Freshman Year Program

Course Number: Freshman Seminar 101. EVE1

FALL 2024

COURSE SYLLABUS -REVISED 10-18-24

Instructor:	**Dr. K. Graham**	Term:	**Fall 2024**
Office:	**S201A**	Class Meeting Days:	**Friday**
Phone:	**(718) 270-5072**	Class Meeting Hours:	**6-8:40pm**
E-Mail:	**keshia@mec.cuny.edu**	Class Location:	**Online**
Office Hours:	Fri 5:00-6pm		
Course Credits:	**1.0**	Online-Hybrid	**Synchronous**
		Online Platform	**Zoom and**
		Pre-requisite/s:	**Brightspace LMS**
		Co-requisite/s:	Brightspace LMS – The City University of New York (cuny.edu)
		Zoom Link: Provided in the body of the syllabus	

I. Welcome!

Welcome to a new academic journey where curiosity and commitment pave the path to knowledge and growth. Embrace every challenge as an opportunity to learn and develop. Approach each subject with an open mind and engage actively in all class activities. Your education is not just about acquiring facts; it's about developing critical thinking, creativity, and a lifelong passion for learning. Together, let's strive for excellence, support one another, and make this a transformative experience. Let's embark on this journey with enthusiasm and determination.

II. University Course Catalog Description

Freshman Seminar 1 (FS 101) focuses on five interdisciplinary modules (Bonding, Orientation, Study Library Skills, Wellness and Education/Careers), an extensive orientation to Medgar Evers College, and how to successfully meet the demands of college and personal responsibilities while maintaining physical, emotional and social health.

III. Course Overview

The Freshman Year Experience is an integrated approach that incorporates both academic and non-academic programming in the design and development of uniform and consistent experiences and outcomes that facilitates a socially inclusive and supportive environment that addresses the social, emotional, and academic needs of our students. The Freshman Year Experience includes Freshman Seminar courses and Freshman Year Experience Common Hour activities that together create a seamless learning experience for students blending classroom and out-of-classroom learning.

IV. Student Learning Outcomes (SLOs)

1. Demonstrate effective Study and Research Skills
    a. To demonstrate in writing the major aspects of taking tests and taking concise lecture notes;
    b. To identify the major topics involved in library research as measured by a pre and post survey;
    c. To develop in writing a time management grid which will depict daily activities, classes and study hours for the duration of one month; and
    d. To identify in writing the major advantages of formulating study groups.
2. Identify Personal, Academic, and Career goals
    a. Students will evaluate their self-development through an exploration of their goals in class writing assignments, bonding activities, and group presentations. For example, "Who Am I" essay and rubric.

b. Students will be able to identify on a written examination the names of the documents introduced in the class setting containing students' rights, responsibilities and procedures; and to identify in writing the major policies and procedures included in the documents.

3. Demonstrate Critical Thinking, Values Clarification, and Conflict Resolution skills.
4. Understand the importance of civic engagement and social justice.

V. Required Texts and Materials

- University Success (2nd Edition) by N. Mahoney, B. Klassen, M. D'Eon, & L. Marken *(Online)*
  - University Success (2nd Edition) – Open Textbook (usask.ca)
- Blueprint for Success in College and Career by Dave Dillon *(Online)*
  - Blueprint for Success in College and Career – Simple Book Publishing (rebus.community)

VI. Supplementary (Optional) Texts and Materials

- Southern Justice (Documentary)

VII. Basis for Final Grade

Assessment	Percent of Final Grade
FYE Common Hour	5%
Quizzes, Assignments etc.	30%
Mid- Assessment	25%
Participation	10%
Final Assessment	30%
	100%

College Grading Scale:

Grading Scale (%)	
97 - 100	A+
93 - 96.9	A
90 - 92.9	A-
87.1 - 89.9	B+
83 - 87	B
80 - 82.9	B-
77 - 77.9	C+
70 - 76.9	C
67.1 - 69.9	D+
63 - 67	D
60 - 62.9	D-
0 - 59.9	F

VIII. Grade Dissemination

Grades for assignments and assessments will be posted on Brightspace. Please check the platform regularly to stay updated on your progress. You can also make an appointment with your professor to discuss your grades and progress in the class.

Course Zoom Link

https://us02web.zoom.us/j/87830334396?pwd=5vGUsN8wIKQszTzsP2dAClm4enzz7s.1

Zoom Password will be provided via email

IX. Class Schedule

Date	Topics to be Discussed in Class	Assignments or Learning Activity	Student Learning Outcomes	Assessment Methods used to evaluate students' performance
Week 1 **8/30/24**	**Navigating Brightspace** **Introduction** **Ice Breaker** • Introduction • Course Overview • Brightspace discussion • Syllabus review • Overview of College's Resources and Policies and Procedures **MEC YouTube Link About Medgar Evers College** https://www.youtube.com/watch?v=81jDe8WuZDI	***In-Class Activity 1*** Introductory ice breaker ***In-Class Activity 2*** Your college experience • Brightspace Tutorial • Review Navigating Brightspace document • Read MEC Mission and College Policies www.mec.cuny.edu (website) **Complete Discussion Board Activity 1** **Please respond to 1 of your peers** ***Assignment 1*** • Complete the following: Informational Guide & College Terminology **Note:** All Assignment will be due on Brightspace by 11:59PM the day before class Please bring assignment into class	• Demonstrate Knowledge of self and identity • Students will evaluate their self-development through an exploration of their goals in class writing assignments, bonding activities, and group presentations. • Demonstrate Proficiency	• Brightspace

Week 2 **9/6/24**	**Introduction to Policies and Procedures Cont'd** • Overview of College's resources and the history of MEC • Review College terminologies and Informational Guide • Watch College's introduction video http://www.youtube.com/watch?v=sXwpoJQBBcw Know your Academic Advisor: FYP, ASAP, AAC	***In-class Activity***-What do you know about Medgar Evers the Man and the College ***Assignment 2*** • Social Justice/Civic Engagement Assignment	• Identify key concepts underlying the Mission and Goals of MEC • Articulate major college policies and pathways to student's desired degree	• Informational Guide • College Terminology
Week 3 **9/13/24**	**Why Go to College &** **History of Medgar the Man** • How do you view college? • What will define college success for you? • What frames your value of education? • What kind of return on your investment do you expect from college? https://www.washingtonpost.com/news/grade-point/wp/2015/02/02/whats-the-purpose-of-college-a-job-or-an-education/ **Emailing faculty and staff Protocol** **https://www.youtube.com/watch?v=TeHnzfO0glA**	***In-class Activity*** – "What does college mean to me?" Why College Now? • **Read** Chapter 2 – What's College For? Blueprint for Success in College and Career.	• Identify their reasons for attending college • Identify the benefits of a college education for their chosen career	

Week 4 **9/20/24**	**What is Goal Setting and how do you achieve it?** • Setting short- and long-term goals. • Set priorities for reaching goals. • Solve problems and overcome setbacks that threaten your goals.	***In-class Activity*** – Goals Setting. • **Read** Ch.2, 2.1 – Setting and Reaching Goals in University Success ***Assignment 3*** Submit (Email) "Letter to Faculty"	• Identify personal, academic and career goals • Articulate personal, academic and career goals in alignment with the necessary steps to achieve them	• Faculty Letter
Week 5 **9/27/24**	**Organization and Time/Money Management** • The value of time and Money • Time and your Personality. • Battling Procrastination. • Time Management and Strategies • Time Management Tips • Money Management Tips • Financial Literacy	***In-class Activity-***How do you manage your time • **Read** Organizing your Time – Ch. 2, 2.3 in University Success • **Read** Words of Wisdom: Time is on your side – Ch. 15 in Blueprint for Success and Beyond • **Complete Quiz 1- Navigating our course** • **Discussion Board Activity 2 Respond to 1 of your peers** ***Assignment 4*** • Complete Time Assignment	• To identify a personal effective time management strategy	

Week 6 10/4/24	**No Classes-Religious observation**			
Week 7 10/11/24	**No Classes-Religious observation**			
Week 8 10/18/24	**In-Class Campus Event-Financial Wellness** • Setting SMART Financial Goals • Creating a Saving Plan as a College Student • Understanding Credit Scores	**In-class Activity/LS Activity** ***Assignment 5*** **Read Chapter Learning Style in University of Success** Complete Learning Styles Inventory and Upload your assessment summary	• Develop an awareness of their financial goals and creating a savings plan	
Week 9 10/25/24	**How You Learn** • Identifying your learning style. • Identify the four basic learning styles using your senses. Exploring Inventory Learning Styles – focus on abilities one can use for learning.	• **Review** notes, handouts, and chapter readings from University Success and Blueprint for Success covered in week's 1 – 8	• Develop an awareness of their learning styles • Demonstrate how outside classroom knowledge contributes to becoming a learner Describe how group experiences affected your personal experiences of the event	

	Mid-Assessment Review/Exam • Medgar Evers Policies and Procedures. • History of Medgar Wiley Evers. • College Resources/ Terminologies. • Goal Setting. • Organization and Time Management. • Learning Styles	**Mid-Assessment Exam available on Brightspace**		Mid-Term Assessment
Week 10 11/1/24	**Academic Advisement & Registration Workshop** • Academic Advisement • Access Degree Works CUNYFirst/Schedule Builder Registration	***Assignment 6*** Complete FYP Educational Plan **GPA Calculation Assignment**	• Identify the foundational courses needed for your chosen degrees • Understand the differences between major courses, common core and flexible cores, and electives • Articulate major college policies and pathways to student's desired degree	
Week 11 11/8/24	**Reading To Learn/Note Taking** • How do you Read to Learn? • Strategies for Textbook Reading. • Active Notetaking during lectures • Active Listing **View Youtube video** • https://www.youtube.com/watch?v=E7Cwq_NHn_Ns	• **Read** chapter 5 – Reading to Learn in University Success 2nd ed. • **Read** chapters 23 & 24 – Reading Textbooks in Blueprint for Success • View YouTube Video – Technique SQ4R	• Develop an awareness of their learning styles • Demonstrate different strategies to adjust to the professor's teaching styles	

Week 12 11/15/24	**Test-Taking Strategies** • Are you ready for your next test • Tips for Test-Taking **View Youtube video** https://www.youtube.com/watch?v=uzZ3mDF1hns	***In-class Activity-Active Listening*** • **Read** Chapters 26 & 27 – Note Taking in Blueprint for Success • **Bring in a newspaper article pertaining to college students concerns to review in class** • **Complete Quiz in class**	• Identify the note-taking technique most aligned with your learning style	
Week 13 11/22/24	**Critical Thinking (CT)** • The Critical Thinking Process • Problem Solving and Decision Making • Emotional Intelligence **&** **Health and Wellness** Taking control of your health Why is it important to stay healthy as a college student? **Discussion of group Health project**	***In-class Activity-Active Notetaking*** ***In-class Activity***-How can you take control of your health • **Read** Chapter 3 – Listening, Taking Notes, and Remembering in University Success **Read** Chapter 28 – Memory in Blueprint for Success **Read** Chapter 10-University Success **In-class Activity**-Discussion on AI And CT	• Identify the use of effective listening strategies • Identify, recall, and synthesize the key points in the article Identify the who, what, where when and why of the article	

Week 14 11/27/24	**Critical Thinking (CT) Cont'd** **&** **Health and Wellness Cont'd** • Artificial Intelligence	**Additional Articles and videos will be provided on Brightspace** 5 Tips to improve your CT https://www.youtube.com/watch?v=dItUGF8GdT w • **Read** Chapter 21 – Thinking Critically and Creatively in Blueprint for Success and • **Read Chapter 12.2-12.7 in University Success for the week of 12/6** • **Complete Discussion Board 5** • **Meet with Groups and upload Group Assignment**	• Demonstrate Critical Thinking, Values Clarification and Conflict resolution skills	
Week 15 12/6/24	**What Career is best for you?** • Careers: New Perspectives and New Ways of Thinking • Finding your Interest • Social Media in the Workplace **Final Assessment-Presentations** **Group Presentations**	**Presentations Begin**		

Week 16 12/13/24	**Group Presentations Cont'd and Final Assessment Discussions**	**Presentations**		

Note: The Schedule is subject to revision

X. Assignment Description/s

E-mail Protocol Assignment

Students are required to submit a letter following a specific format addressing an issue such as course withdrawal, poor performance, or attendance. This assignment assesses students' abilities and competencies in problem-solving, written communication, and the use of MEC resources.

FYE Assignments

Students are required to attend two (2) virtual or on campus events given by MEC and write a one-page Reflection paper on each event. Each one-page paper must be a fully typed page, using 12 font, Roman Times. Both papers must be combined as one document, uploaded as a word document on 11/22/24 in the discussion area online.

XI. Rubrics

FYP Formal Email/ Letter Rubric

Category	Mastery/ Excellent	Competent/ Satisfactory	Introductory/ Needs Improvement	Unsatisfactory
FORMAT • Date • Subject line • Salutation • Body • Closing	The format is correct- including email address, subject line, salutation, body, and closing.	One part of the format is incorrect: the email address, subject line, salutation, body, and closing.	Two parts of the format are incorrect—including address, subject line, salutation, body, and closing.	Several parts of the format are incorrect – including the date, subject line, salutation, clear body section, and closing.

CRITICAL THINKING SKILLS	Identifies the problem, addresses clear explanations and requests, and offers recommendations for possible solution/s.	Adequately identified the problem and addressed some explanation of the situation but did not request a solution or follow-up meeting.	Did not clearly identify the problem.	Did not identify a problem or request a solution or follow-up meeting.
TECNOLOGICAL PROFICIENCY	Use the MEC email and identify the professor's email. Uses Outlook email server.	Missing one element of the three listed	Use personal email and missing two of the three elements	Use personal email and did not use the Outlook email server.

Course Policies: Grades

Late Work Policy: Late assignments are not accepted.

Extra Credit Policy: There are no extra credits for this class.

Grades of "Incomplete": Offer specifics about your policy on INC grade.

An "INC" is a temporary grade for a student who is doing passing work during a semester and who, for some justifiable reason, has not been able to complete a particular assignment. The student must finish all the assignments as defined by the instructor, or in their absence, by the Departmental Chairperson before the end of the subsequent semester, the summer being excluded. If the necessary assignment is not completed during this period, the student shall receive a "FIN" automatically. To change the grade of "INC" the lower portion of the Grade Change Form shall be used by the instructor or the Departmental Chairperson, as the case may be. "FIN" is converted from an "INC" grade when the student does not complete assignments by the end of the subsequent semester. Credits are counted towards the GPA (Grade Point Average) Index.

Grades of "WN": Offer specifics about your policy on a WN grade.

All faculty must use the CUNYFirst VERIFICATION OF ENROLLMENT screens to report students eligible for financial aid. You are required to submit completed rosters indicating those students who have never attended any of the classes since the beginning of the term/session nor are otherwise active and participating in the course (e.g. by submitting assignments, attending a required study group, academic conference or tutorial) or academically related activity. Academically related activities include, but are not limited to: physically attending a class where there is an opportunity for direct interaction between the instructor and students; submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that is assigned by the school; participating in an online discussion about academic matters; initiating contact with a faculty member to ask a question about the academic subject studied in the course. engaging in an online academically related activity or initiating contact with a faculty member to ask a course-related question. Logging into an online class is not sufficient by itself to demonstrate academic participation by the student.
OUR (cuny.edu)

Course Policies: Technology and Media

This statement outlines the guidelines and expectations for the use of electronic devices (e.g., laptops, tablets, smartphones) in the classroom to ensure they enhance, rather than disrupt, the learning environment.

1. **Permitted Devices:**
   - Students may use laptops, tablets, and other electronic devices for educational purposes such as taking notes, conducting research, and participating in interactive activities.
   - Smartphones may be used only for class-related activities when explicitly allowed by the instructor.

2. **Prohibited Activities:**
   - Non-educational use of devices, including but not limited to social media, gaming, and personal messaging, is not permitted during class
   - Audio or video recording of lectures is prohibited unless prior consent is obtained from the instructor and all class participants.

3. **Etiquette and Respect:**
   - Devices should be set to silent mode to avoid disruptions.
   - Students should ensure their use of devices does not distract themselves or others. This includes keeping device screens private and avoiding activities that produce noise or visual disturbance.

4. **Instructor Discretion:**
   - Instructors have the authority to set specific rules regarding device use in their classrooms and may restrict or ban devices if they are deemed a distraction.

- Instructors may ask students to put away devices at any time if misuse is observed.

5. **Academic Integrity:**
   - All device usage must comply with the institution's academic integrity policy. Any form of cheating or plagiarism facilitated by electronic devices will be subject to disciplinary action.

6. **Technical issues:**
   - Students are responsible for ensuring their devices are charged and functioning properly before class. Technical issues will not be considered valid excuses for lack of participation or incomplete assignments.

XII. Course Policies: Student Expectations

Disability Accommodations: Federal law prohibits discrimination based on a disability. Under the guidelines of the Americans with Disabilities Act, the College will provide reasonable accommodations to persons with documented disabilities. Therefore, if you need or have any questions regarding accommodation or services, please contact Mr. Anthony Phifer, Director, Office of Accessibility and Accommodation Services (Bedford Building Room 1020) at 718-270-5027 or aphifer@mec.cuny.edu. Any information provided to the office will be confidential and will not be released without your permission.
https://youtu.be/6d9lVLZ9g2M
Office of Accessibility and Accommodations Services - Medgar Evers College

Participation Policy

- **Contribution to Discussions**: Quality of contributions is valued over quantity. Make sure your contributions are relevant and add value to the discussion. Encourage others to participate and build on their ideas.
- **Timeliness**: Be punctual for both in-person and online classes. Late arrivals can be disruptive and may be counted as partial absences.
- **Assignment Submission**: Submit assignments on time. Late submission can affect your participation grade.
- **Office Hours and Communication**: Take advantage of office hours for additional help and to discuss any concerns. Communicate professionally via email or other platforms as specified by your instructor.
- **Inclusivity**: Strive to create an inclusive environment where all voices are heard and valued. Be mindful of classmates' diverse backgrounds and perspectives.
- **Respect and Etiquette**: Respect differing opinions and contribute to a positive, inclusive environment. Avoid disruptive behavior such as talking out of turn, using mobile devices for non-class activities, or interrupting others. Mute your microphone when not speaking to minimize background noise. Use respectful language and tone in all communications. Avoid distractions, such as browsing the internet or engaging in unrelated activities during the session.

Professionalism Policy

- **Academic Integrity:** Adhere to the principles of academic honesty in all work and interactions. Avoid plagiarism, cheating, and any form of dishonest behavior.
- **Inclusivity and Respect:** Foster and inclusive environment where all students feel welcome and respected. Be open to diverse perspectives and experiences.
- **Professionalism:** Treat the classroom as a professional environment. Communicate respectfully with the instructor and classmates
- **Feedback and Improvement:** Be open to constructive feedback from the instructor and peers. Strive to continuously improve your participation and contributions.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., "cheat"), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college's accreditation and their own future prospects in jeopardy

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Visit https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/ to review the complete CUNY Policy on Academic Integrity.

(If you are using a plagiarism detection service, you should state so on the syllabus)

CUNY Policy on Religious Accommodations: Under New York State Education Law 224-A, and according to CUNY's religious accommodation policy, students can request religious accommodations for any scheduled academic activities that may conflict with their religious observances. To discuss accommodation due to religious observance for the upcoming holidays or any other religious observance throughout the academic year, please talk to your professor or someone at your Office of Student Life.
https://www.cuny.edu/about/administration/offices/transformation/diversity-equity-and-inclusion-hub/religious-accommodations/

XIII. Student Resources

Learning Center: The mission of the Learning Center is to assist our students to become independent learners, so they can use their skills to decipher, appreciate and manipulate related and advanced levels of various subject areas, and use their knowledge to negotiate real-life circumstances. Learning Center - Medgar Evers College (cuny.edu)

Writing Center

Our tutors serve as writing coaches and are trained to help students improve their writing skills across all disciplines. If your professor recommends Writing Tutoring/Coaching or you want to improve your writing skills, please schedule an appointment with one of our Tutors at 718-804-6953 or click the link below. The Writing Center is open 6 days weekly and is located in the Bedford Building Charles E. Inniss Memorial Library (in the back corner of the first floor), Room: B-1045A. http://mecwritingcenter.weebly.com/

Counseling Services

Many students find balancing their academic, personal, and professional lives challenging and sometimes overwhelming. If you or a peer experience this, Counseling and Psychological Services and Interfaith Services are here to help. Email CAP@mec.cuny.edu, and a Counselor will contact you. You can also contact the Campus Chaplain, Father Ralph Rivera, at RRiveraSJ@mec.cuny.edu. In addition, peer support groups are available via the college's Center for Women's Development and Male Development and Empowerment Center. Students can contact staff in the centers at Levelyn@mec.cuny.edu or Anbrereton@mec.cuny.edu, respectively." The office is located in the Bedford Building, Room: B-1005. Counseling & Psychological Services - Medgar Evers College (cuny.edu)

Computing Labs

Computer Labs are available for you to complete and print your papers in each building.
These resources are located below:

Bedford Building Computing Labs:
Monday – Friday, 7 a.m. – 10 p.m.
Saturday 8 a.m. – 10. p.m.
Sunday, 11 a.m. to 8 p.m.

Carroll Street Technology Lounge:
Monday – Friday, 9:00 a.m. – 7 p.m.

Academic Building 1:

Reserved Computing Labs

It contains two labs, C05 and C07. Other labs include the Department of Mathematics—Lab C12 and the Department of Physical, Environmental and Chemistry Lab C09.
For usage and schedules check with individual departments.

Library Resources

Offer information about access and expectations. The Charles Evans Inniss Memorial Library entrance is on the first floor of the Bedford Building. There are also computers and printers available in the library for you. For reference help, you can email or use the chat box for live help during library hours. Ask_A_Librarian@mec.cuny.edu

The Ella Baker/Charles Romain Child Development Center

The Ella Baker /Charles Romain Child Development Center (EB/CR CDC) is located in the Carroll Street Building of Medgar Evers College. We provide both a Pre-School and an Afterschool Program, for student parents. EB/CR CDC is a National Association for the Education of Young Children (NAEYC) accredited program, with four stars from QUALITYstars NY. We operate a universal pre-kindergarten and 3K program through the Department of Education as well as our traditional Busy Bees 2-year-old program and Office of Children and Family Services (OCFS) program for children ages 2 to 12. The center is open from 7:45 a.m. to 10:00 p.m., Mondays - Thursdays, and until 3:00 p.m. on Fridays. Ella Baker Center - Medgar Evers College (cuny.edu)

XIV. Important Dates to Remember

Current Academic Calendar link: Academic Calendars – The City University of New York (cuny.edu)