

FYE 100-S01 - General Success: Living and Learning at W&L
M T or W; various locations or virtual

Instructors

Nadia Ayoub – Professor of Biology	Otis Carder '23
Janet Boller – University Counselor	Trinity Perdue '22
Mikki Brock – Professor of History	Yoseph Wolde '23
Elicia Cowins – Professor of Accounting	Erin Hughes '21
Tammy Futrell – Dean for Inclusion and Engagement	Troy Larsen '22
Kelsey Goodwin – Director of Student Activities	Avalon Pernelle '23
Paul Hanstedt – Director of CARPE	Lauryn McCray '22
Fred LaRiviere – Associate Dean of the College	Amber Morrison '23
Gabe Pickett – Assistant Director of Career Development	Lucy Herdelin '23
Jason Rodocker – Dean for First-Year Experience	Tahri Phillips '23
Paul Youngman – Associate Provost	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

Fall 2020				
Outline of Topics and Assignment Deadlines				
Deadlines may vary by section				
Week	Topic	Assignment	Deadline	Point Value
		Online Quiz - please complete before the first class meeting	Aug. 30	10
1	Your Mission at W&L	Personal Mission Statement & reflection	Aug. 30	25
		Online Quiz	Aug. 30	10
2	Integrity & Academic Responsibility	Time Management Chart	Sept. 6	25
		Online Quiz	Sept. 6	10
3	Emotional Wellness	Attend Continuing Education with your hall & submit follow up questions	Sept. 13	25
		Online Quiz	Sept. 13	10
4	Values Congruence	Group Presentation	Sept. 20	100
		Online Quiz	Sept. 20	10
5	Social and Civic Responsibility	Attend an Office of Inclusion and Engagement event & write a reflection	Sept. 27	50
		Time Management Plan (for midterms)	Sept. 27	25
6	Stress Management	<i>*Midterms end October 2</i>		
		Time Management Assessment	Oct. 4	25
		Participation – first half of term	Oct. 4	100
		Online Quiz	Oct. 4	10
7	Academic Success	ePortfolio - draft	Oct. 11	50
		Online Quiz	Oct. 11	10
8	Diversity	Attend Continuing Education with your hall & submit follow up questions	Oct. 18	25
		Online Quiz	Oct. 18	10
9	Inclusion	Reflection on Diversity, Inclusion, and Community	Oct. 25	100
		Online Quiz	Oct. 25	10
10	Leadership	Meet with Career Fellow & write a reflection about what you learned	Nov. 1	50
		Online Quiz	Nov. 1	10
11	Achievement	Resume	Nov. 8	50
		Personal and Professional Development Plan	Nov. 8	100
12	Reflection & Assessment	ePortfolio - final	Nov. 15	50
		Participation – second half of term	Nov. 15	100
			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.