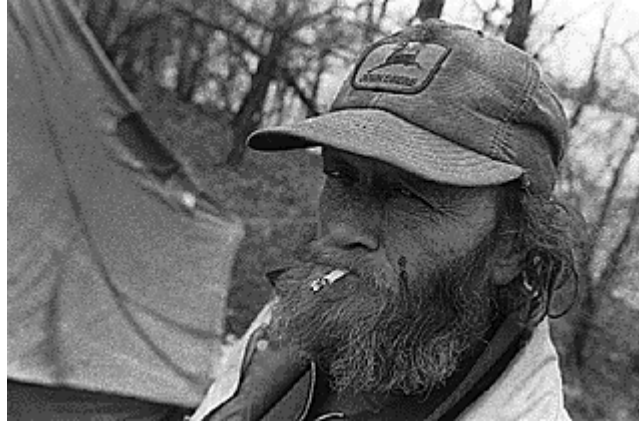


FYS 198-2:

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 **Charting 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 CYC Activities Related to this Course?

Tuesday, September 8, 2015, from 7:00-9:00 PM: Sherman Alexie, author of *Flight*, the Common Reading for the Class of 2019, will speak in the CUB Ballroom.

Sunday, September 27, 2015, from 2:00-4:00 PM: Paul Wesselman will speak about civility and respect in the CUB Ballroom.

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 3rd through December 3rd **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 RA.

Who will be involved?

The members of this FYS include the students, the instructor, our Fearless PLA Caroline “CC” Campbell, and our CYC partner, Megan “Megabite” Bailey.

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 from 11:30-12:30 to explore the following topics:

- **Thursday, 3 September:** Pre-*Flight* Discussion
- **Thursday, 10 September:** Post-*Flight* Discussion
- **Thursday, 17 September:** “There’s a trip in this class?!” Going over the *DC Handbook & Itinerary*
- **Thursday, 24 September:** Introducing the Library, Lair of Research Man, alter-ego of Research Librarian Clint “I can help you find that!” Baugess
- **Thursday, 1 October:** “I wish I knew then what I know now!” Upper-Class Former FYSers Panel
- **Thursday, 8 October:** “I’m a little nervous....” Pre-DC Reading Days Trip to DC Reflection
- **Thursday, 15 October:** “It’s over already?” Post-DC Reading Days Trip Reflection Session
- **Thursday, 22 October:** Introducing the Center for Public Service!
- **Thursday, 29 October:** “So? How’s it goin’?” Local Service Reflection Session
- **Thursday, 5 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, 12 November:** “So? How’s it goin’?” Local Service Reflection Session
- **Thursday, 19 November:** Dedication Day, Gettysburg National Cemetery
- **Thursday, 26 November: THANKSGIVING BREAK**
- **Thursday, 3 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:

“There’s a trip in this class?!?” Going over the *DC Handbook & Itinerary*

Have read the *DC Handbook & Itinerary* available on the course webpage; they may still be last year’s, but they’re almost identical to this year’s, so come prepared with questions and comments about the *Handbook & Itinerary*. Be prepared for a quiz covering their content!

“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

In preparation for our **second** meeting with Clint, you will write and submit a research proposal several days in advance; stay tuned for details!

“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?