

SEM 100 Fall 2020

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Course Description:

First Year Experience Seminar is a 6 week long online course that engages all first-year and transfer students in guided conversations, experiential activities, and written assignments about transitioning to Syracuse University (SU) campus life, exploring their identities as they situate themselves in a new context, and understanding how they will relate to and interact with other students, faculty and staff in contributing to a welcoming, inclusive, and diverse campus community.

Additional Course Description:

Students will explore the areas of Belonging, Transitioning, Interdependence, Health and Wellness, Development of Identity, Socialization, Prejudice, Discrimination, Bias, Stereotypes both within their SEM 100 section, in Syracuse University sponsored experiential activities, and in-School/College level sponsored experiential activities. In order to better comprehend the aforementioned concepts, students will engage, discuss, and reflect on historical and contemporary examples through a variety of media, including but not limited to academic articles, podcasts, and TED Talks.

Prerequisite / Co-requisite:

None

Audience:

Incoming undergraduate students, including transfer.

Credits:

0. P/F attached to anchor course, see Grading below.

Course Fees and/or Costs:

None

Course Goals and Learning Objectives:

***Goal 1: Support students in making a successful transition to Syracuse University life**

Learning Objective 1a: Students will be able to successfully articulate educational goals (using available resources and co-curricular activities)

Learning Objective 1b: Students will develop an individual academic, personal and social plan for completing their goals

***Goal 2: Develop awareness of the complex nature of identity and foster a sense of belonging and contributing to the Syracuse University community.**

Learning Objective 2a: Students will be able to describe and discuss components of their identity and how they relate to multiple communities

Learning Objective 2b: Students will identify ways in which they can connect with, and be a part of, the Syracuse University community

***Goal 3: Develop an understanding of concepts that can be integrated and applied to a subsequent upper-level course that more fully investigates identity, inclusion, diversity, equity, and access.**

Learning Objective 3a: Students will recognize the dynamic and contextual nature of identity

Learning Objective 3b: Students will be able to engage with perspectives different from their own in a way that promotes inclusion, understanding, and empathy

***In order to attain these particular goals, the concepts of Prejudice, Discrimination, Stereotype, and Bias will receive additional focus.**

Required Texts / Supplies:

Readings, podcasts, and videos will be made available through Blackboard and Library curated sites.

Grading:

This is a discussion-based and experiential course. All students are **required** to complete all assigned readings and podcasts, attend recommended shows/speakers/events, and attend each class. Additionally, students must answer questions posted on Blackboard about these readings or podcasts in preparation for

class discussions. This course is unique in that it is not a stand-alone course. Instead, it is treated as a series of assignments tied to a required course you have in your respective school/college. You will earn a Pass/Fail grade that will count as a percentage in your respective required “anchor” course. The Pass/Fail grade will be based on the following:

Attendance and Participation (50% of total grade): You are expected to: attend all 6 discussion classes; come prepared to discuss all assignments and subject matter in an engaged, thoughtful, and intelligent manner. Unless the absence is excused, missing more than one class and one activity will result in a failing grade for the course. Absences will be excused only for extenuating circumstances. These may include an illness that is documented by a doctor, a documented family or personal emergency, or an athletic obligation with an official Syracuse University athletic team. Absences related to Covid-19 will follow the University recommended guidelines at the time of the course. Absences through religious observances will also be excused as long as you have registered it on MySlice (see religious observance policy in this syllabus). <http://health.syr.edu/students/policies.html>.

Written Assignments (50% of total grade) Each student will be expected to complete a set of assignments. These will include answering to assigned questions that are posted on Blackboard regarding articles, podcasts, shows/plays/speakers, and journal reflections. Additionally, students will submit and present a multi-modal goal mapping assignment at the end of the course. Students are required to submit assignments by the due date, using the submission procedure specified for that assignment. If an assignment is submitted late without an extension, the student will receive 0% for that assignment.

Electronic Devices Etiquette:

While this course is online, students are expected to follow the guidance detailed below:

1. In an effort to build community and connect with each other and the facilitators, all participants should have the camera on their device turned on for the full duration of the synchronous sessions.
2. Participants should choose a Zoom background each week that reflects their personality.
3. Participants should keep their microphone on mute unless they are verbally participating in order to minimize background noise.
4. Online instruction represents a class setting and students should respectfully share turns speaking, as well as respectfully engage in dialog around the topics in the course.

Participants should test their audio, video, and internet browser capabilities prior to weekly synchronous sessions. Technical difficulties should be brought to the attention of the ITS Service Center: 315-443-2677. Google Chrome is the preferred browser for synchronous sessions. The Office of Online Student Success is available to you for

questions regarding successfully navigating the online environment. You can reach them directly at orangeonline@syr.edu.

Disability-Related Accommodations:

If you believe that you need academic adjustments (accommodations) for a disability, please contact the Center for Disability Resources, visit the website- <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 or TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting academic adjustments.

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources in this process.

Center for Disability Resources is responsible for coordinating disability-related academic adjustments and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since academic adjustments may require early planning and generally are not provided retroactively, please contact the office as soon as possible.

Academic Integrity Policy:

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and nongrade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. <https://class.syr.edu/academic-integrity/policy/>

Religious Observance Policy:

Students must notify instructors by the end of the second week of classes if they will be absent during the semester in order to observe a religious holiday. SU's religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.

Use of Student Work:

Students' submitted work may be used for assessment purposes and for research on the effectiveness of this course. All identifying information will be removed. If you do not want your work to be included in this analysis, please email firstyear@syr.edu with the subject: *Please do not use my assignments anonymously for assessment or research.* You may do this at any time during this experience, even if you have already completed one or more assignments.

Course Schedule

Date & Theme	Topic and Key Concepts	Pedagogical Strategies (See definitions at the end of document.)	Learning Goals & Outcomes
Week One: Setting the Context-- Welcome	1. Creating a Learning Community <ul style="list-style-type: none"> • Facilitator introductions • Introductions of Self • Community Building 2. Boy's Club Case Study 3. Ground rules and group norms 4. Cultural Humility/Cultural Iceberg 5. Upcoming campus life events	1. Modeled instruction; Facilitated Discussion 2. Facilitated Discussion 3. Facilitated Discussion 4. Direct Instruction and Facilitated Discussion 5. Announcements	1B, 2B 3B 2B, 3B 2B, 3B 1B

	<p>Homework:</p> <ol style="list-style-type: none"> 1. Reflective journaling 2. Read: Tatum <i>Who Am I</i> 3. Read: Harro <i>Cycle of Socialization</i> 4. Watch Socialization Videos 		
<p>Week Two:</p> <p>Self-Awareness—Exploration of Identity</p>	<ol style="list-style-type: none"> 1. Initial Check-in 2. Culture, Socialization, Reflexivity, Identity 3. Identity Wheel Exercise 4. Introduction to identity: <ul style="list-style-type: none"> • Aspects of self - avowed, ascribed, dominant, subordinate • “looking glass self”—self-in relation to others • Intersectionality <p>Homework:</p> <ol style="list-style-type: none"> 1. Reflective journaling 2. Read: Tatum <i>Can We Talk?</i> 3. Read: DiAngelo, <i>My Class Didn't Trump My Race: Using Oppression to Face Privilege</i> 4. Watch Dr. Haste-Jackson's video on Building Blocks 	<ol style="list-style-type: none"> 1. Facilitated discussion 2. PowerPoint and Facilitated Discussion 3. Facilitated Discussion 4. Direct Instruction and Facilitated Discussion 	<p>1B</p> <p>3A</p> <p>2A</p> <p>3A</p>
<p>Week Three:</p> <p>Building Blocks: Bias, Stereotypes, Prejudice, and Discrimination</p>	<ol style="list-style-type: none"> 1. Initial Check-in 2. Show Bias video 3. Explaining the Building Blocks: <ol style="list-style-type: none"> a. Prejudice b. Discrimination c. Stereotype 	<ol style="list-style-type: none"> 1. Facilitated discussion 2. Facilitated discussion 3. Direct Instruction and Facilitated discussion 	<p>1B</p> <p>2A, 3A</p> <p>3B</p>

	<p>d. Bias</p> <p>Homework:</p> <ol style="list-style-type: none"> 1. Reflective journaling 2. Read: Sue, D. <i>Microaggressions, Marginalization and Oppression.</i> 3. Read: Yoon <i>How to Respond to Microaggressions</i> 		
Week Four: Discrimination and Its Effects	<ol style="list-style-type: none"> 1. Initial Check-in 2. What are Microaggressions in the classroom? 3. Race and Privilege: A Social Experiment 4. Intergroup Relationships <p>Homework:</p> <ol style="list-style-type: none"> 1. Reflective journaling 	<p>Facilitated Discussion</p> <p>Show video/Facilitated Discussion</p> <p>Show video/Facilitated Discussion</p> <p>Direct Instruction and Demonstrative Activity</p>	<p>1B</p> <p>3B</p> <p>3A,3B</p> <p>2B, 3B</p>
Week Five: Diversity, Equity, Inclusion, and Global Voice	<p>Initial Check-in</p> <p>Diversity, Equity, Inclusion, and the Global Voice</p> <p>Develop a cultural competence plan to connect to SU (students must be prepared to share some aspect week 6)</p> <p>Homework:</p> <ol style="list-style-type: none"> 1. Reflective journaling 2. Read: Johnson, <i>What Can We Do?</i> 3. Read Harro, <i>Cycle of Liberation</i> 4. Complete the Cross Cultural Competency Plan (CCCP) 	<p>Direct Instruction and Facilitated Discussion</p> <p>Collaborative learning</p>	<p>1B</p> <p>2B, 3B</p> <p>1B, 2B</p>
Week Six:	<ol style="list-style-type: none"> 1. Initial Check-in 	<p>Student Presentations</p>	<p>1B</p> <p>1B, 2B</p>

Next Steps: Continuing Learning	2. Present Cultural Competence Plans	Facilitated Discussion (Harro model)	3A, 3B
	3. Introspection and Education		
	4. Actor-Ally-Accomplice	Facilitated Discussion (see article)	3A, 3B
	5. Annotated Bibliography		

Definitions:

Facilitated discussion: The instructor and undergraduate co-facilitator engage students in conversations around issues using a variety of prompts (some of which may be pre-determined) in order for students to give their perspectives on the issue or topic at hand.

Direct Instruction: The instructor's role now is to impart information to the students. Pedagogical strategies such as lecture or notetaking are employed here.

Collaborative learning: Students are asked to work in a collaborative manner to achieve a common goal. Interpersonal skills are at the center of this pedagogical strategy. The focus is more on process rather than product here. Examples, of cooperative learning are "jigsaw" activities or grouping students so that each person has a specific task to meet within the group.

Reflective journaling: Students are asked to contemplate and to write their thoughts and feelings down in a manner of their choosing. The focus here is not on style or grammar or narrative. Rather, the focus is on interior reflection that will potentially lead to personal insights.