

**PRV101-: The First Year Experience**

**Fall 2024**

**Meeting Times:** Wednesday, 9:00-9:50 AM

**Classroom Location: Altorfer 501**

**Canvas Course Address:**  https://sit.instructure.com/courses/76477

**Instructors:**  Dr. Eric Rose and Professor Eve Riskin

**Office Hours:** Dr. Rose, - Thu, 4-4:50pm in Wellness Center Conf. Room and Prof. Riskin – Tues, 2-3 PM in Howe 907  
  
**COURSE DESCRIPTION**

The First Year Experience course at Stevens is an introductory course for all new undergraduate students. The course provides support and encouragement as students make the personal and academic transition into the University community. The course provides an opportunity for dialogue and discussion amongst peers, faculty and staff in a small group setting as students learn about themselves and the Stevens experience. Students will learn essential skills for success in college, including leadership skills, cultural competence, ethical decision-making, academic and career development skills, personal wellness, and how to access campus resources. Using a flipped classroom model, the course will engage students with active and exploratory learning strategies.

**STUDENT LEARNING OUTCOMES**

After successful completion of this course, students will:

* **Build Connections:** Form meaningful relationships with peers, faculty, and staff by actively participating in activities and discussions as part of the course.
* **Transition Strategies:** Develop and apply effective strategies tailored to navigate the unique challenges transitioning from high school to college, including understanding new academic expectations and social dynamics.
* **Resource Navigation:** Identify and utilize a range of campus resources, such as academic advising, student support services, counseling services, and others to enhance their academic and personal success.
* **Academic Success Skills:** Adopt academic strategies including effective time management, advanced study techniques, and robust organizational skills to improve study habits and coursework management.
* **Career and Financial Skills:** Demonstrate a thorough understanding of career development processes, engage in financial literacy education, and explore global citizenship concepts to prepare for future professional and personal decisions.
* **Inclusive Dialogue**: Engage in and promote respectful, inclusive dialogue and civil discourse within the classroom and broader campus community, appreciating diverse perspectives and fostering an inclusive environment.
* **Personal Wellness Awareness:** Identify key issues related to personal wellness and mental health that are prevalent among first-year students; develop strategies to manage these challenges effectively.
* **Community Engagement:** Actively participate in the Stevens community through involvement in campus events, clubs, and organizations, thereby cultivating a strong sense of belonging and pride in their institution.

**COURSE FORMAT AND STRUCTURE**

The format for this in-person course is discussion and group activity. The structure for this course is intensive discussion with a flipped classroom model. For more information about course access or support, contact the Technology Resource and Assistance Center (TRAC) by calling 201-216-5500.  
  
**COURSE REQUIREMENTS**

**Attendance.** One of the course's key purposes is to help you have a successful Stevens experience by connecting you to your campus community. For this reason, in-person attendance and active engagement in the class sessions are an essential component of the course. Attendance will therefore be taken at each class session, and students are always encouraged to participate and connect with each other during class times. A student who misses four or more class sessions will be at risk of failing the course.

**Participation.** Active participation is an essential component of your completion of this course. Participation includes regular attendance and thoughtful, lively in-class engagement. Both the quality and quantity of participation will be considered.

**Course Materials.** All materials will be delivered via Canvas.

**Flipped Classroom:** We will utilize a flipped classroom model to enhance the student learning experience. Before class, students will access and engage with course materials and videos online at their own pace. Classroom time is then dedicated to interactive activities and discussions between students and their instructors based on the week's theme.

**Student Input.** Throughout the course, you'll be asked to complete a short survey after week 1, week 6, and week 14. Your feedback allows us to make sure the course is effective and to make any necessary changes to better support your success and future Ducks enrolled in the First-Year Experience Course.

**Atilla’s Assignments.** Students must complete six Experiential Learning Activities (engagement beyond the classroom) throughout the semester. Two ELAs should be submitted by the end of Week Four, Week Eight and Week Fourteen.

These assignments will help students engage in the life of campus, learn about the resources available, and make critical connections that will benefit them throughout their college career. There are no exams for this course. All the assignments below are strongly encouraged; students must complete at least six of these to receive a passing grade in the class. Students must upload proof of completion to Canvas (proof can be an email confirming that the meeting or event occurred, a photo with the student and the advisor/professor/administrator, a photo of the student participating in an event/workshop, or a screenshot of a confirmation or registration).

**Experiential Learning Activities**

* Attend a faculty member’s office hours or invite a faculty member to a meal or coffee/tea
* Attend a Career Center workshop or meet with a Career Advisor (visit the Handshake app in MyStevens)
* Meet with your Academic Advisor (you can find out who your advisor is in Workday)
* Join a Student Organization (check out DuckLink on MyStevens for a list of organizations and contact information) or by visiting: <https://ducklink.stevens.edu/>
* Attend an academic talk or lecture hosted within a department or college/school
* Attend a Stevens Athletic competition (these are happening all of the time; the schedule are on [stevensducks.com](https://stevensducks.com/index.aspx) – Athletes cannot count their own competitions!)
* Attend a cultural event or workshop not connected to your own culture or identity (tons of events are listed on Duck Link and in the weekly Duck Digest newsletter sent via email)
* Attend a Writing and Communications Center Workshop (check out their website here: <https://www.stevens.edu/writing#lets-get-started>)
* Attend an Academic Support Center Workshop by visiting the Support Center Hub: <https://www.stevens.edu/page-basic/academic-support-center>
* Register with Stevens Connects (available as an app on MyStevens)

**Grading****.** The course will be graded as P/F. A student needs to earn greater than 60% to receive a P grade. Grades will be based on:

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| Class Participation and Attendance | 60% |
| Experiential Learning Activities (ELAs) | 40% |

**TECHNOLOGY REQUIREMENTS**

Students must have basic computer and web browsing skills to successfully utilize Canvas and view the class content for each session. Students must have a computer with a high-speed internet connection to adequately prepare for class.   
  
**ACADEMIC INTEGRITY**

**Undergraduate Honor System.** Enrollment into the undergraduate class of Stevens Institute of Technology signifies a student's commitment to the Honor System. Accordingly, the provisions of the Stevens Honor System apply to all undergraduate students in coursework and Honor Board proceedings. It is the responsibility of each student to become acquainted with and to uphold the ideals set forth in the Honor System Constitution. More information about the Honor System including the constitution, bylaws, investigative procedures, and the penalty matrix can be found online at <http://web.stevens.edu/honor/>.

**Honor System Pledge.** The following pledge shall be written in full and signed by every student on all submitted work (including homework, projects, lab reports, code, quizzes, and exams) assigned by the course instructor. No work shall be graded unless the pledge is written in full and signed.

“I pledge my honor that I have abided by the Stevens Honor System.”

**Reporting Honor System Violations.** Students who believe a violation of the Honor System has been committed should report it within ten business days of the suspected violation. Students have the option to remain anonymous and can report violations online at [www.stevens.edu/honor](http://www.stevens.edu/honor).

**ACCOMMODATIONS**

Stevens Institute of Technology is dedicated to providing appropriate accommodations to students with documented disabilities. The Office of Disability Services (ODS) works with undergraduate and graduate students with learning disabilities, attention deficit-hyperactivity disorders, physical disabilities, sensory impairments, psychiatric disorders, and other disabilities to help students achieve their academic and personal potential. They facilitate equitable access to the educational programs and opportunities offered at Stevens and coordinate reasonable accommodations for eligible students. These services are designed to encourage independence and self-advocacy with support from the ODS staff. The ODS staff will facilitate the provision of accommodations on a case-by-case basis.

For more information about Disability Services and the process to receive accommodations, visit <https://www.stevens.edu/student-diversity-and-inclusion/disability-services>. If you have any questions, please contact the Office of Disability Services at disabilityservices@stevens.edu or by phone at 201.216.3748.

**Disability Services Confidentiality Policy.** Student Disability Files are kept separate from academic files. The Family Educational Rights Privacy Act (FERPA, 20 U.S.C. 1232g; 34CFR, Part 99) regulates disclosure of disability documentation and records maintained by the Stevens ODS. According to this act, prior written consent by the student is required before the ODS may release disability documentation or records to anyone. An exception is made in unusual circumstances, such as the case of health and safety emergencies.

**MENTAL HEALTH RESOURCES**

Part of being successful in the classroom involves a focus on your whole self, including your mental health. While you are at Stevens, there are many resources to promote and support mental health. The [Office of Counseling and Psychological Services (CAPS)](https://www.stevens.edu/counseling-psychological-services) offers free and confidential services to all enrolled students who are struggling to cope with personal issues (e.g., difficulty adjusting to college or trouble managing stress) or psychological difficulties (e.g., anxiety and depression). Appointments can be made by phone (201-216-5177), online at <https://stevensportal.pointnclick.com/confirm.aspx>, or in person on the 2nd Floor of the Student Wellness Center.

**EMERGENCY INFORMATION**

In the event of an urgent or emergent concern about your own safety or the safety of someone else in the Stevens community, please immediately call the Stevens Campus Police at 201-216-5105 or on their emergency line at 201-216-3911. These phone lines are staffed 24/7, year-round. For students who do not reside near the campus and require emergency support, please contact your local emergency response providers at 911 or via your local police precinct. Other 24/7 national resources for students dealing with mental health crises include the National Suicide Prevention Lifeline (1-800-273-8255) and the Crisis Text Line (text “Home” to 741-741). If you are concerned about the wellbeing of another Stevens student, and the matter is not urgent or time sensitive, please email the CARE Team at care@stevens.edu. A member of the CARE Team will respond to your concern as soon as possible.

**INCLUSIVITY**   
  
Stevens Institute of Technology believes that diversity and inclusiveness are essential to excellence in academic discourse and innovation. In this class, the perspective of people of all races, ethnicities, gender expressions and gender identities, religions, sexual orientations, disabilities, socioeconomic backgrounds, and nationalities will be respected and viewed as a resource and benefit throughout the semester. Suggestions to further diversify class materials and assignments are encouraged. If any course meetings conflict with your religious events, please do not hesitate to reach out to your instructor to make alternative arrangements.

You are expected to treat your instructor(s) and all other participants in the course with courtesy and respect. Disrespectful conduct and harassing statements will not be tolerated and may result in disciplinary actions.

**Name and Pronoun Usage.** As this course includes group work and class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect. This includes the ability for all students to have their chosen gender pronoun(s) and chosen name affirmed. If the class roster does not align with your name and/or pronouns, please inform the instructor of the necessary changes.

**Religious Observance.** Stevens is a diverse community that is committed to providing equitable educational opportunities and supporting students of all ethnicities and belief systems. Religious observance is an essential reflection of that rich diversity. Students will not be subject to any grade penalties for missing a class, examination, or any other course requirement due to religious observance. In addition, students will not be asked to choose between religious observance and academic work. Therefore, students should inform the instructor at the beginning of the semester if a requirement for this course conflicts with religious observance so that accommodations can be made for students to observe religious practices and complete the requirements for the course.

**COURSE SCHEDULE**

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| **Week** | **Videos (to be completed prior to class)** | **Session Objective** | **Atilla’s Assignment** |
| Week One **IntroDUCKtions and Course Overview** | * History and Values | This session welcomes students to the First-Year Experience course, aims to build community, sets course expectations, and encourages active engagement and ownership of their learning journey at Stevens | Complete Week 1 Survey |
| Week Two  **Roadmap for Success in College** | * Did I Miss Anything * Email Blunders | This session equips students with essential communication skills to effectively engage with faculty and staff, expand their networks, access advising services, and set clear personal goals, enhancing their overall academic success and integration into university life. |  |
| Week Three  **Engaging in the First Year Read**  ***What Can a Body Do? How We Meet the Built World* by Sara Hendren** |  | This session promotes inclusive thinking and empathy by exploring challenges faced by people with disabilities, linking these insights to STEM applications for innovative, socially responsible design. It also leverages the first year reading to stimulate critical reflection on accessibility and our interaction with the built environment. |  |
| Week Four **Who am I? Leveraging Your Strengths for Success** |  | This section addresses navigating school and beyond through a strengths-based lens. Students will identify their strengths and understand how they approach academics and personal challenges. Additionally, students will learn the concept of grit and the value of resilience. | Submit two ELA’s by the end of Week Four. |
| Week Five  **Mastering Essentials: Time and Financial Management** | * Financial Literacy Part 1 * Financial Literacy Part 2 | This session will delve into effective strategies for task prioritization, resource budgeting, and financial literacy, equipping you with practical skills to balance academic demands and personal financial health. Through interactive exercises, you will learn to efficiently manage both time and finances, ensuring a successful and well-rounded college experience. |  |
| Week Six **Academic Empowerment: Unlocking the Keys to Academic Success** |  | Students will brainstorm ways to become more engaged in class lectures and recitations, learn more about the Academic Calendar and registration and work on your Academic Plan for Spring semester, and explore more academic options at Stevens such as minors and graduate school. | Complete Week 6 Survey |
| Week Seven  **Thriving Through College: A Holistic Approach to Student Well-being** |  | This session provides an in-depth look at self-care, highlighting its importance in maintaining well-being during college. Through discussions and practical resources, students will learn to prioritize self-care and access tools and resources that support their physical, mental, and emotional health throughout their academic journey and beyond. |  |
| Week Eight  **From Campus to Career: Strategies for Success** | * Career Exploration | This session serves as an introduction to the Stevens Career Center. Students will learn about the  programs, career resources and job opportunities available through the Career Center. | Submit two ELA’s by the end of Week Eight. |
| Week Nine **Experiential Learning, Research, and Entrepreneurship** | * Experiential Learning | The purpose of this session is to introduce students to the Stevens Career Center and its offerings. Students will learn about the various programs, career resources, and job opportunities available to them. This session aims to equip students with the knowledge and tools needed to effectively leverage the Career Center from day one for their career development and job search needs. |  |
| Week Ten  **Building an Inclusive Community: Identity & Belonging** | * Building an Inclusive Community: Identity and Belonging * Microaggressions | Creating an inclusive campus is key to making sure everyone feels like they belong. In this session, we  will learn strategies to navigate microaggressions and bias, reflect on our identities, and better  understand campus resources. |  |
| Week Eleven  **Bystander Intervention** | * Bystander Intervention | Bystander Intervention can keep our community safer and more connected. Students will learn how to recognize a potentially harmful situation, and how to choose a safe and positive response. Bystander  Intervention raises awareness of helping behaviors, increases motivation to help, develops skills and confidence when responding to problems or concerns, and supports the safety and wellbeing of all  members of our community. |  |
| Week Twelve  **Leadership and Ethics** |  | Students will learn to recognize ways in which people are prone to rationalizing ethical lapses, external  pressures and other factors contribute to unethical judgment and decision-making, and various forms of honor code violations, including subtle and indirect violations. |  |
| Week Thirteen  **Getting Involved and Making Your Mark on Campus** | * Getting Involved | Students will gain an understanding of engagement, involvement, and philanthropy in the Stevens  community, in addition to understanding the advantages of being involved on campus. Students will leave with an action plan of how they intend to engage, connect, and give back during their time at  Stevens and beyond. |  |
| Week Fourteen  **Leaving Your Legacy. Where Do We Go from Here?** |  | In this session, we will reflect on the connections you have made and the impact you have had so far, and how these will shape your future at Stevens and beyond. We will discuss how you can keep growing, contributing, and making choices that support your personal and academic success while also enriching the Stevens community. | Submit the final two ELA’s by the end of Week Fourteen.  Complete Week 14 Survey |