Instructors

Nadia Ayoub – Professor of Biology
Janet Boller – University Counselor
Mikki Brock – Professor of History
Elicia Cowins – Professor of Accounting
Tammy Futrell – Dean for Inclusion and Engagement
Kelsey Goodwin – Director of Student Activities
Paul Hanstedt – Director of CARPE
Fred LaRiviere – Associate Dean of the College
Gabe Pickett – Assistant Director of Career Development
Jason Rodocker – Dean for First-Year Experience
Paul Youngman – Associate Provost

Otis Carder ’23
Trinity Perdue ’22
Yoseph Wolde ’23
Erin Hughes ’21
Troy Larsen ’22
Avalon Pernell ’23
Lauryn McCray ’22
Amber Morrison ’23
Lucy Herdelin ’23
Tahri Phillips ’23
Erin Addison ’22

Purpose

The purpose of FYE 100: General Success is to assist new students with their transition from high school to Washington and Lee University. This course aims to foster a sense of belonging, articulate to students the expectations of the University and its faculty, empower students to solve problems with maturity, make students more likely to utilize resources and opportunities, and guide students as they clarify their purpose, meaning, and direction in college. In twelve one-hour sessions, students will engage in the development of skills and traits such as personal responsibility, communication etiquette, active listening, empathy, integrity, self-authorship, bystander intervention, confrontation with compassion, conflict mediation, and inclusiveness. FYE 100 teaches healthy habits that will help students both during their time at W&L and in their life after graduation.

Learning Outcomes

1) Students will increase their sense of belonging at Washington and Lee.
2) Students will analyze the connection between Washington and Lee’s educational mission and their own personal mission.
3) Students will define strategies for managing time and priorities.
4) Students will describe Washington and Lee’s academic and co-curricular resources and opportunities.
5) Students will articulate their own personal and professional goals, and will define potential pathways toward achieving those goals.

Summary of Assignments

FYE experts have identified sense of belonging as a primary indicator of success. Developing the skills to build and maintain an inclusive community is valuable to the W&L experience as well as our ability to positively impact a diverse and global society. Inclusion activities are woven throughout the curriculum as reminders that stepping out of our comfort zone benefits both our personal development and the greater good.
Attendance in a seminar class such as this is vital, and thus your attendance at all class meetings and outside events is required. Any unexcused absence will lower your overall grade by 10% (please realize excused absences where you notify your professor in advance you have a conflict or are sick would have less or potentially even no negative impact on your overall grade).

Participation in a seminar class such as this is essential and makes up 20% of your overall grade. Your engagement in class, substantial contributions to class discussions, and positive attitude will determine your participation grade.

Homework for this course provides a foundation for robust discussion in class. Several brief videos and readings throughout the term provide intellectual context, as well as personal student and staff perspective.

Assignments are intentionally designed for your personal and professional development. Completing assignments on time is important and thus every day an assignment is late will lower your grade on that assignment by 10%. Understanding strategies for time management is the most important thing to learn during first-year experience according to current students and professional development is the most important thing to learn during first-year experience according to recent graduates. Understanding and utilizing academic and co-curricular resources and opportunities is of primary importance to learning and success.

Rubrics are designed both to help students understand what is expected from the assignment and to help the facilitators evaluate work consistently. You are strongly encouraged to read the rubric for each assignment before beginning the assignment. Please note the emphasis put on eliminating or minimizing spelling, grammar or formatting errors.

Your personal and professional development plan and ePortfolio are both culminating experiences and learned processes. You will produce a personal mission statement after week 1 that you will revisit after week 11, when you will also identify personal and professional goals and potential pathways that you use to develop an ePortfolio. Professional in this instance refers to you as a professional student as you will be mapping out a plan for success during your time at W&L that will help you thrive after graduation.

**Grading Scale**

93-100 = A  
90-93 = A-  
87-90 = B+  
83-87 = B  
80-83 = B-  
77-80 = C+  
73-77 = C  
70-73 = C-  
67-70 = D+  
63-67 = D  
60-63 = D-
## Course Requirements

### Outline of Topics and Assignment Deadlines

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Deadline</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Your Mission at W&amp;L</td>
<td>Online Quiz - please complete before the first class meeting</td>
<td>Aug. 30</td>
<td>10</td>
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<tr>
<td></td>
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<td>Personal Mission Statement &amp; reflection</td>
<td>Aug. 30</td>
<td>25</td>
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<td>Online Quiz</td>
<td>Aug. 30</td>
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<td>2</td>
<td>Integrity &amp; Academic Responsibility</td>
<td>Time Management Chart</td>
<td>Sept. 6</td>
<td>25</td>
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<td></td>
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<td>Online Quiz</td>
<td>Sept. 6</td>
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<td>3</td>
<td>Emotional Wellness</td>
<td>Attend Continuing Education with your hall &amp; submit follow up questions</td>
<td>Sept. 13</td>
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<td>Online Quiz</td>
<td>Sept. 13</td>
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<td>4</td>
<td>Values Congruence</td>
<td>Group Presentation</td>
<td>Sept. 20</td>
<td>100</td>
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<td>Online Quiz</td>
<td>Sept. 20</td>
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<td>5</td>
<td>Social and Civic Responsibility</td>
<td>Attend an Office of Inclusion and Engagement event &amp; write a reflection</td>
<td>Sept. 27</td>
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<td>Time Management Plan (for midterms)</td>
<td>Sept. 27</td>
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<td>Stress Management</td>
<td><em>Midterms end October 2</em></td>
<td>Oct. 4</td>
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<td>Time Management Assessment</td>
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<td>Participation – first half of term</td>
<td>Oct. 4</td>
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<td>Online Quiz</td>
<td>Oct. 4</td>
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<td>Academic Success</td>
<td>ePortfolio - draft</td>
<td>Oct. 11</td>
<td>50</td>
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<td>Online Quiz</td>
<td>Oct. 11</td>
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<td>8</td>
<td>Diversity</td>
<td>Attend Continuing Education with your hall &amp; submit follow up questions</td>
<td>Oct. 18</td>
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<td>Online Quiz</td>
<td>Oct. 18</td>
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<td>Inclusion</td>
<td>Reflection on Diversity, Inclusion, and Community</td>
<td>Oct. 25</td>
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<td>Leadership</td>
<td>Meet with Career Fellow &amp; write a reflection about what you learned</td>
<td>Nov. 1</td>
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<td>Achievement</td>
<td>Resume</td>
<td>Nov. 8</td>
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<td>Personal and Professional Development Plan</td>
<td>Nov. 8</td>
<td>100</td>
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<td>Reflection &amp; Assessment</td>
<td>ePortfolio - final</td>
<td>Nov. 15</td>
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<td></td>
<td>Participation – second half of term</td>
<td>Nov. 15</td>
<td>100</td>
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Total = 1000
Course Outline

Explore Guidebook App
Read FYE 100 Syllabus including assignments and rubrics
Explore Canvas
Read University Mission Statement
Complete Online Quiz by Sept. 13

Week 1 (Aug. 24-26) – Your Mission at W&L
Expectations of Participation
How do we build trust quickly within this group?
- name origins activity
- hopes and fears
What do the terms in the University mission statement mean?
- gallery walk activity
What is your personal mission at W&L?
Overview of Canvas
- syllabus
- outline of topics, assignments and deadlines
- how to submit assignments
- rubrics as guides
- expectations of professionalism
Preview some assignments
- personal mission statement and online quiz before next week
- begin your time management chart immediately after your Week 1 class
- attend an Office of Inclusion & Engagement (OIE) event and write a reflection by Oct. 18
- meet with a Career Fellow at least once before Oct. 31
Submit Personal Mission Statement by Aug. 30
View FYE Survey Results_12_1_18
View EC on Academic Integrity and Plagiarism
Read Academic Success, Tips for FYs, Overcoming Transitional Challenges, and Continuing Education
Complete Online Quiz by Aug. 30

Week 2 (Aug. 31-Sept. 2) – Integrity and Responsibility
Trust Building
- lines and blobs activity
Personal Mission Statement
- pair and share activity
What are the most important things to learn as FY students?
- time management
- professional development
- communication etiquette
What did you learn from completing your time management chart?
What is academic integrity?
Library Services
- information literacy
What are best practices for academic success at W&L?
- sleep
Submit Time Management Chart by Sept. 6
Schedule and attend a 15-minute one-on-one with your Facilitator by Sept. 6
View Peer Counselors on Wellness
View Peer Counselors on Mental Health
Read Resolving Roommate Conflicts
Preview Scenarios and submit a scenario if you like
  1) You are ill and have an assignment due. How do you manage the situation?
  2) Your hall mate’s behavior is annoying you. How do you manage the situation?
  3) You received a D on your first assignment. What do you do?
  4) You do not feel like you belong at W&L. What do you do?
Complete Online Quiz by Sept. 6

Week 3 (Sept. 7-9) – Emotional Wellness
Trust Building
  -human knot activity
Scenarios
  -role play
What healthy habits have you been able to continue or start?
  -skill building
What barriers to healthy habits have you encountered and how have you tried to overcome them?
How do you handle difficult situations?
How do you improve your sense of belonging?
  -getting involved (Presentation Groups Assigned by Sept. 13)
  -break trips – reading days - outing club, student activities, CaPD
Attend Continuing Education: Wellness on Sunday, Sept. 13 with your hall
and submit follow up questions by Sept. 13
View Promise Committee
Complete Online Quiz by Sept. 13

Week 4 (Sept. 14-16) – Values Congruence
Trust Building
  -present about yourself
Address questions submitted by class after Continuing Education: Wellness
Digital Polls - Agree/Disagree
Who do you want to be?
  How are you navigating decisions with regard to alcohol and other drugs?
  -how did the promise committee video impact your thinking?
  What does it mean to have a healthy sexual culture?
Are your actions consistent with your values?
  -where have you demonstrated or witnessed bystander intervention?
How do you want to be viewed?
  -does your digital identity reflect your values?
Submit Group Presentation on Getting Involved by Sept. 20
View Younity on Greek Life
Explore Campus Community Coalition (CCC)
Explore Community Based Learning (CBL)
Complete Online Quiz by Sept. 20
Complete part 2 of AlcoholEdu/Sexual Assault Prevention/Mental Health (45 days after part 1 in Aug.)
Week 5 (Sept. 21-23) – Social & Civic Responsibility
What does it mean to be independent or Greek (NPHC, Panhellenic, or IFC) at W&L?
- scholarship, service, leadership, friendship
- classification game?
- decision making
What is the connection between low risk social habits and civic responsibility?
- safety of self and others
- recycling/sustainability
What does it mean to be a resident of Lexington and Rockbridge?
- Community Based Learning
  - examples of student-based projects
What campus or local opportunities and initiatives interest you?
  Group Presentations in class
What are the leadership opportunities on campus?
- EC, SJC, Res Life, PC, OIE Facilitator, FYE 100 Facilitator, student organizations, etc.
*Res Life applications typically occur in mid-October if you want to be a RA or CA next year

Time Management Plan
Attend an Office of Inclusion & Engagement event and write a reflection by Sept. 27
Submit Time Management Plan by Sept. 27

Week 6 (Sept. 28-30) – Stress Management
How do you feel about your Time Management Plan for midterms?
What are mechanisms for coping with anxiousness, sadness, or lack of motivation?
- resiliency
- normal stress v. not normal stress
Participation Self-Evaluation
Mindfulness Exercise
- mediation activity - Headspace App
*Midterms done - Oct. 2
Submit Time Management Assessment by Oct. 4
View Introduction to Career and Professional Development (CaPD)
View Resume 101
View Networking and LinkedIn
Explore Career and Professional Development (CaPD)
View Study Abroad
Explore International Education
Explore Fellowships
Complete Online Quiz by Oct. 4

Week 7 (Oct. 5-7) – Academic Success
How did you do at following your Time Management Plan?
What will you change if anything in the second half of the term?
- academic resources
- study skills
How can Career and Professional Development (CaPD) benefit you as a FY?
- career fellows
-resumes
What is the benefit of International Education and study abroad?
How can Fellowships benefit you as a FY?
How should you use your adviser when preparing for winter term registration?
*Registration for Winter Term occurs the first week of November

e-Portfolios
Submit ePortfolio Draft by Oct. 11
Read University Statement of Commitment to Diversity
Explore Office of Inclusion and Engagement
Read Diversity, Inclusion and Community Discussion Primer
Complete Online Quiz by Oct. 11

Week 8 (Oct. 12-14) – Diversity
Definitions, History, Problems, Solutions
OIE Mission and University Diversity Statement
  -gallery walk activity?
Responses to statements about benefits of diversity in a learning environment
  -fishbowl activity
How do we learn to be/demonstrate we are engaged citizens in a global and diverse society?
Read University Strategic Plan Summary
Attend Continuing Education: Diversity, Inclusion and Community on Sunday, October 18 with your hall
  and submit follow up questions by Oct. 18
Complete Online Quiz by Oct. 18

Week 9 (Oct. 19-21) – Inclusion
Address questions submitted by class after Continuing Education: Diversity, Inclusion and Community
Agree/Disagree
What beliefs did you have before W&L that you are now starting to question?
How do you discuss your changing beliefs with friends and family?
What do we do when others are not similarly motivated toward inclusion?
Reflection on Diversity, Inclusion and Community
Submit Diversity, Inclusion and Community Reflection by Oct. 25
Explore L.E.A.D
Complete Online Quiz by Oct. 25

Week 10 (Oct. 26-28) – Leadership
Debrief reflections on diversity, inclusion and community
How do we inspire and teach community in a global and diverse society?
How do you demonstrate leadership without a position/title?
What are the leadership opportunities on campus?
  -EC, SJC, Res Life, PC, OIE Facilitator, FYE 100 Facilitator, student organizations, etc.
What makes you a strong candidate?
What opportunities exist winter term to apply what you have learned and further develop?
  -new member education
  -Phi Beta Kappa speaker, ODK speaker, MLK speaker, SSA/Questioning Series, Mudd Series
Characteristics of a good resume
Personal and Professional Development Plan
Meet with a Career Fellow and write a reflection about what you learned by Nov. 1
Complete Online Quiz by Nov. 1

Week 11 (Nov. 2-4) – Achievement
Sense Maker
How has CaPD benefitted you as a FY
Review characteristics of a good resume
Peer Review of resumes
Peer Review of personal and professional development plans
e-Portfolios
Submit Resume by Nov. 8
Submit Personal and Professional Development Plan by Nov. 8

Week 12 (Nov. 9-11) – Reflection & Assessment
Complete FY Survey and FYE 100 Survey
Peer Review of ePortfolios
  - What is your personal mission at W&L now?
  - Has it changed since week 1? If so, how?
  - How does your personal mission relate to the University mission?
  - What are your personal and professional goals?
  - Which paths will you take to meet your goals?
Submit ePortfolio by Nov. 15

Policies and Statements

Classroom Behavior: To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, engage regularly in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

Disability Accommodations: Washington and Lee values diversity and inclusion. My goal is to create an equitable, inclusive, and welcoming learning environment. If there are aspects of the instruction or design of this course that result in barriers to your access, please feel welcome to discuss with me. We can consider solutions to meet your needs as long as they do not alter the intent of the assessment or learning activity. I encourage students with disabilities to contact Lauren Kozak, Title IX Coordinator and Director of Disability Resources, to confidentially discuss your needs and the accommodation process. Please visit the website for more information: https://www.wlu.edu/disability-accommodations/undergraduate-accommodations.

If you have been approved for disability accommodations, please meet with me within the first two weeks of the term so we can develop an implementation plan together. It is important to meet as early in the term as possible; this will ensure that your accommodations are implemented early on. If you have accommodations for test-taking, please remember that arrangements must be made at least a week before the date of the test or exam.
Academic Integrity: See the honor system and resources on avoiding plagiarism. It is mandatory that you write the pledge on all work turned in.