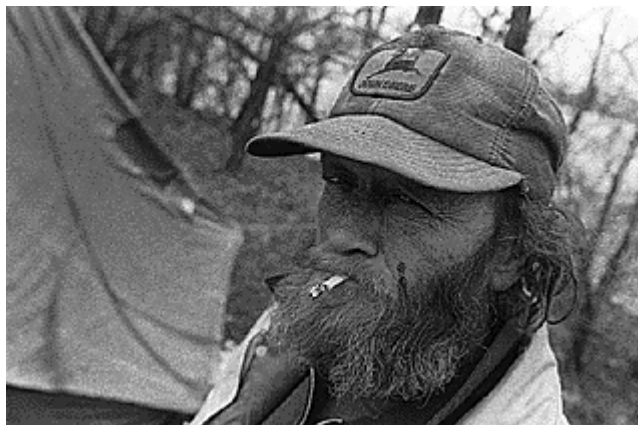


## **FYS 198-2:**

### **Tryin' to find a way back Home:**

#### **An Introduction to the Literature and Legacy of Homelessness in America**



#### **The First Year Seminar and the Charting Your Course Program**

##### **How is the Charting Your Course Program related to the First Year Seminar?**

For many years, most First Year students completed what is now known as the Charting Your Course (CYC) program in addition to and distinct from the efforts they put into their First Year Seminars (FYS). The students in this seminar, however, are being given the opportunity to participate in a combined program which blends the goals and requirements of the CYC program with those of the FYS.

The CYC program is largely about the individual student's roles, rights, and responsibilities in the college community. Since this is a course about active citizenship and community engagement in a scholarly context, one can easily find points of confluence between the expectations of CYC and the requirements of this particular FYS; furthermore, the combination of these two programs promises to alleviate pressure on student schedules, since students in this course have many out-of-class requirements which in the past often have led to conflicts with CYC sessions and to the duplication of effort and of programming.

##### **How will the Charting Your Course Program be implemented in this First Year Seminar?**

Charting Your Course Sessions for this FYS will occur **every Thursday** (except Thanksgiving!) from August 30<sup>th</sup> through December 5<sup>th</sup> **from 11:30 a.m.-12:30 p.m.**

Traditionally, the CYC program has consisted of a number of sessions where attendance is tracked. The more CYC sessions one should happen to attend, the more likely one would be to earn a higher lottery number for sophomore housing. A student's lottery number traditionally has been assigned based on both the number of CYC sessions attended and his or her GPA.

The bulk of the substantive CYC topics are built into our Thursday class periods. These sessions are designated *Maximizing Gettysburg* sessions on the schedule; you will be informed as to the venue for

each of these. Other sessions are specific to our particular course, and we will meet as usual in Patrick 100. Additional required CYC events are indicated in various College Life publications you have received, and you will doubtless be reminded of such required events by your OL and/or your RA.

### **Who will be involved?**

The members of this FYS include the students, the instructor, our Fearless PLA Natasha "Tia Tasha" Eulberg, and our CYC partner, Christine "Shazam!" Shanaberger.

### **How will the Thursday Sessions benefit you?**

You benefit through this integrated program because the class incorporates a great many of the CYC meetings you would have been expected to attend in any case and structures them around aspects of the FYS you would have been taking anyway. In addition, a great deal of class time in this course is expended upon reflective discussion concerning our community-service experiences throughout the term, and many of the Thursday Sessions will be dedicated to exactly this kind of activity.

Since students in past iterations of this course regularly have noted both the need to have even more such reflective discussions and the desire to minimize conflicts with the demands of the CYC program, the Thursday Sessions seem very likely to prove a useful addition to the course. The assignments you complete as part of the Thursday sessions thus will integrate the CYC program into your FYS, will bolster your overall course grade in the FYS, and will increase your chances of a high lottery number for sophomore housing. As an added benefit, students in the Burg program get to know their classmates and residence hall mates through sessions and activities that encourage them to engage compelling themes of social justice beyond the classroom; ideally, this will help you to have the holistic college experience that a residential college uniquely provides.

### **What is the Schedule of the Thursday Sessions?**

In addition to our regular MWF 9:00-9:50 meeting times, unless otherwise noted FYS 198-2 will convene in our seminar room each Thursday until Thanksgiving to explore the following topics:

- **Thursday, 29 August:** "Why are we here?" The Idea of a Liberal arts Education
- **Thursday, 5 September:** *Maximizing Gettysburg—Career Exploration*
- **Thursday, 12 September:** *Maximizing Gettysburg—Collaborative Learning*
- **Thursday, 19 September:** Introducing the Library, Lair of Research Man, alter-ego of Research Librarian Clint "I can help you find that!" Baugess
- **Thursday, 26 September:** "I wish I knew then what I know now!" Upper-Class Former FYSers Panel
- **Thursday, 3 October:** *Maximizing Gettysburg—Academic Advising*
- **Thursday, 10 October:** "I'm a little nervous...." Pre-DC Reading Days Trip to DC Reflection
- **Thursday, 17 October:** *Maximizing Gettysburg—Off Campus Studies*
- **Thursday, 24 October:** Introducing the Center for Public Service!
- **Thursday, 31 October:** *Maximizing Gettysburg—Engagement & Leadership*
- **Thursday, 7 November:** "Research, Research, Research!" Library instruction Session in the LIR with Research Man, alter-ego of Research Librarian Clint "I can help you find that!" Baugess
- **Thursday, 14 November:** Fall Convocation in the Chapel

- **Thursday, 21 November:** “Who ARE these People?!?” Faculty Interview Assignment/Presentation and Discussion
- **Thursday, 28 November: THANKSGIVING BREAK**
- **Thursday, 5 December** “Where do I go from Here?” Wrap-up Reflection and Trajectory of College Experience Discussion

### **What do I need to do to prepare for each Thursday Session?**

For some of our sessions, reflecting deeply and in advance upon the topic of the day may be ample preparation; when specific related assignments are involved, you will receive detailed instructions well in advance. Some of our discussions, moreover, require careful advance preparation:

### **“Why are we here?” Purposes of College Assignments and Discussions**

Read, think about, and be prepared to discuss the assigned selections:

Newman, John Henry (Cardinal). “The Idea of a University,” from *Knowledge Viewed in Relation to Professional Skill*. Pages 126-131 in Trilling, Lionel, and Harold Bloom, *Victorian Prose and Poetry*. New York: Oxford University Press, 1973.

Delbanco, Andrew. “Chapter 1: What is College For?” Pages 9-35 in *College: What It Was, Is, and Should Be*. Princeton, N.J.: Princeton University Press, 2012.

### **“Who ARE these People?!?” Faculty Interview Assignment/Presentation and Discussion**

Each student will interview a member of the faculty at Gettysburg to understand their views on the goals and purposes of a Gettysburg education. What does the faculty member think are the most important goals students should attempt to accomplish in their 4 years at Gettysburg? Why are these goals important to that faculty member, and why should they be important to students? How does the faculty member suggest that these goals best be attained? What characteristics does the faculty member look for in a model “Gettysburg student,” if there is such a thing? Students should come to the relevant Thursday Session prepared to discuss their discoveries. What surprised you? What did not? What most interested you about this faculty member’s views?

### **“Where do I go from Here?” Wrap-up Reflection and Trajectory of College Experience Discussion**

What is your definition of active and engaged learning? How will you ensure that you remain (or become) an active and engaged learner during your remaining years in college?

How has your understanding of “what college is for” evolved over the course of the last semester? How might this “new and improved” understanding shape your choices about college in the coming semesters?

What have you learned about yourself, your talents, your kind of intelligence and your learning style over the course of the semester? How does your self-awareness of your learning style help to shape your learning goals, strategies and vision for the next four years?

What ideas and experiences presented in the course did you find most compelling in thinking about your own approach to active learning? Why were these ideas and experiences especially meaningful to you?