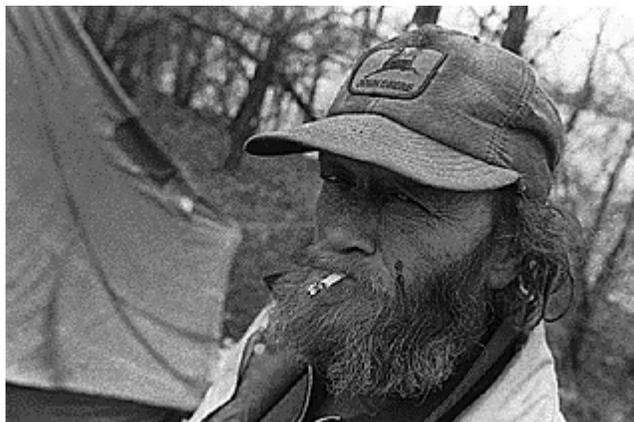


FYS 198-2:

Tryin' to find a way back Home:

An Introduction to the Literature and Legacy of Homelessness in America



The First Year Seminar as part of the CYC & the Burg

How are CYC & the Burg related to the First Year Seminar?

For many years, most First Year students completed a first year experience program in addition to and distinct from the efforts they put into their **First Year Seminars (FYS)**. This co-curricular program is now known as **Chart Your Course (CYC)**. 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. In addition, students in various FYS courses are grouped into "Burgs" on the basis of where they live, and thus will have opportunities to engage in a range of activities with other students in other FYS courses as a part of their Burg.

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, it was not at all difficult to find points of confluence between the expectations of the CYC program and the requirements of this particular FYS.

What are some Burg & CYC Activities Related to this Course?

Wednesday, September 10, 7:30pm: Wes Moore Common Reading Presentation in the CUB Ballroom

Friday, September 12th from 6:00-8:00pm: The Hanson Burg Picnic

Monday, October 20, 10:00pm: Community meetings to follow up on the presentations by Wes Moore and Paul Wesselman

How will the CYC Program be implemented in this First Year Seminar?

CYC Sessions for this FYS will occur **every Thursday** (except Thanksgiving!) from September 4th through December 5th **from 11:30 a.m.-12:30 p.m.**

Other CYC events which are not connected to our FYS are required in addition to these, and are indicated in various publications you have received; 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 Megan “Doc” Decker, and our CYC partner, Lynn “Bazooka” Burke.

How will the Thursday Sessions benefit you?

You benefit through this integrated program because the class incorporates a number 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 FYE 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 and will bolster your overall course grade in the FYS.

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 to explore the following topics:

- **Thursday, 4 September:** “Why are we here?” The Idea of a Liberal arts Education
- **Thursday, 11 September:** 9/11 & Service Discussion
- **Thursday, 18 September:** Small Group Discussion about The Other Wes Moore
- **Thursday, 25 September:** Introducing the Library, Lair of Research Man, alter-ego of Research Librarian Clint “I can help you find that!” Baugess
- **Thursday, 2 October:** “I wish I knew then what I know now!” Upper-Class Former FYSers Panel
- **Thursday, 9 October:** “I’m a little nervous....” Pre-DC Reading Days Trip to DC Reflection
- **Thursday, 16 October:** “It’s over already?” Post-DC Reading Days Trip Reflection Session
- **Thursday, 23 October:** Introducing the Center for Public Service!
- **Thursday, 30 October:** “So? How’s it goin’?” Local Service Reflection Session
- **Thursday, 6 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, 13 November:** Fall Convocation in the Chapel: Julian Bond
- **Thursday, 20 November:** “Who ARE these People?!?” Faculty Interview Assignment/Presentation and Discussion
- **Thursday, 27 November: THANKSGIVING BREAK**
- **Thursday, 4 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?