

**Western Michigan University**  
**FYE 2100: First-Year Seminar**  
Fall Semester 2007

Faculty Facilitator: Richard McMullen  
Office Location: 2071 Moore Hall  
Office Phone: 269-387-2724  
Email: [richard.mcmullen@wmich.edu](mailto:richard.mcmullen@wmich.edu)

Student Facilitator: Alex Kaiser  
Phone: 734-652-3676  
Email: [a4kaiser@wmich.edu](mailto:a4kaiser@wmich.edu)

Class Location: 1265 Schneider Hall

Class Days/Time: Wednesdays, 11:00-12:15

**PURPOSE OF THE COURSE**

The First-Year Seminar is a course designed for a student's first semester at WMU. The seminar is intended to provide an intellectual and social transition into Western Michigan University under the guidance of a faculty/staff facilitator and an upper-class student facilitator. The First-Year Seminar addresses different educational criteria but primarily focuses on the habits of learning success. In addition, the seminar supplies information about campus resources and generally helps students feel connected to the University and the Kalamazoo community.

**FYS COURSE LEARNING OUTCOMES**

1. Students will make connections with WMU faculty, staff, student leaders and/or peers to facilitate success.
2. Students will demonstrate competency in accessing university resources and services.
3. Students will demonstrate responsible academic (knowledge) and social behaviors.
4. Students will develop an appreciation of diversity in the broadest sense.
5. Students will understand the requirements for earning a bachelor's degree.
6. Students will examine personal interests and explore related WMU academic and career pathways.

**ACADEMIC ACCOMMODATIONS FOR PERSONS WITH DISABILITIES**

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a disability that is relevant to your work in this course. **If you have a documented disability and wish to discuss academic accommodations, please contact your faculty facilitator as soon as possible.** You may also contact the Office of Disabled Student Resources and Services at 269-387-2116 (or at <http://www.dsrs.wmich.edu>).

**FYS SEMINAR REQUIRED TEXTBOOKS**

**Required List**

- 1) *The Lakota Way*, by Joseph Marshall, III, Penguin Group, 2001
- 2) *Keys to Effective Learning: Developing Powerful Habits of Mind, 5<sup>th</sup> Edition* by Carter, Bishop and Kravits, Pearson Prentice Hall, 2008

**Recommended List** (all are available in WMU bookstore, libraries, or online)

- 1) WMU Student Handbook; 2) WMU Student Code of Conduct; and 3) WMU Undergraduate Catalog

## ACADEMIC INTEGRITY/MISCONDUCT POLICY

*(taken from the Professional Concerns Committee of the Faculty Senate)*

You are responsible for making yourself aware of and understanding the policies and procedures in the WMU Undergraduate Catalog (page 7) that pertain to Academic Misconduct. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your FYS faculty/staff facilitator if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

## FYS E-MAIL EXPECTATIONS

E-Mail is an official means of communication from the University. You are required to use your WMU assigned e-mail account/address when submitting assignments or requesting assistance. It is your responsibility to check your WMU e-mail account regularly and open e-mails the University, FYE Programs or the FYS facilitators send. It is unacceptable to use the excuse of not receiving e-mail because you do not check your WMU account.

## PARTICIPATION POLICY AND EXPECTATIONS

### **Class Participation**

Class participation and engagement are central to accomplishing the outcomes of this course. It is expected that students attend all FYS classes, co-curricular (out-of-class) activities, and class related events. Students should be prepared to complete/discuss related assignments. The FYS participation policy is that a student with more than two absences (excused or unexcused) will receive a deduction in the overall course grade (percentage of the deduction is at the discretion of the faculty/staff facilitator).

The student is responsible for obtaining missed information. The student is responsible for coming to class, arriving on time, staying until the end, participating in class activities, and not engaging in other non-class activities (**e.g., working on your laptop/computer, reading non-class material, doing job-related work, reading the newspaper, listening to headphones, talking on the phone or text messaging**). If you arrive late or must leave early, please do so quietly and respectfully.

## CLASS ENVIRONMENT AND EXPECTATIONS

Our hope is that each of us will actively engage in the learning process, as well as challenge and support each other to take risks. Expectations for each of you are:

- that you complete all work in a timely fashion and with integrity;
- that you bring your whole self to class each week;
- that you participate actively and knowledgeably in class discussion;
- and that you feel free to raise questions, challenge what we read and discuss (respectfully), and listen carefully (even when the perspectives shared are not consistent with your own belief systems).

### **FYS Class Environment**

This course will have a seminar/workshop atmosphere. There will be high involvement in weekly activities and structured exercises, which include small group discussions, guest speakers, individual and group activities, projects, attending events or oral presentations. Active student participation is essential for individual and class success.

### What is Expected of Each Student

- Avoid side conversations when others are speaking because this behavior is distracting & disrespectful.
- Demonstrate a balance of verbal input and involved listening.
- Demonstrate a willingness to understand & appreciate the material (remember, understanding does not equal agreement).
- Demonstrate intellectual involvement with the material.
- Demonstrate verbal and nonverbal encouragement to others to develop their ideas.
- Demonstrate respect for others' ideas, thoughts, and feelings.
- Actively participate in group discussions and activities.
- If you arrive late/leave early, do so, with minimal disruption to class.

<b>COURSE ASSIGNMENTS AND GRADING EVALUATION</b>
--

<u>Assignments</u>	<u>Points</u>
Initial SSP Intake Meeting With Instructor	10
Welcome Picnic	20
Reflection Paper # 1: College Life	20
Review of CSI Results	30
Major Excitement Assignment	15
Reflection Paper #2: The Lakota Way	30
Reflection Paper #3: My Professors	30
Reflection Paper #4: "No More Lies"	30
Health and Wellness Fair Assignment	15
Community Service Activity	50
Class Project	100
Individual Class Project Paper	50
Final Assignment (Letter to Next Year's Freshmen)	<u>100</u>
Assignments Total	<b>500</b>
Assignments Total (From Above)	500
Class Participation Total	140
Meetings with Academic Mentor (12 meetings x 10 points each)	120
AM Session Activities (12 exercises x 20 points each)	<u>240</u>
<b>Total Class Points:</b>	<b>1000</b>

#### GRADING SCALE:

<b>A</b>	<b>= 1000-900</b>
<b>BA</b>	<b>= 899-850</b>
<b>B</b>	<b>= 849-800</b>
<b>CB</b>	<b>= 799-750</b>
<b>C</b>	<b>= 749-700</b>
<b>DC</b>	<b>= 699-650</b>
<b>D</b>	<b>= 649-600</b>
<b>E</b>	<b>= 599-</b>

## Course Calendar

DATE	CLASS TOPIC	ASSIGNMENTS DUE
Sept. 5	Course Overview	
Sept. 12	Identifying Resources on Campus (Scavenger Hunt)	College Student Inventory Due
<b>Sept. 16 Sunday</b>	<b>Welcome Picnic 4:00-6:00 p.m. Goldsworth Pond Pavilion</b>	
Sept. 19	<u>The Lakota Way</u>	Reflection Paper #1: College Life
<b>Sept. 20 Thursday</b>	<b>Major Excitement 1:00-5:00 p.m. Chemistry Building</b>	
Sept. 26	<u>The Lakota Way</u>	Last Day for SSP Intake Meeting with Instructor <i>Major Excitement</i> assignment due
Oct. 3	Class Project Work Day	Reflection Paper #2: Applying <u>The Lakota Way</u> to your life
Oct. 10	Using the WMU Catalog	
Oct. 17	Career Exploration and Peer Mentoring “The To-Do Show” and class project work day (MEET IN _____)  <b>Spring Registration Begins October 23</b>	Last Day to Meet with Your Instructor for College Student Inventory Results
Oct. 24	Networking with WMU Faculty	
Oct. 31	<b>“No More Lies” Bernhard Center 208</b>  <b>The last day to withdraw from a class without academic penalty is November 5</b>	Reflection Paper # 3: My Professors
Nov. 7	Understanding Financial Aid (MEET IN KIVA ROOM IN FAUNCE SSB)	Reflection Paper # 4: “No More Lies”
<b>Nov. 7 Wed.</b>	<b>Health and Wellness Fair – Wednesday, 10-3 Student Recreation Center</b>	
Nov. 14	Work Day – Finalizing Presentation of Class Project	
Nov. 21	No Class This Week – No AM Sessions This Week	
Nov. 28	Appreciating Diversity	Group Project: Individual Paper Due
<b>Dec. 2 Sunday</b>	<b>Recognition Program for all FYE 2100 Class Projects</b>	
Dec. 5	Course Wrap-Up and Evaluations	Final Assignment Due

## Writing Assignment Guidelines

All written assignments will be evaluated and graded based on the following criteria:

### **1. Format (10%):**

- a. Each assignment should be AT LEAST one page—typed, double-spaced, and in Times New Roman 12 point font. Your margins should be 1” on the sides and 1” on the top and bottom.
- b. You do not need a title page. In the top right corner of your first page you should have the following:
  - Name
  - Faculty and Student Facilitator’s names
  - Assignment due date
- c. You should have a title—it should be centered and one line below the date. Your text should then begin one line below the title.

**2. Composition (15%):** The paper should be grammatically correct and well organized so that ideas flow logically within and between paragraphs. Ensure that the reader understands what you are trying to communicate.

**3. Copy Editing (15%):** The paper should have no typos or misspellings. Any quotes from outside sources must be properly cited (your Academic Mentor can help with citations).

### **4. Content (60%)** Broken down as follows:

- a. Addressing the Topic (20%):** Provide complete answers to all questions asked in the assignment.
- b. Integration of Readings or Activities (20%):** Provide specific examples from and references to the readings or activities required for each assignment. Demonstrate that you completed, thought about, and understood the point of each reading or activity.
- c. Personal Reflection (20%):** Provide the requested personal reflection and thought about how the information from the readings or activities will be useful in your life.

**Submission:** Assignments are to be handed in at the beginning of class. After that, all assignments will be considered late. Late assignments will not be eligible for full credit.

The **Writing Center** is available to help with all aspects of written work. You may schedule an appointment in advance Monday to Friday by calling 269-387-4615. Writing Consultants are glad to **work with students** on their papers; however, they will not copy edit or proofread papers.

## **Reflection Paper Assignments**

All papers must follow the writing assignment guidelines (explained on the previous page)

### **Reflection Paper #1: College Life Due September 19**

Now that you have been on campus for two weeks, write about your initial reaction to “college life.” How are you feeling? What are the biggest concerns in your life right now? How is it different than you expected it to be? Have you made any changes in plans you had made before you arrived here? What is the best thing that has happened to you here at WMU?

### **Reflection Paper #2: Applying The Lakota Way to Your Life Due October 3**

Now that you have read The Lakota Way and we have discussed it in class, please reflect on how you can use the information/experience now and in the future.

What core value(s) in The Lakota Way resonate with you and why?  
How might you use or apply these values to be successful at WMU and in life?

### **Reflection Paper #3: My Professors Due October 31**

Read the three short articles about effective interaction with your professors on the SSP website ([www.wmich.edu/ssp](http://www.wmich.edu/ssp)).

After completing the above readings,

1. Plan for a 10 minute office visit with each of your professors (either schedule a visit or attend the professor’s office hours) and

Write about **at least two** of your meetings covering the following points:

- ◆ Discuss your preparation for each meeting. Did your preparation differ based on the professor and/or subject? What were the overall feel of the meetings? How did your preparations influence the outcomes of your meetings?

(Continued)

- ◆ Why is it important for you to meet outside of class with your professors throughout your college career (include information from the readings and class discussion)? How will you personally benefit from your visits this semester?
- ◆ Finally, what did you learn about your professors? Were their personalities different than you see in the classroom? Do you think you are going to meet with your professors again this semester? Explain why or why not.

**Reflection Paper #4 “No More Lies”  
Due November 7**

Write a reflection paper which is organized as follows:

1. The first half of your paper should be a general discussion of the presentation you saw. What did you think of it? What scenes stood out for you the most? Why? Do you think it was a realistic depiction of Western Michigan University students’ thoughts and attitudes and behaviors toward the topic?
2. The second half of the paper should deal with the impact of the presentation on you and with your views of the issues discussed. Do you think it will impact your future decisions regarding interpersonal relationships and/or drugs and alcohol? What are some important things “No More Lies” points out regarding college students and decision making?

## **Final Assignment – FYE 2100**

**Fall, 2007**

**(Due in class on December 5th)**

Write a letter to a first-semester TRIO SSP student who will be entering Western Michigan University next fall. In your letter you should reflect on your experiences in making the transition from high school to Western (academically, socially, and any other way you want to discuss).

What would you say are the major differences between high school and Western? What advice for success would you give to a first-semester student? What behaviors would you encourage and what behaviors would you discourage? What do you wish you had known in the first week of classes?

Your letter should be at least one page, single-spaced (double-space between paragraphs). The letter should be word-processed in the form of a friendly letter and written using the following format:

Date

Dear First-Semester Student:

Body (at least four paragraphs)

Your experiences in making the transition from high school

Differences between high school and college

Behaviors to encourage and discourage

Advice for success

Closing

If we can use your letter next year (with your name and any other identifying parts blacked out), include this statement at the bottom of your letter:

“SSP has my permission to use this letter for future classes”

That’s it! We plan on actually passing these on to the entering first-year TRIO SSP students next fall. So write as if it will really be read by a fellow student at Western!