

Tompkins Cortland Community College

## Master Course Syllabus

**Course Discipline and Number: FSS 131**

**Course Title: Self and World**

**Year: 2024-2025**

**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, reasonable accommodation to students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### Course Description

"Welcome students! This class will help you 1) create strong relationships with your teachers and peers; 2) figure out how to "do college" successfully; 3) discover how to apply your experiences, interests, and strengths to your learning; and 4) explore academic majors and career possibilities that match your interests. Unlike many classes you have taken in the past, where you job was to learn the "material" the teacher taught, this class is about learning from your own and your classmates' experiences. You will be thinking deeply, reading actively, and writing a lot, but what you think, read, and write about will be relevant to you. You'll work hard, and you'll have fun. Modest fee for aptitude testing. Prerequisites: Prior completion or concurrent enrollment in ENGL 99 and RDNG 99 if required by placement testing. 3 Cr. (3 Lec.)

### Course Context/Audience

This is a required first semester course for students in the Exploratory Studies Sequence of the Liberal Arts-General Studies Program. It is designed to introduce students to the intellectual, social, and practical aspects of college life, and foster successful socialization to the academic and social expectations of college. Meaningful academic conversations will provide the context for students to think deeply about important issues and to respectfully consider and reflect upon the experiences and perspectives of others. Working within a diverse community of learners, students will explore how their lives shape and are shaped by the complex world in which they live, and they will extend their understanding of their roles within it. Primary emphasis will be devoted to building relationships with faculty and peers, and developing the skills of critical thinking, deliberation, and writing.

### Basic Skills/Entry Level Expectations

**Writing:** W1 If required, the student must be concurrently enrolled in ENGL 099. Very limited writing, e.g., short written responses of a paragraph or less.

**Math:** M0 Course requires very little or no math.

**Reading:** R1 If required, the student must be concurrently enrolled in RDNG 099. The course requires very limited reading of shorter pre-college materials and limited beginning college-level materials that will also be covered extensively in class.

## Class Expectations

### What students can expect from their teacher:

- *Support*: Your teacher cares about your learning and wants you to be successful
- *Feedback*: Your teacher will give you prompt feedback on your work and let you know how you can improve it.
- *Humility*: Your teacher plans to learn as much from you as you will from him/her.
- *Respect* – Your teacher will treat you and your ideas with respect.

### What students can expect from each other:

- *Attendance and Preparation* – This is a learning *community* and that requires everyone to show up and be prepared for discussion.
- *Generosity* – Learning from each other requires generously sharing experiences and ideas.
- *An Open Mind* – The flip side of sharing one's own ideas and experiences is being open to those of one's peers. At this moment, what we think about anything is the result of all of the experiences that have gone into making us who we are, and since none of us have had the exact same set of experiences, we all think about things differently. When someone says something you disagree with, instead of thinking, "Wow, that's stupid!" try thinking, "Wow, that's really different than how I think, I wonder how they arrived at that position?" Then find out how.
- *Respect* – Please treat everyone with the same respect you wish to receive.
- *Basic Consideration* – Please be on time and please use cell phones only for class work.

## Course Goals/Course Learning Outcomes:

Upon successful completion of this course, students will:

1. Know how to access college support services relevant to their individual needs (e.g., Baker Center; Counseling, Career, and Transfer Services; Financial Aid).
2. Have supportive relationships with their Freshman Seminar teacher and/or academic advisor.
3. Have supportive relationships with peers.
4. Have explored their individual interests and identified classes and/or program majors that match their interests.
5. Have improved their thinking and writing skills.

## Course Objectives/Topics

Objective/Topic	% of Course
Self-reflection/exploration combined with community learning	100%

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to <ul style="list-style-type: none"><li>➤ develop meaningful questions to address problems or issues.</li><li>➤ gather, interpret, and evaluate relevant sources of information.</li><li>➤ reach informed conclusions and solutions.</li><li>➤ consider analytically the viewpoints of self and others.</li></ul>	<p>Students will be able to develop meaningful questions about and solutions to challenges they are facing.</p> <p>Students will be able to better understand how their challenges converge with and diverge from those of their classmates.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Students will begin to understand the complex and interacting factors that support and challenge success in college.</p>

### Instructional Methods

Lectures, films, collaborative inquiry and presentation, experiential learning

### Methods of Assessment/Evaluation

Method	% Course Grade
Attendance	15-25%
Autobiographical/Self-reflective written work (multiple prompts to choose from)	25-50%
Sharing work	15-25%
Collaborative work	10-25%

### Text(s)/Media

Each instructor should choose readings and media that support student exploration of their experiences while introducing them to the experiences of others. Texts/media will be used to support students' writing, reflection, and collaboration.

Texts/Media Suggestions:

The Twilight Zone

Our America

Winter's Bone (book and/or movie)

This I Believe (Books I and II and the CDs)

NPR Curriculum Ideas for This I Believe

The Way (film)

### Bibliography

#### Other Learning Resources

#### Audiovisual

No resources specified

#### Electronic

The Library will purchase media on an as requested basis. *Films on Demand* – our streaming video database – also should prove a rich resource given the breadth of its film library.

#### Other

The Library has a wide array of book holdings (both print and e-format) that cover various aspects that can fall under the topic of self and world. When available, the collection development librarian would appreciate a list of the unique, second class topics in order to fill any gaps – should they exist – in the Library's monograph collection. Librarians will be available to teach, lead discussions or to consult on various topics (Library instruction, Academic Integrity, etc.) that involve academic culture and skills.