reflected in our Mission Statement, Values Statement, Vision Statement and Strategic Plan: Pathways to Student Success. We disavow racism and all actions that silence, threaten, or degrade historically marginalized groups in the U.S. We acknowledge that all members of this learning community may experience harm stemming from forms of oppression including but not limited to classism, ableism, heterosexism, sexism, Islamophobia, anti-Semitism, and xenophobia, and recognize that these forms of oppression are compounded by racism. Our core commitment as an institution of higher education shapes our expectation for behavior within this learning community, which represents diverse individual beliefs, backgrounds, and experiences. Courteous and respectful behavior, interactions, and responses are expected from all members of the University. We must work together to make this a safe and productive learning environment for everyone. Part of this work is recognizing how race and other aspects of who we are shape our beliefs and our experiences as individuals. It is not enough to condemn acts of racism. For real, sustainable change, we must stand together as a diverse coalition against racism and oppression of any form, anywhere, at any time. Resources for education and action are available through WCU's Office for Diversity, Equity, and Inclusion (ODEI), DEI committees within departments or colleges, the student ombudsperson, and centers on campus committed to doing this work (e.g., Dowdy Multicultural Center, Center for Women and Gender Equity, and the Center for Trans and Queer Advocacy). Guidance on how to report incidents of discrimination and harassment is available at the University's Office of Diversity, Equity and Inclusion.

EMERGENCY PREPAREDNESS
All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

ELECTRONIC MAIL POLICY
It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

TENTATIVE COURSE OUTLINE:
Schedule may change due to course pace, or unforeseeable circumstances at the discretion of the professor.
See our Weekly D2L course pages for assignments and due dates.

Large Lecture (In-Person or Asynchronous): Monday 1:00-1:50 pm

Breakout (In-Person): Wednesday 1:00-1:50 pm; with your assigned Breakout professor

WEEK	TOPIC	WEEKLY ASSIGNMENTS*
WEEK 1	Introduction/Getting Oriented	
WEEK 2	University Policies LABOR DAY ON MONDAY; WEDNESDAY CLASS ONLY	
WEEK 3	Focus on Experiential Learning – Justice & Equality	
WEEK 4	Science of Learning	
WEEK 5	Liberal Arts	
WEEK 6	My Academic Success Plan	
WEEK 7	Ethics	
WEEK 8	General Education Part 1 FALL BREAK ON MONDAY; WEDNESDAY CLASS ONLY	**See D2L for Readings, Assignments, and/or Reflections due *Every* Sunday* 11:59pm**
WEEK 9	Welcome to ePortfolio	
WEEK 10	Discipline Focus: Economics & Finance	
WEEK 11	Discipline Focus: Communication Studies	
WEEK 12	General Education Part 2	
WEEK 13	THANKSGIVING WEEK; MONDAY CLASS ONLY	
WEEK 14	Discipline Focus: Management & Marketing	
WEEK 15	Wrap Up Week	
EXAM WEEK	SRIS/FYE Celebration	

*Major assignments are due on Sundays at 11:59pm to the appropriate D2L Assignment folder, unless otherwise specified in weekly modules.

First Year Experience

A Foundation for Academic and Professional Success

WCU
WEST CHESTER
UNIVERSITY

What is This Course?

FYE or First Year Experience will prepare you to make the most of your time at West Chester University. It will provide a solid foundation for growth and success both at West Chester University and in your discipline. Through this course, you will explore the value of your educational investment, navigate the comprehensive general education curriculum, plan for your academic major, and learn about critical University policies and procedures. In addition, this course will cause you to question your goals, your approach to studies, and your understanding of your chosen career path. This exploration and self-reflection will play a critical role in your own development as you transition to college life and prepare for your career. In summary, the FYE will help you further develop the foundation for intensive intellectual questioning, empower you to develop meaningful relationships with faculty, peers, and WCU community, and develop the competencies necessary for success at college and beyond.

How Does This Class Work?

FYE is a hybrid course, which means it will have both **in-person** and **remote learning** components.

- **Opening Reflections & Independent Learning Activities** occur outside of class time. Students will engage with these activities through the course D2L webpage. Prior to each class session, students will complete these activities in preparation for the class session.

- **In-Person Class Sessions** is when we will engage with the content of the week in an in-person classroom setting. We will meet in-person twice a week on Tuesdays and Thursdays.

- **Assessments & Closing Reflections** occur outside of class time and serve as a follow-up to the class sessions as well as a wrap-up for the modules. Except on rare occasions, the **weekly structure** of the course will repeat each week but with different topics and activities.

A significant amount of your effort for this class will occur outside of class time. Plan accordingly.

Deadlines for all materials will be clearly posted on our D2L webpage.

Your class session will be taught by a *single instructor*, but the course is designed by a *team of instructors*.

Meet Your Instructors

Dr. Kevin Aptowicz
Professor of Physics
Section 11
OH: MW 1-3 pm; TR 10:30 to 11 am
kaptowicz@wcupa.edu

Dr. Josh Auld
Professor of Biology
Section 12
OH: MWF 9-10; TR 10:30-11:30
jauld@wcupa.edu

Dr. Rodney Mader
Professor of English
Section 13
OH: M 1-2; T 10:30-11:30; W 1-3; R 10:30-11:30
rmader@wcupa.edu

Dr. Lisa Marano
Professor of Mathematics
Section 14
OH: TR 1-2 pm and by appointment
lmarano@wcupa.edu

Outcomes, Goals, and Objectives

By completion of this course you will be able to appropriately and effectively meet the Students Learning Objectives detailed below.

FYE Student Learning Outcomes

articulate educational, personal, and professional benefits of the **Liberal Arts tradition in higher education**.

identify and explain the requirements and purpose of WCU's **General Education.**

examine and apply evidence-supported learning methods and theories in the **Science of Learning**.

utilize the **e-Portfolio system** effectively and be able to apply it within your intended undergraduate degree program.

describe and discuss **University Policies**, Ethics, and other aspects of Student Life in higher education.

engage in an **experiential-learning project** and reflect on your experiences.

Sciences and Mathematics Student Learning Outcomes

apply multiple strategies for your academic **success**.

engage with your peers as well as members of your discipline

explore your **major and discipline** both as a collection of ideas and as a community

describe how different disciplines study a given question and explain why an **interdisciplinary** approach is needed for many real-world situations.

Assessments, Grades, and Evaluation

Your grade for this course will be determined by your contributions to class each week. You must complete weekly opening and closing reflections, online activities, breakout activities, weekly assignments, and weekly mini-modules. Embedded in your assignments are larger **Journey Projects:**

1. Your Four-Year Plan,
2. Your Learning Journey,
3. Your Statement of Purpose, and
4. Your e-Portfolio.

*Failure to submit **all** Journey Projects will result in an F for the course.*

You will earn a letter grade based on performance, according to the official WCU grading scale.

Refer to the Undergraduate Catalog for description of NG (No Grade), W, Z, and other grades.

Grade	Quality Points	Percent Equivalent	Interpretation
A	4.00	93-100	Excellent
A-	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	
B-	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	
C-	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	
D-	0.67	60-62	
F	0	< 60%	Failure

Assessments, Grades, and Evaluation—cont.

Details of specific reflections, assignments, quizzes, and activities are available on the course [D2L page](#).

Opening and Closing Reflections   20%

You will start and end each module with a reflection post in D2L. Your posts should demonstrate that you are engaging in the material as well as building your self-awareness.

Independent Learning Activities   30%

Independent Learning Activities are exercises that will present ideas, engage you in the material, and pre-pare you for the class session. These activities will be evaluated based on effort and level of engagement.

Class Sessions   20%

Class sessions will occur twice a week on Tuesdays and Thursdays. During class, you are expected to engage in the material, participate in small group activities, and complete assigned work.   Class sessions will often provide critical content for assessments to be completed after class. Your focus should always be on learning. During class, ask questions, challenge yourself, and engage with your classmates.

Assessments   30%

Each module will culminate in one or more assignments. Sometimes assignments will be part of a larger, ongoing project such as your Statement of Purpose. _Recall you **must submit** ALL Journey Projects to pass the class._ Other times, the assignment will be stand-alone.

Course Calendar: You will find the FYE course outline at the end of this syllabus. A detailed week-to-week schedule of class activities and assignment, as well a schedule of instruction is available on D2L.

Digital Corner

This semester, you will have to make a few adjustments as you prepare to learn from a distance. Here are a few reminders of the digital requirements and policies to follow to ensure that you are on the right path.

💻 Technology Requirements

* **Computer required**.
* Recent version of **Firefox or Chrome**.
* The ability to open **Microsoft** Word and Excel 2007 (or later), **PDF documents**.
* Download Office for free as a WCU Student.
* **Access the internet via cable or broadband**.

📖 Course Requirements

* **Our course requires use of Desire to Learn (D2L)**, WCU's learning management system. You will upload and download files, and use word processing software. We will provide some instruction/support on technical skills; for more help contact the Help Desk, 610-436-3350.
* Because this is a hybrid course, it is critical to both attend class sessions **and**

✉ Email Policies and Requirements

* It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.
* **Check your email at least daily**. Your professors generally respond to emails within 24—48 hours M-F and within 48 hours on the weekend. We expect that you will follow the same guidelines.
* **All communication between you and your professors, and you and your classmates, should be respectful and adhere to standards of appropriate academic discourse**, including University email and D2L. Civility is an expectation of all students and is outlined in the Student Code of Conduct & Technology Civility statements.

Learner Skills You should consider the following to become a successful learner.

Self-motivation and self-discipline	We expect students to participate actively online and in-person. You are expected to attend class, login to email and D2L frequently, read and respond by adding relevant and valuable information, and submit assignments on time.
Planning and organization	Students need disciplined work habits, effective time management skills, and the ability to work both alone and collaboratively. Expect to devote in-class and out-of-class time for this four-credit class. (The general recommendation is 2 hours per course credit hour per week.)
Communication skills	In our class communication takes place through spoken and written word. Students need strong English reading and writing skills in order to express their thoughts as they participate in synchronous breakout and asynchronous online discussions.

Q&A FYE Policies and Information

How do I participate in FYE?

This class <u>depends</u> on active participation! We expect you to complete independent learning activities prior to the class sessions and to participate in online and in-person small group discussion. Ask questions! We want <u>everyone</u> to contribute and to support peers and professors. Participation will be assessed every week via independent work and in-class activities, such as in-class polling, discussion boards, quizzes, in-class writing, group work, and more.

How do I submit my assignments?

Files must be in Microsoft Word, Excel, PowerPoint, or PDF format. Do Not submit Apple's Pages files or google docs; they cannot be read by D2L and will not be accepted. You are responsible for ensuring your files can be opened and read. You can download <u>Office for free as a WCU student.</u>

What is the attendance policy

Your attendance is a requirement of the class, and you will not earn credit if you complete only part of independent activities and/or attend only part of in-person class sessions. You should complete Independent Learning Activities to demonstrate attendance. You should complete in-class, live activities for class attendance. WCU does not have "excused" absences unless sanctioned by the University. See Excused Absences Policy.

What if I need extra help with class?

Each of your class professors will have **office hours**. Please see professors' contact information above and on D2L for times.

How will I get feedback from my online work?

You will complete D2L and written activities, which will help you apply course material and concepts. Sometimes you will respond to others' work. When activities are graded, you can expect feedback within one week. Your work will be evaluated on the following criteria:

Quality of Ideas: Your work should demonstrate that you have completed classwork, can extend ideas based on experience and ideas, and can make connections among ideas.

Quality of Responses: Your responses to others should add to the discussion, be supportive of fellow students, explain why you agree or disagree, and/or make additional connections to ideas.

Can I drop FYE?

The goal of the FYE course is the success of all students, and we want to do everything possible to ensure that you successfully complete this course.

In an effort to reduce the potential for delayed graduation, a department consent to drop hold will be placed on the FYE course for all first-year students. With this hold in place, students will not be able to drop or withdraw from the FYE course on their own. Students who are in academic trouble in the FYE course and are thinking about withdrawing should be referred to their department chair and ultimately to the leader of their FYE course.

Q&A University Policies

Is this an excused absence?	Students are advised to carefully read and comply with the <u>excused absences policy</u>, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a <u>University-Sanctioned Event</u>.
What if I need an accommodation because of a disability?	If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with **<u>your breakout instructor</u>** as soon as possible so that we can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday, 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their <u>website</u>.
What if I or someone I know needs to report an incident of sexual violence?	West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy. Information regarding the reporting of sexual violence and other resources for victims of sexual violence are available at the <u>Office of Diversity, Equity, and Inclusion</u>.
Why is this a hybrid course?	This four-credit course is composed of two 50-minute lectures as well as online material covered in modules on D2L. The instructors believe this mix will allows for maximum student engagement. Both the content of the online modules and the discussion during lecture require active student participation. Research has shown that active learning has better outcomes than passive learning. As such, this hybrid course has been designed to be engaging and maximize your learning.

Q&A University Policies

What is the course policy regarding academic and personal integrity?

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the Ram's Eye View, and the University website.

How is information about emergencies conveyed at the University?

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

Do I need to check my wcupa.edu email account?

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

What if I am absent for a long time due to illness?

In case of extreme illness or emergency requiring prolonged absence (3 or more days), you are responsible for contacting Student Affairs, 610-436-3301 and your professor. Student Affairs will contact your professors and make appropriate recommendations.

Statement on Responsibility and Relationality in the Classroom

As an institution of higher education, it is incumbent upon WCU to recognize the reality of racism and other systems of oppression, both for those who are systematically disadvantaged by these systems and for those who benefit from them. As WCU faculty members, we (Drs. Aptowicz, Auld, Mader, and Marano) must work together to make the university safe and productive for learning. As such, we are committed to making our classroom (whether online or face to face) a welcoming place for everyone, regardless of race, sexual orientation, dis/ability, religion, gender, gender expression, class, and the many other factors that shape who our students are in the world. We recognize that experiences that differ radically from our own are valuable, and we value the diversity of backgrounds and experiences that **you** bring to our classroom.

We believe that this class will be improved if we hear from the broadest range of students. In light of recent events, we especially want to encourage students whose voices and experiences have historically been subordinated or silenced. As four individuals with a limited set of experiences, we know that we will fail to represent each of you at some point, and we want to encourage you to let us know when that happens. We've each tried to incorporate issues of equity and justice for all people into our individual classes in the past, and we're used to being called out when it's clear that we could do a better job. We're lifelong learners (which we want you to be, too), and we're happy to learn and adjust if it helps you to learn, too. Please let us know how we can improve our ability to reach all students.

☎ How to Call Out (and Call In) Your Professor

Given the power dynamic, not all students are comfortable confronting a professor. However, your experience and voice are important, please make sure your concerns are heard. Here are some options for addressing an issue with a professor:

* Think about **sending an email**. Email allows the writer to collect his/her thoughts and make a focused critique. Ideally the professor will also provide a thoughtful response.

* **Arrange a meeting** to talk. During a lecture, a professor might be ashamed or defensive when called out. Often the privacy of a one-on-one conversation allows for a professor to engage in the critique with more thought and care.

* Consider **having an ally** join you on the email exchange or Zoom session, perhaps a fellow student in the class. Allies can be useful in interrupting cycles of marginalization. They can also serve to combat the student-professor power dynamic.

* When all else fails, **use Title IX**. If you feel like the professor is not being responsive to your concerns and you continue to be marginalized, harassed, or assaulted, consider reaching out to the Office for Diversity, Equity, and Inclusion. By law, our university has a Title IX coordinator who handles forms of discrimination and harassment. The Title IX coordinator can intervene as well as file a formal complaint.

Modules

are built around class sessions. You access each module via [D2L](#). Each module has five compoentens A description of each Module along with your opening assignment and what is due is contained in the Overview. Then, you work through the Online Content. On Thursdays, the Breakout Session becomes available. Finally, you work through the weekly assignment and closing reflection on the Wrap-Up Page. Below is the Tentative Schedule.

Tentative Schedule

Week of	Tuesday's Module	Thursday's Module
Aug 30	1A: Getting Oriented	1B: Planning ahead
Sept 6	2A: Disciplines and Majors	2B: Learning Communities
Sept 13	3A: Science of Learning (Part I)	3B: Student Agency
Sept 20	4A: Knowledge Creation	4B: Reading a Scientific Paper
Sept 27	5A: Disciplines as Communities	5B: Imposter Syndrome
Oct 4	6A: Difference and Diversity	6B: Stereotype threat and Neurodiversity
Oct 11	7A: Science of Learning (Part II)	7B: Four-Year Plan (Part I)
Oct 18	NO MODULE	8B: Four-Year Plan (Part II)
Oct 25	9A: Networking and Getting in a kab	9B: Professional Contacts and Experience
Nov 1	10A: Interdisciplinarity	10B: Statement of Purpose (Part I)
Nov 8	11A: Benefits of Being a Generalist	11B: Statement of Purpose (Part II)
Nov 15	12A: General Education	12B: Ethics
Nov 22	13A: Statement of Purpose (Part III)	NO MODULE
Nov 29	14A: My Learning Journey (Part I)	14B: University Policies
Dec 6	15A: My Learning Journey (Part II)	15B: Building an ePortfolio
Dec 13		

Schedule may change due to course pace or unforeseeable circumstances, at the discretion of your professors. **See our D2L course page for assignments, activities, readings, and due dates.**