FYS 100 First-Year Seminar (4)
First-Year Seminar is a required full-year course (four credits each semester) taken during the first year. In the fall semester, students improve their ability to read carefully and think critically about what they read, learn to write more effectively, increase their information literacy as they conduct basic library searches, and develop the discussion skills necessary for successful college work. The spring semester builds on those skills, and includes a significant research project, as well as opportunities to improve oral presentation skills. Faculty from across the curriculum teach FYS. Although each section is unique in the disciplinary content it addresses, every FYS section provides opportunities to develop the same intellectual skills. Through a wide variety of assignments and projects, students actively shape their development as reader, thinker, listener, writer, speaker, and researcher. The FYS professor serves as faculty advisor for each student in the section. Students stay in the same section for both semesters. These features help develop a sense of community and continuity. Offered for A-F grading only.

Course Information
Time: MWF 9:10-10:05 in Dietrich Reinhart LC 381
Website: This course will use Canvas, accessible via Tools on the main CSBSJU website.

Please note: you will be assigned additional readings from various sources. These will be available either in class or on Canvas. Although not required, a three-ring binder may be helpful in storing handouts and organizing notes with these handouts.

Instructor Information
Office: PEngl 109
Phone: office: 320-363-3172, mobile: 320-249-1654 (texting okay)
Email: awhitten@csbsju.edu
Office Hours: please stop in or schedule an appointment via email/phone/text

Learning Goals
This two-semester course addresses the Undergraduate Learning Goals that call for the development of clear thinking and communication skills, while helping students establish patterns of life-long learning and integrating knowledge of self and the world.

1. Students will improve their writing by:
   - Composing multiple papers in both semesters
   - Writing a major research paper in the second semester
   - Revising all papers after peer and instructor review
   - Learning to improve organization and mechanics, discover their own voice, and develop a sense of audience

2. Students will improve their discussion skills by:
   - Participating in discussion based classes
   - Receiving explicit instruction on discussion techniques
   - Practicing leading discussions
• Receiving periodic feedback on their discussion skills

3. Students will improve their public speaking ability by:
• Practicing public speaking over the year
• Practicing and presenting a formal oral presentation on their research paper
• Receiving peer and instructor feedback

4. Students will improve their critical thinking by:
• Engaging in class discussions that focus on examination of arguments and evidence
• Reading and evaluating increasingly challenging texts
• Receiving feedback on essays that focus on critical thinking
• Carefully examining multiple points of view in their research papers

5. Students will improve their understanding of information literacy by:
• Completing a variety of small research tasks connected with librarian presentations
• Learning how to conduct refined searches and evaluate a variety of sources in the research paper
• Gaining an understanding of plagiarism and learning academic standards for citations

6. Students will learn some disciplinary content that integrates self and society by:
• Reading to prepare for class, discussing material, applying critical thinking skills to discussion, writing papers, and completing the research paper

Course Structure
During class time we will hold small group and class discussions, have writing assignments, conduct peer review, and critique student presentations. Very little lecture will be conducted on the assigned readings. Therefore, it is important that students complete assigned readings before class in order to be prepared for class. Active student participation is expected throughout the class period and will be a component of your grade.

Grading
Your grade will be based on your writing assignments, discussion participation and leading, oral presentations, and library research assignments.

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<td>Writing</td>
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<td>Oral Presentations</td>
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<td>Research Assignments</td>
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Schedule
Due to the nature of student learning, the detailed schedule for this course will be flexible. However, there are three fixed dates:
- Sep. 9 – Presentation by Climate Action Club
- Oct. 2 – No Class
- Oct. 9 – Library Research Instruction with Jonathan Carlson in Quad 084

Also reserve Tuesday, September 10, 7:30 pm for the Peace Studies Conference Keynote Speaker Winona LaDuke in Quad 264.
Libraries
I encourage you to use library resources and services throughout the semester. Librarians are available by appointment at Clemens Library (CSB) or Alcuin Library (SJU) to help you locate useful books and articles, search for information, and evaluate resources for your papers and presentations. The primary librarian for this class is Jonathan Carlson (Alcuin 319, SJU; jcarlson@csbsju.edu; 320-363-2579). You can set up an individual or group research appointment with him online (http://www.csbsju.edu/libraries/research-help/appointment).

Attendance Policy
Students are required to attend all class meetings of courses for which they are registered. It is the student’s responsibility to contact an instructor – preferably in advance – of a necessary absence. A student absent from class for any reason assumes the responsibility for making up work which has been missed.

The instructor determines the attendance policy for his or her class. An instructor may fail a student if the instructor determines that unwarranted absences have earned the student a grade of “F”, based on grading standards and attendance requirements defined in the course syllabus. Excessive absences in any class, even excused absences, may mean that a student cannot fulfill minimal course requirements. In such cases, an instructor should notify the student of this condition and encourage the student to withdraw from the course during the regular withdrawal period.

Academic Misconduct
Academic misconduct is defined as any activity that tends to compromise the academic integrity of the College/University or subverts the educational process. Academic misconduct impedes the development of the student engaging in misconduct and undermines the community of learners that is a necessary component of a residential, Benedictine, liberal arts education. Academic misconduct includes but is not limited to:

- Cheating: copying the work of another student, receiving unauthorized assistance during an exam, submitting an assignment from one course for another course or other similar acts
- Plagiarism: the act of appropriating and using the ideas, writings, or work of another person as one’s own without giving credit to the person who created the work
- Fabricating information: submitting falsified information as if it were genuine, providing false excuses as a means of gaining extensions or special circumstances for assignments
- Intentionally damaging the coursework of others
- Assisting others in acts of academic misconduct (e.g., giving exam questions or course materials to other students or agencies without the consent or knowledge of the instructor)
- Actions indicating a general disregard of institutional policies regarding academic honesty and misconduct

The full policy is available at Academic Misconduct.

Accommodations for Students with Disabilities
Your experience in this course is important to me. I am dedicated to removing barriers and creating a more accessible classroom environment.

If you registered with Student Accessibility Services and have been determined eligible to receive academic accommodations, I encourage you 1) email me a copy of your accommodation letter and
2) schedule a time for us to meet, in person, to discuss your needs in this course. Be advised that while I am committed to honoring approved accommodations, students are responsible for requesting them in a timely manner.

Any student who feels they may need an accommodation based on a documented medical condition, mental health condition or learning disability (or suspects they may have one), is encouraged to contact our Student Accessibility Services (320-363-5160 or sas@csbsju.edu). Student Accessibility Services is located in room 105 of the Henrita Academic Building at CSB. You are welcome to contact me if you have additional questions regarding Student Accessibility Services and classroom accommodations.

Institutional Statement on Diversity

CSB/SJU Inclusion Visioning Statement
The College of Saint Benedict and Saint Johns University believe that an excellent liberal arts education requires an understanding and appreciation of cultural difference and that everyone deserves to feel safe and morally valued. To that end, we will challenge our own practices and systems. Our commitment to an inclusive environment will be incorporated into all decision-making processes. We dedicate ourselves to cultivating an equitable, inclusive community founded on respect for all persons. We commit to:

- Foster a learning and working environment that reflects respect for all persons
- Make decisions in accordance with our commitment to inclusivity
- Promote inclusion via self-reflection and professional development
- Respond to the common call of Catholic Social Justice Teaching and Benedictine values to dismantle systems of oppression
- Share and engage these practices in all that we do in the classroom, across our campuses and in the greater world

A Note on Title IX

Title IX makes it clear that violence, harassment, and discrimination based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources, both on and off campus, at http://www.csbsju.edu/joint-student-development/title-ix. As a faculty member, I am required by our institutions to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide the Dean of Students with relevant details such as the names of those involved in the incident, if I know them. Please know that you can seek confidential resources at CSB/SJU Counseling (CSB 320-363-5605 SJU 320-363-3236) and CSB Health Services 320-363-5605 (CSB students only) or the Central Minnesota Sexual Assault Center (1-800-237-5090). If you want to make a formal report, you can contact the Dean of Students (CSB 320-363-5601 SJU 320-363-3512), CSB Security 320-363-5000 or SJU Life Safety 320-363-2144. You can also make a police report to the St. Joseph Police Department 320-363-8250 or the Stearns County Sheriff’s Department 320-251-4240.